

USDA-GIPSA



Mentoring Program

Making A Difference in GIPSA

Applications Due August 31, 2013

Participant Handbook

USDA-GIPSA Mentoring Program

Table of Contents

<i>Topic</i>	<i>Page</i>
Purpose	3
What is Mentoring?.....	4
Participation Requirements.....	5
Mentor Application	6
Mentee Application.....	12
Mentoring Agreement.....	16
Getting Started as a Mentor	
Mentoring Role	18
Gifts to the Mentee.....	19
Advice to New Mentors.....	20
Tips for Virtual Mentoring	21
First Meeting	22
Mentoring Meetings.....	23
Partnership Assessment	25
Training and Reference Materials.....	26

GIPSA-FGIS Mentoring Program

*“Sharing experiences and information to
enable greater
professional success.”**



Why Mentoring?

During the Cultural Transformation initiative, USDA determined that a mentoring program needed to be established to support employees. The purpose of mentoring is to aid in the development of a diverse, high performing workforce capable of adapting to the rapidly changing workplace. A mentoring program offers opportunities to all employees, whether you are a younger employee ready to explore career options, leadership and personal development or even if you are actively preparing to retire and looking into a successful transition and leaving a legacy. As a result, the USDA-GIPSA is offering two purposes this program, 1) the informal transmission of knowledge and 2) Enhance Employee skills.

Transfer Institutional Knowledge: Mentoring provides an environment for experienced employees (mentors) to share their knowledge of USDA practices, policies, and culture with the next generation of USDA staff through working with a mentee. Based on their knowledge of USDA, or their agency, a mentor can help the mentee understand how best to accomplish their goals, within the context of working at USDA Mentoring will also create opportunities for mentors to pass along historical and institutional knowledge that may otherwise be lost as experienced USDA employees retire and leave their agencies.

Enhance Employee Skills: Mentoring provides the opportunity for both mentors and mentees to enhance their skills. Mentors can help their mentees identify methods and tools for focusing their skill development. For example, the mentor may suggest specific training or on-the-job tasks and assignments that could help the mentee to develop his or her skills. Through the mentoring relationship, mentors develop their leadership, feedback, and coaching skills. Mentoring also helps both mentors and mentees to enhance their communication and conflict resolution skills and develop an appreciation for different work styles.

Participants may choose to participate in one or both of these purposes.

Mentoring strengthens:

- succession planning - many employees in GIPSA are retirement eligible; which may offer opportunities down the road for remaining employees;
- transfer of knowledge from one generation to another;
- career networks that enhance greater exposure within the Agency or the Department;
- retention of existing employees;
- cross functional cooperation between organizations;
- individual employee growth; and
- development of soft skills (e.g., communication, interpersonal skills).

What is Mentoring?*

Mentoring is a personal enhancement strategy or developmental partnership between two people who invest time, know-how, and effort by sharing known resources, expertise, values, skills, perspectives, attitudes, and proficiencies. It is a mutually beneficial, formal relationship.

**Definition of Mentoring, Merrill Anders, CEO, MetrixGlobal LLC*

What is a Mentor?

A mentor is an individual who facilitates personal and professional growth by sharing knowledge and insights learned through the years. The mentor recognizes, encourages, and fosters the mentee's potential. He or she listens, helps the mentee clarify career goals, passes on knowledge and skills, coaches and teaches, provides both professional and personal encouragement and support, acts as a role model, challenges the mentee to grow, and serves as a sounding board.

What are the Benefits as a Mentor?

The personal benefits of mentoring are many. Mentoring:

- gains insights from mentor's history that can help develop mentee;
- provides access to critical information and perspectives;
- reduces isolation and boosts self-confidence by developing networks;
- improves interdisciplinary understanding and awareness;
- maximizes employee contributions through career guidance and solid role models;
- increases personal satisfaction by contributing to individual and organizational success;
- promotes fresh ideas and renewed energy; and
- encourages retention and reduces turnover.

What is a Mentee?

A mentee is someone who works in partnership with usually a more senior employee in order to strengthen personal and career development. Qualities of a mentee would include willingness to take initiative, risks, be trustworthy and willingness to work with a mentor.

What is the benefit as a Mentee?

The benefits of being a mentee allow you to:

- make smoother workforce transitions;
- further your professional development;
- complement your ongoing formal study or training and development activities;
- gain some career development opportunities;
- develop new and/or different perspectives;
- demonstrate strengths and explore your potential;
- increase career networks and receive greater agency exposure;

- sharpen focus on what is needed to grow professionally within the organization by and gain understanding of agency culture;
- gain from the mentor's expertise; and
- receive feedback on communications, interpersonal, technical, change management and leadership skills.

Participation Requirements

Participation in the mentoring program is voluntary and open to all employees. Mentors are usually at least one pay grade higher than the mentee and outside the mentee's chain of command.

FGIS: FGIS currently has a number of employees who were waitlisted for the fiscal year 2013 there were not enough mentors for all applicants for this popular program. Once all waitlisted employees have been assigned mentors, new FGIS applicants will be considered under the fiscal year 2014 program.

P&SP and Shared Services (Information Technology, Civil Rights, and Management and Budget Services): These employees will be able to apply as new participants.

What are the Requirements to Participate as a Mentor?

Mentors may be managers, supervisors and other employees; with a minimum of three years of service; with a fully successful rating; who submit a brief application; and have the approval of their supervisor. To apply, **you must submit pages 9-11 and submit a 2014 IDP from the training website**

All time spent mentoring by supervisors and managers will count toward their annual supervisory refresher training requirement. Since the time spent mentoring is expected to be about 24 hours annually, participation in the program would meet the total time requirement.

What are the Requirements to Participate as a Mentee?

The mentoring program is open to all GIPSA employees. However, you will need to submit an application -- please see pages 14-15.

FOR MENTORS

Are You Ready to be an Effective Mentor?

REQUIRED DOCUMENTS TO APPLY AS A MENTOR.

Taking the time to assess your personal characteristics and skills helps ensure your readiness to be an effective mentor and helps us pair you with a prospective mentee. This guide contains several documents to complete two assessments for you to complete:

1. a **Characteristics Survey** that will help you decide if you're ready to be an effective mentor,
2. a **Skills Survey** that is to accompany your application. Prospective mentors are encouraged to develop skills and competencies to increase their effectiveness, either before applying, or during the process, depending on the need. The assessments will also help you answer the application questions.
3. **GIPSA Mentor Application Form**,
4. the **Mentor Confidentiality** statement, and
5. a revised IDP. **Indicate you will participate in the Mentoring Program** and make sure **it is signed by your supervisor**. You can find the form by:
 - a. Clicking on...: <https://ingipsa.gipsa.usda.gov/training.aspx> .
 - b. On the left side of the page click on "Training" under employee resources and
 - c. In the middle of the page under "IDP," locate the form.
 - d. You may print it out or save it to your computer and enter your information by hand or enter updated information as a pdf.

Please send the documents (**Pages 8-11**) via e-mail or fax to Caroline Thorpe at caroline.c.thorpe@usda.gov or Fax to 202-690-2173 or mail: 1400 Independence Avenue, SW, Room 2546-S, Washington, DC 20250-3649.

1) Characteristics Assessment - to be retained by you.

A mentor is expected to have most of the following characteristics. Rate yourself using this scale:

1 Always 2 Frequently 3 Sometimes 4 Rarely 5 Never

	Demonstrate people-oriented behavior
	Demonstrate respectful behavior
	Regarded as successful in GIPSA
	Willing to be responsible and accountable as a mentor
	Display patience and support

	Trustworthy; keep confidences
	Non-judgmental and tolerant
	Knowledgeable about GIPSA goals, policies, training and development program, etc.
	Demonstrate GIPSA core values
	Can see potential and believe in others
	Ability to show options, listen, and adapt
	Willing to share personal experiences relevant to mentee's needs
	Provide honest and positive feedback
	Organized and respectful of time
	See the big picture
	Encourage others to grow

Some ineffective characteristics include:

	Too busy to mentor
	Critical rather than constructive
	Want to use Mentee as personal helper
	Not current with the times, i.e., technology, business changes, etc.
	More interested in personal ego building

Name: _____

2) Skill Inventory (To be Included with the Application)

Please prioritize the top 5 skill areas that you would like to share by placing a number 1 to 5 (1 is the most interest and 5 least interest) in the boxes next to each skill area below. If there are more skills you would like to add beyond the initial 5, please indicate which ones by putting checkmark for those skills of lower priority. This will help us assign mentees to mentors.

Skill	Prioritize
Accountability and responsibility	
Self-awareness and learning	
Personal ethical conduct	
Technical credibility	
Communication skills	
Respect for others	
Mentoring of others	
Customer/stakeholder focus	
Problem solving	
Conflict management	
Team building	
Creativity and innovation	
External awareness	
Tactfulness	
Relationship building	
Developing of others	
Getting results	

Name: _____

Skill	Prioritize
Cultural awareness	
Organizational skills	

A mentor is not expected to be effective in all of these areas, but should have strengths in many of them. Please consider strengthening some of your skills to help successfully mentor another employee and discuss development of any skill you identify with your manager. Note: It is usually best to choose only 1-3 skills to maintain focus and ensure the strongest development.

Remember to use your self-assessment to help you complete the following application.
GIPSA Mentoring Program

GIPSA Mentor Application Form

Name: _____ Date : _____

Current Job Title: _____ Current Grade: _____

Length of Service in GIPSA: _____ years _____ months

Do you work nightshift? Yes or No (This question is optional but knowing this could help in finding a mentee who has a similar schedule.)

List your skills, abilities, and experiences that would contribute to your success as a mentor:

Why do you want to be a mentor?

Given your current level of responsibility, do you have time necessary to devote to mentoring relationship?

MENTOR-CONFIDENTIALITY

I hereby acknowledge that as a mentor, I am accountable for personal and professional information shared by a fellow employee. I recognize the inherent dignity of this individual and will establish a trustworthy relationship by maintaining confidentiality on non-technical matters, except in cases of harm or injury to themselves, fellow employees, the organization, or stakeholders. I will share information related to technical development with the mentee's supervisor to further the mentee's professional development.

Signature of Prospective Mentor

Date

Supervisor's Signature of Approval

Date

Please submit pages 8–11 along with a 2014 IDP to Caroline Thorpe at caroline.c.thorpe@usda.gov or Fax to 202-690-2173 or mail to: 1400 Independence Ave., SW, Room 2546-S, Washington, DC 20250-3649. Your assessment will be used to pair you with a mentee.

GIPSA Mentoring Program

REQUIRED DOCUMENTS TO APPLY AS A MENTEE.

Please provide the following forms to the training office. Completion of the forms is very valuable information in determining selection of your mentor.

1. Mentee Application Form
2. Mentee Confidentiality Statement
3. Also submit a revised IDP. **Indicate you will participate in the Mentoring Program** and make sure **it is signed by your supervisor.** You can find the form by:
 - a. Clicking on: <https://ingipsa.gipsa.usda.gov/training.aspx> .
 - b. On the left side of the page click on “Training” under employee resources and
 - c. In the middle of the page under “IDP,” locate the form.
 - d. You may print it out or save it to your computer and enter your information by hand or enter updated information as a pdf.

Please submit the following documents (pages 13-14 and a revised IDP) via e-mail or fax to Caroline Thorpe at caroline.c.thorpe@usda.gov or Fax to 202-690-2173:

GIPSA Mentee Application Form

Name: _____ Date : _____

Current Position: _____ Current Grade: _____

Length of Service in GIPSA: _____ years _____ months

Duty Location: _____ Phone number: _____

Do you work night shift? Yes or No (This question is optional but knowing this could help in finding a mentee who has a similar schedule.)

Are you submitting the application while participating in the USDA Virtual University (please check one)

____ Aspiring Leader Program-For ALP-Indicate by check mark if you only want ____3 hours mentoring or ____ Formal mentoring program participation.

____ Leadership Essentials Certificate Program. This will be your formal application to the program.

Why do you want to participate in a mentoring program?

List at least three goals and why you think mentoring will help you achieve.

List three things you would like your mentor to provide.

MENTEE-CONFIDENTIALITY

I hereby acknowledge that as a mentee, I am accountable for personal and professional information shared by a fellow employee. I recognize the inherent dignity of this individual and will establish a trustworthy relationship by maintaining confidentiality on non-technical matters, except in cases of harm or injury to themselves, fellow employees, the organization, or stakeholders. Information related to technical development will be coordinated with my supervisor to further my professional development.

Signature of Prospective Mentee

Date

TO BE COMPLETED
ONCE BOTH MENTOR AND MENTEE
HAVE BEEN FOMALLY PARTNERED

GIPSA Mentoring Program Mentoring Agreement

We are voluntarily entering into a mentoring relationship, which we expect will be mutually beneficial. Our goal is that the experience be valuable and rewarding. We expect the following:

- Confidentiality – All non-technical information between us is confidential within GIPSA ethical parameters and legal restrictions, except in cases of harm or injury to self, fellow employees, or FGIS. Collaboration with the supervisor is necessary around job-related technical issues.
- The mentor is neither the supervisor nor manager of the mentee, nor plays the part of parent, therapist, or attorney.
- A minimum of four hours of formal mentoring will be scheduled during one of the first two months and two weeks for every month the program is in effect thereafter. i.e., one hour per week, not including time working together.
- Informal mentoring opportunities, e.g., telephone calls and emails, are unlimited.
- Both the mentor and mentee are to be prepared for each scheduled meeting.
- Measurable goals will be mutually developed.

_____ will meet with _____ for one year.
(Name of Mentee) (Name of Mentor)

Indicate specific goals below. When they are met, insert date of completion. You can add new goals at any time.

Goals	Completed

GIPSA Mentoring Program

Minimum Time Requirements

	Hours	
	Mentors	Mentees
First Month Requires 1 Monthly Meeting and 2 Training Sessions		
Date of First Meeting _____	1	1
Orientation Webinar _____	1	1
Complete Training (AgLearn) _____	1	3
Following Months will require:		
Two Monthly Meetings for Eleven Months (11 X 2 Hours) (Consider setting times regularly every two weeks e.g. first and third week of the month)	22	22
TOTAL HOURS	25	27

Time of Quarterly Meeting with Supervisor: _____

(Mentor's Signature)

(Mentee's Signature)

(Date)

(Date)

(Supervisor's Signature)

(Date)

Please submit pages 16- 17 to Caroline Thorpe, GIPSA/MBS Training by November 1, 2013

GIPSA Mentoring Program

Keys for Being a Successful Mentor

A successful mentoring relationship is built on a foundation of trust and comprised of the following key characteristics:

Motivation.

Successful mentoring requires that the mentor be motivated to help others and possess the skills, especially the listening skills, to discover the needs of the mentee. More specifically, the mentor:

- Shares knowledge, experiences, and information to help the mentee achieve greater professional success,
- Builds trust with mentee through communication,
- Coaches the mentee through the fear of moving into a new area, function, or location,
- Is passionate about helping people,
- Respects differences, and
- Can identify mentee needs.

A successful mentor is organized, goal-directed, committed to collaborative learning, and able to dialogue. The mentor must be committed to spending a minimum of 4 hours per month working with the mentee beyond time spent working together.

Rapport.

“I am here to learn with you.” Mentoring begins with developing rapport with your mentee. It is critical to level the playing field and create a deliberate safe-haven for learning. Remove objects reflecting the mentor’s power from the meeting site. Bring an item to share—articles, a book for journaling, etc.

Honesty.

Bring your wisdom coupled with sensitivity. Demonstrate your own honesty and vulnerability, so your mentee can take a risk. Share an example of a mistake you made and what you learned from it.

Listening.

Listen in a way that makes your mentee feel his/her input is valued and makes a difference. Don’t listen to them talk...listen to what they say! Manage distraction so you can focus on the conversation.

Judging.

Refrain from a negative critique of what is shared. If your goal as a mentor is to help the mentee grow and learn, don’t start your sentence with “why.” Ask your question in a way that elicits thoughts and intentions. Remember, silence can be eloquent!

Courage.

Foster courage for failing. Support appropriate failure (use good judgment and manage the risk; this is not an endorsement of recklessness). Push the mentee outside his/her comfort zone. Be there as a safety net. Provide a sense of boundaries without being restrictive. Juxtapose courage with responsibility.



GIPSA Mentoring Program

Gifts to the Mentee

The key to a mentoring relationship is remembering that the mentee comes first. A mentor offers the following gifts to the mentee:

1. Advice without judgment, as evidenced by lack of resistance. This is achievable when both parties acknowledge the learning goal and mutually agree that it is important. The learner must keep control; you are the sounding board. As a mentor, ASK permission to give advice, use the first person singular, and solicit feedback on the usefulness of the advice. Think of yourself as a supporter or enabler for learning rather than a controller.
2. Feedback to foster the mentee's growth. Give clear, useful, and rapid feedback. Be alert for teachable moments. Create strategies to accommodate pursuit of goals.
3. Support that enables the transfer of learning. The mentor's job doesn't stop with the discussion. Provide tools, support, and aids to transfer and integrate the learning. Act as a resource of ideas and information. It is easy to return to custom, system, history, and habits in absence of the support.
4. Focus on the agency's broad vision. Anchor the learning to "this is what we do and who we are" to create the vision. All employees must be able to relate to the vision statement of the organization. Keep the picture alive. Review what is learned and connect it to the vision.
5. Inspiration: model a passion for learning. Be a *continual* learner. You can learn from the mentee who brings fresh perspectives and ideas.
6. Reward for their pursuit. Modify behavior through positive reinforcement. Turn mistakes into learning moments. Separate praise from criticism. If you want a joyful learner, be long on affirming and short on direction.
7. Time. Don't change meeting times unless absolutely necessary. Control interruptions. Arrange frequent "check-ins."
8. Defined boundaries. Set realistic expectations about the amount of time and nature of the relationship.

If you have the ability to see the strengths and weaknesses in yourself and others, as well as the ability to communicate this knowledge in a way that motivates, you likely have the makings of a great mentor.¹

¹ Ross Jones. "What Makes a Good Mentor Great?" Human Capital Institute White Paper. August 22, 2007

GIPSA Mentoring Program

Advice to New Mentors²



DO's

Productive approaches to mentoring:

- Establish early and relevant goals
- Maintain a regular meeting schedule
- Participate in shared events (such as meetings and seminars)
- Watch for plateaus in learning after several months
- Work on the interpersonal skills required to ensure that confronting promotes challenge and not merely disagreement or argument
- Approach mentoring as a planned/collaborative opportunity for participating in significant mentee career and professional development

DON'Ts

Unproductive approaches to mentoring:

- Become confrontational too early or quickly
- Defend (instantly) past practices of others/organization
- Over-verbalize -- talk more than listen
- Engage in (early) excessive relating of personal experiences to present self as the ideal role model
- Tell mentee (immediately) that his/her past/present perceptions or conclusions are incorrect or immature
- Allow repeated interruptions during sessions with mentee
- Place entire responsibility for learning/growth on mentee
- Expect the mentee to have a completely developed set of plans or strategies for career/educational development

² Dr. Norman H. Cohen, The Center for Professional Mentoring, 2003.

GIPSA Mentoring Program

Practical Tips for Virtual Mentoring Partnerships

Lock-in your meeting times.

Time and distance can prove to be obstacles. By locking in your meeting times, you address the “out of sight, out of mind” tendency.

Set goals to ensure focus.

Help your mentee set relevant goals for development.

- Clarify what s/he does and does not know.
- Assess any development gaps.
- Write specific goals.
- Select indicators for measuring progress.
- Uncover barriers to performance success.
- Define success.

Be prepared.

Prepare agendas or purpose statements for your formal sessions to make them productive. Allot an appropriate time frame for the topic. Change the purpose of the meeting only with mutual consent.

Follow up.

Conclude each meeting with a verbal summary and specific action items. Follow up with an email to ensure a mutual understanding and a record of the meeting.

Reflect for growth.

To improve your effectiveness as a mentor, use a “Stop, Start, and Continue” framework to reflect on your interaction. By journaling this immediately after each meeting, you can plan your learning and growth.

Talk frequently in the first few months.

Frequent communication is vital to building a relationship and clarifying roles and responsibilities. It also helps avoid misunderstandings.

Check your vital signs.

A good mentoring relationship needs respect, responsiveness, and accountability. When these three vital signs are present, you will find that the mentoring relationship will be rewarding to both of you. It is important to schedule a periodic review of these signs. Watch for plateaus after a few months.

Measure the progress.

Reflect back to the goal-setting periodically to see if your mentoring partnership is on track and readjust if necessary.

Mentoring Program

First Meeting



Be sure to take the time to prepare for your first meeting. This meeting sets the tone for building the relationship you will share as mentor and mentee for the next year. Carefully consider and respond to these issues so you can discuss them at the first meeting.

1. Set the stage by talking about your backgrounds and the reason you applied to be a mentor.

2. Set the expectations:
 - a) Goals for the relationship

 - b) Schedule of meetings

 - c) Career goals of the mentee

3. Set the ground rules, including confidentiality and identifying the meeting leader/roles.

4. Discuss openness of communication and conditions for sharing information.

5. Focus on developmental efforts and support needed (Agency insight, networking, training, etc.)

6. Review the meeting and list action items.

GIPSA Mentoring Program

Mentoring Meetings



The key to a successful meeting is planning. While the meeting may or may not have a formal agenda, it is still very important that both the mentor and mentee have clear goals for the accomplishments desired from each meeting. Preparations and reflection are key. Following are some considerations to assist you in your goal to having meaningful meetings.

Before each meeting:

- _____ I did what I agreed to do in our last meeting.
- _____ I have the needed materials with me for this meeting.
- _____ I have a list of any concerns from last meeting.
- _____ I have a list of new issues that have come up since our last meeting.
- _____ I have identified specific action items to address at this meeting.
- _____ I have reviewed my action plan so I can discuss any changes needed.
- _____ I am ready to discuss any obstacles to this relationship.
- _____ I have a list of successes and failures since last meeting.

After each meeting:

- _____ List what went well.
- _____ Identify what should be handled differently.
- _____ Assess what you accomplished; did you meet your identified goal?
- _____ List additional resources (people or materials) needed, if necessary.
- _____ Identify date and time of next meeting.
- _____ Identify the commitments needed to prepare for next meeting.

GIPSA Mentoring Program

Partnership Assessment

Periodically both the mentor and mentee should independently assess the progress of this partnership. The following tool is provided to help you do an assessment at the 3 month mark and then periodically, as needed. This assessment is confidential and intended to help you gauge your progress.

Answer the questions individually and then discuss the answers, especially the “NO” responses. Addressing the issues will help solve problems in a timely manner and build the mentoring relationship. At the end of a year, you will be asked to assess the effectiveness of the program as well as the success of your mentoring relationship. A review of these sheets should provide a picture of your progress.

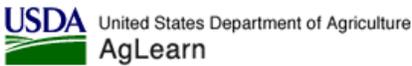
Are we meeting frequently enough?	YES	NO
Is the length of each meeting adequate?	YES	NO
Am I getting what I want from this mentoring relationship?	YES	NO
Are we making progress?	YES	NO
Are we communicating well?	YES	NO
Do I feel comfortable meeting with my mentoring partner?	YES	NO
Are we both honoring our commitments?	YES	NO
On what else must we focus?		
What do I like most about this mentoring partnership?		
What do I like least about this mentoring partnership?		

Work together to improve your mentoring relationship if it is not working as effectively as it could. Seek coaching or additional training to improve the relationship.

GIPSA Mentoring Program

Additional Resources

Training:



Mentoring On-line Course Offerings



1. Achieving Success: the Help of a Mentor
2. Essential Mentoring Techniques: Building and Maintaining Mentoring Relationships
3. Essential Mentoring Techniques: Mentoring Fundamentals
4. Mentoring As a Manager
5. Mentoring Effectively
6. Mentoring in Action a Practical Guide (E-Book)
7. Practical Guide to Mentoring How to Help Others Achieve Their Goals
8. Effective Mentoring
9. Implementing a Mentoring Program for the Organization
10. Mentoring Essentials Simulation
11. Overcoming the Challenges of Change
12. Mentoring as a Manager
13. The Everything Coaching and Mentoring Book (E-Book)
14. Communicating with Power and Confidence
15. Mentoring for the 21st Century
16. Also do skills searches (e.g., communication and feedback) in your AgLearn account search box for areas you would like to develop.



To be completed at end of mentoring program...

Reflection Essay (Optional):

Purpose: This essay is intended to help you (the mentor or mentee) take a look at what was gained or missed by participating in the mentoring program. By doing this soon after or at the end of the program you will hopefully reinforce and clarify what you learned from participating in the program. By doing this you may be able to better apply your learnings. Also, this can be used to help you clarify your long-term goals both personal and career. You may either write or review these questions with your mentor or mentee.

- When you started this program what did you see as your strengths and what did you identify as top skill or developmental needs?
- Did your needs change over the time you were in the mentoring program, if so how? Did anything surprise you or not?
- What did you want more of or would you do differently?
- What did you get from the mentoring program, were there two or three things you got from participating in the program?
- Upon completion of the mentoring program do you have any future plans to participate in another one?
- Can you identify other job, career, developmental or personal goals to take as next steps that became clearer from participating in the program?

UNITED STATES DEPARTMENT OF AGRICULTURE Grain Inspection, Packers and Stockyards Administration INDIVIDUAL DEVELOPMENT PLAN		Current Performance Elements Identified for Development/Training	Training Period : October 200_ - September 200_ Division, Branch/Field/Regional Office	
Name of employee (Last, First, Middle Initial)		Present Job Title, Series, Grade:		
The supervisor and employee completed the IDP process. No further development is desired/required at this time. <input type="checkbox"/>				
Performance Related Development Objectives <i>Knowledge, Skills, and Abilities</i>	Developmental Work Experiences (OJT, Details, Self Development, etc.)	Formal Training (Courses, seminars)	Dates	Cost
Describe short-term career interests. Where do you expect to be in two years?				
Career development discussion? Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, summarize.				
This program or activity will be conducted on a nondiscriminatory basis				
Employee's Signature	Date	Supervisor's Signature	Date	