

# CVM Supervisor Competencies Resource Guide



A Guide for Aspiring and Current CVM  
Supervisors

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## Introduction

CVM's supervisor competencies<sup>1</sup> define the management-related knowledge, skills, and abilities needed by Team Leaders and Division Directors. Given the enormity and complexity of their positions, it is essential that they invest their time and energy further developing the capabilities required for their success.

The *CVM Supervisor Competencies Resource Guide* is intended to assist them in further developing their proficiencies in CVM's supervisor competencies as well as help them meet their mandatory supervisory training requirements.<sup>2</sup> The guide is also an avenue to help aspiring supervisors acquire and develop the management-related competencies they will need to move into supervisory roles within the Center. Aspiring or experienced executives can also refer to the resources list on pages 11-38 in the [Department of Labor's Guide to Writing an Executive Development Plan](#) for executive level learning and development opportunities linked to the Executive Core Qualifications (ECQs).

Specifically, the *CVM Supervisor Competencies Resource Guide* contains descriptions and hyperlinks to the following resources supporting CVM supervisor competency<sup>3</sup> development:

- Training offered internally at CVM
- Online training available through the Learning Management System
- External training (e.g., OPM)
- Books<sup>4</sup>

Although these resources may relate to multiple Team Leader and Division Director competencies, each resource in this guide is listed only once and matched to the most relevant competency. We recommend that employees discuss these resources and other learning opportunities with their supervisors so that they can create a clear strategy for achieving their developmental goals.

Remember, your professional development is meant to stretch you beyond your current capacity. Have fun, be challenged and engaged...and good luck!

– The Talent Development Staff

### Disclaimer

**Neither the Food and Drug Administration (FDA), the Center for Veterinary Medicine (CVM), nor its employees are responsible for the content of any resources that are referenced in this guide. Links to resources do not constitute or imply endorsement, favoring, or recommendation by the FDA or CVM. These links are for convenience only. It is the responsibility of the user to evaluate the content and usefulness of information contained in these resource pages.**

**If purchasing any resources, all applicable acquisition laws, regulations, policy and procedures must be followed. Contact your acquisitions specialist or your management officer for guidance on acquisitions.**

<sup>1</sup> Previously defined and validated by Team Leaders and Division Directors in partnership with the Human Capital Management Staff. For more information see: <http://inside.fda.gov:9003/CVM/OfficeofManagement/HumanCapitalStaff/ucm205145.htm>

<sup>2</sup> These requirements are: (1) Improve Employee Performance and Productivity; (2) Identify and Assist Poor Performers; (3) Mentor Employees; (4) Conduct Performance Appraisals; (5) Human Resource Staffing; (6) Performance Management Appraisal Program (PMAP); (7) Performance Management; (8) Employee and Labor Relations; (9) Leave Administration; (10) HHS Enterprise Systems; (11) Work Life Quality; and (12) Employee Viewpoint Input.

<sup>3</sup> Technical Proficiency is not listed, as training and books are occupation-specific.

<sup>4</sup> For free copies of books, check Books 24/7 in the Learning Management System, the FDA Library, the Public Library, the Center's Executive Coach, and the CVM Leadership Library.

## CVM Supervisor Competency 1: Strategic Planning

### Competency Definition (Division Director)

Maintains awareness of factors that may impact the Center's priorities and operations and translates CVM's vision and mission into attainable goals and objectives.

### Competency Definition (Team Leader)

Maintains awareness of factors that may impact the Center's priorities and operations and translates CVM's vision and mission into attainable goals and objectives for the Team.

### Online Training

- [Developing and Deploying Strategic Plans](#) (2.5 hours) - Explores different strategic planning models, business environmental analysis, and strategic plan deployment.
- [Strategic Planning One: Assessment](#) (1 hour) - Teaches the benefits of strategic planning, highlighting the planning process and guidelines for the development of mission, vision, and values principles; and provides an overview of business plans.
- [Strategic Planning Two: Implementation](#) (1 hour) - Examines a strategic planning model, discusses the formulation of a roll-out plan, and outlines the implementation of strategic change.

### External Training

- [Executive Development Seminar: Leading Change](#) (Office of Personnel Management; 2 weeks) - Educates participants on how to think about their organization's big picture as it relates to policy, strategic planning, leadership and change, and how to enhance their ability to communicate and interact positively with constituencies.
- [Federal Regulatory Policy](#) (Office of Personnel Management; 1 week) - Assists participants with how to best examine regulations for efficiency, effectiveness, and unforeseen impacts on agencies, the public and private sectors, citizens, and society as a whole.
- [Leading Strategically: From Vision to Performance](#) (Office of Personnel Management; 3 days) - Teaches participants the most useful ways to develop, communicate, and refresh their organizational vision, and provides mechanisms to evaluate performance as a change effort progresses.
- [Strategic Management of Regulatory and Enforcement Agencies](#) (Harvard University; 1 week) - Examines the distinctive strategic and managerial challenges that surround government agencies' regulatory and enforcement functions, focusing on the operations and management of regulatory and enforcement agencies.

- [Strategic Planning for Government Organizations](#) (Graduate School USA; 3 days) - Teaches participants how to use strategic planning and lessons learned from the Government Performance and Results Act (GPRA) implementation to create a solid framework to meet organizational challenges.

## Books

- [10 Steps to Successful Strategic Planning](#), by Susan Barksdale and Teri Lund (2006) - Provides worksheets, exercises, tips, tools, checklists, and other easy-to-use and interactive learning aids to walk readers through the strategic planning process from beginning to end.
- [Strategic Planning](#), by George A. Steiner (1997) - Provides practical advice for organizing the strategic planning process, acquiring and using information, and translating strategic plans into decisive action.
- [Strategic Planning for Public and Nonprofit Organizations: A Guide to Strengthening and Sustaining Organizational Achievement](#), by John M. Bryson (2001) - Shows leaders and managers of public organizations both how and why they should use strategic planning to improve the performance of their organizations.

## CVM Supervisor Competency 2: Managing Work

### Competency Definition (Division Director)

Ensures the establishment and communication of clear task roles and expectations to direct reports; ensures guidelines and goals are developed based on program and project needs.

### Competency Definition (Team Leader)

Establishes and communicates roles, expectations, and goals to Team.

### Online Training

- [Management Essentials: Delegating](#) (1 hour) - Covers best practices around planning for delegation, delegating, and monitoring delegated tasks. **Meets the following supervisory training requirement: Improve Employee Performance and Productivity.**
- [Management Essentials: Directing Others](#) (1 hour) - Provides information on the key proficiencies required to effectively direct others, such as: setting direction; establishing clear objectives and goals with direct reports; and communicating for clarity and direction. **Meets the following supervisory training requirement: Improve Employee Performance and Productivity.**

### External Training

- [Introduction to Supervision](#) (Graduate School USA; 5 days) - Teaches strategies to supervise employees while exploring the latest trends in the Federal workforce. **Meets the following supervisory training requirements: Improve Employee Performance and Productivity; Identify and Assist Poor Performers.**

### Books

- [How to Delegate](#), by Robert Heller (1998) – Teaches readers everything they need to know about delegation, from deciding which tasks to delegate and selecting an appropriate candidate, to ensuring the task is completed. **Meets the following supervisory training requirement: Improve Employee Performance and Productivity.**
- [The Essential Manager's Manual](#), by Robert Heller and Tim Hindle (1998) - Assists readers with developing the necessary skills essential to management, from motivating and delegating to negotiating and presenting. **Meets the following supervisory training requirement: Improve Employee Performance and Productivity.**
- [Who Will Do What by When: How to Improve Performance, Accountability and Trust with Integrity](#), by Tom Hanson and Birgit Zacher Hanson (2007) - Provides tools to help readers cut through the web of organizational politics and interpersonal issues that hinder performance. **Meets the following supervisory training requirement: Improve Employee Performance and Productivity.**

- [Why Can't We Get Anything Done around Here?: The Smart Manager's Guide to Executing the Work That Delivers Results](#), by Robert E. Lefton and Jerome T. Loeb (2004) - Examines how readers can best obtain bottom-line results by: matching tasks with technical, interpersonal, and decision-making skills; assigning essential tasks to the right people; and motivating employees. **Meets the following supervisory training requirement: Improve Employee Performance and Productivity.**

## CVM Supervisor Competency 3: Fostering Teamwork

Competency Definition (Division Director)
Builds and fosters collaborative and productive work relationships among staff.
Competency Definition (Team Leader)
Builds and fosters collaborative and productive work relationships within and across teams.

### Internal Training

- [Communication Styles](#) (4 hours) - Helps participants recognize how their actions and behaviors come across to others as well as how to adapt by flexing.
- [Crucial Confrontations](#) (2 days) - Teaches a step-by-step process for identifying and resolving performance gaps, strengthening accountability, eliminating inconsistency, and reducing resentment. **Meets the following supervisory training requirements: Improve Employee Performance and Productivity; Identify and Assist Poor Performers.**
- [Crucial Conversations](#) (2 days) – Teaches how to successfully achieve spirited dialogue, which is critical for producing the best ideas and highest-quality decisions. Participants also learn how to act on these decisions with unity and commitment. **Meets the following supervisory training requirement: Improve Employee Performance and Productivity.**
- [Emotional Intelligence](#) (4 hours) - Explains the fundamentals of emotional intelligence and illustrates how emotionally intelligent professionals create better work climates, cultivate stronger relationships, contribute high yield returns to the organization’s bottom line results, and build dynamic networks. **Meets the following supervisory training requirement: Improve Employee Performance and Productivity.**
- [Feedback Skills](#) (4 hours) - Illustrates how positive feedback skills affect the behavior of another person, the organization, the customer, or the team while increasing the likelihood of reaching understanding and improving work relationships. **Meets the following supervisory training requirements: Improve Employee Performance and Productivity; Identify and Assist Poor Performers.**

### Online Training

- [Creating and Maintaining a Positive Work Environment](#) (1 hour) - Imparts best practices for creating a positive work environment. **Meets the following supervisory training requirement: Improve Employee Performance and Productivity.**

- [Facilitating Collaborative Processes](#) (1 hour) - Describes how to support collaborative processes by drawing on the principles of facilitation that include: empowering employees; encouraging them to be creative; sharing relevant information openly and honestly; and helping employees see connections between their work and the work of others. **Meets the following supervisory training requirement: Improve Employee Performance and Productivity.**
- [Leading Teams: Developing the Team and Its Culture](#) (1 hour) - Outlines the role of the Team Leader on a high-performance team and highlights the importance of taking steps to develop the team culture early-on during team formation. **Meets the following supervisory training requirement: Improve Employee Performance and Productivity.**
- [Leading Teams: Fostering Effective Communication and Collaboration](#) (1 hour) - Discusses the importance and benefits of promoting team communication and collaboration, and strategies that Team Leaders should implement to encourage team collaboration. **Meets the following supervisory training requirement: Improve Employee Performance and Productivity.**
- [Supervisor 101 Course 4: Quality Work Life](#) (35 minutes) - Teaches how to foster a balanced and healthy work-life environment. **Meets the following supervisory training requirement: Work Life Quality.**

## External Training

- [Building and Sustaining Teams](#) (Management Concepts; 3 days) - Provides specific strategies for building and sustaining high-performing teams. **Meets the following supervisory training requirement: Improve Employee Performance and Productivity.**
- [Energizing People for Performance](#) (Northwestern University; 4 days) - Teaches participants how to develop and implement people-empowering strategies in their organizations to achieve a competitive advantage. **Meets the following supervisory training requirement: Improve Employee Performance and Productivity.**
- [Supervisory Development Seminar Week 2: Learning to Lead](#) (Office of Personnel Management; 4 days) - Discusses the importance of conflict resolution, the motivations and values of successful supervisors, and the personal preferences that guide supervisors' behavior as well as the behavior of their direct reports. **Meets the following supervisory training requirement: Improve Employee Performance and Productivity.**
- [Team Development Seminar Week 1: Team Building](#) (Office of Personnel Management; 5 days) - Assists participants with developing fundamental skills for effective team participation, as well as provides a deeper understanding of the assorted types, uses, and interpersonal dynamics of teams. **Meets the following supervisory training requirement: Improve Employee Performance and Productivity.**

- [Team Development Seminar Week 2: Team Leadership](#) (Office of Personnel Management; 5 days) - Teaches practical leadership techniques and ways of engaging, motivating, and holding team members accountable. Meets the following supervisory training requirements: Improve Employee Performance and Productivity; Identify and Assist Poor Performers.

## Books

- [Crucial Conversations: Tools for Talking When Stakes Are High](#), by Kerry Patterson, Joseph Grenny, Ron McMillan, Al Switzler, and Stephen R. Covey (2002) - Offers tools to help readers step up to life's most difficult and important conversations, say what's on their mind, and achieve the positive resolutions they want. **Meets the following supervisory training requirement: Improve Employee Performance and Productivity.**
- [Emotional Intelligence: Why It Can Matter More Than IQ](#), by Daniel Goleman (2006) - Describes the five crucial skills of emotional intelligence and illustrates how these skills determine success in relationships, work, and physical well-being. **Meets the following supervisory training requirement: Improve Employee Performance and Productivity.**
- [High Five! The Magic of Working Together](#), by Ken Blanchard and Sheldon Bowles (2001) - Explores the importance of, and the key dynamics behind, good teamwork in organizations. **Meets the following supervisory training requirement: Improve Employee Performance and Productivity.**
- [Leadership on the Line: Staying Alive through the Dangers of Leading](#), by Martin Linsky and Ronald A. Heifetz (2002) - Provides straightforward strategies for navigating the perilous straits of leadership.
- [Overcoming the Five Dysfunctions of a Team](#), by Patrick Lencioni (2002) - Offers practical guidance for overcoming the five dysfunctions of a team by using tools, exercises, assessments, and real-world examples.
- [The Trusted Leader: Building the Relationships that Make Government Work](#), by Terry Newell, Grant Reeher, and Peter Ronayne (2011) - Focuses on the concrete ways in which leaders build effective relationships and trust, while also improving themselves, their organizations, and those they coach. **Meets the following supervisory training requirement: Improve Employee Performance and Productivity.**

## CVM Supervisor Competency 4: Performance Management

### Competency Definition (Division Director)

Manages and evaluates staff performance through on-going feedback, both formal and informal.

### Competency Definition (Team Leader)

Manages employee performance through on-going feedback, both formal and informal.

### Online Training

- [First Steps for Turning around a Performance Problem](#) (1 hour) - Identifies the benefits of dealing with minor performance problems and explains how to most effectively communicate performance discrepancies to employees. **Meets the following supervisory training requirements: Improve Employee Performance and Productivity; Identify and Assist Poor Performers; Performance Management.**
- [Monitoring and Improving Performance](#) (1 hour) - Shows how to monitor and improve employees' performance using a four-step process that covers setting targets, collecting the necessary information, analyzing that information, and responding to performance gaps that appear. **Meets the following supervisory training requirements: Improve Employee Performance and Productivity; Identify and Assist Poor Performers; and Performance Management.**
- [Performance Appraisal Essentials: Planning for Appraisals](#) (1 hour) - Explains why performance appraisals are important, describes how to develop an Employee Performance Plan, and outlines ways to monitor ongoing employee performance. **Meets the following supervisory training requirement: Performance Appraisal.**
- [Planning for Performance](#) (1 hour) - Outlines the five phases of a performance management system: planning, monitoring, improving, reviewing, and rewarding. **Meets the following supervisory training requirement: Performance Management.**
- [Preventing Problem Performance](#) (1 hour) - Explores ways to prevent problems using performance management activities, such as communicating expectations and motivating for good performance. **Meets the following supervisory training requirements: Improve Employee Performance and Productivity; Identify and Assist Poor Performers; and Performance Management.**
- [Supervisor 101 Course 2: Performance Management](#) (1.5 hours) – Teaches strategies for managing employees' performance. **Meets the following supervisory training requirements: PMAP and Performance Management.**

## External Training

- [Employee Performance Discussions](#) (Graduate School USA; 2 days) - Guides participants through real-world exercises as they practice communication and performance management skills designed to help minimize the stress of providing feedback. **Meets the following supervisory training requirements: Improve Employee Performance and Productivity; Identify and Assist Poor Performers; Performance Management.**
- [Managing Performance Seminar](#) (Office of Personnel Management; 3 days) - Explores key elements of effective performance management in the Federal workplace. **Meets the following supervisory training requirements: Improve Employee Performance and Productivity; Identify and Assist Poor Performers; Performance Management.**
- [Supervisory Development Seminar Week 1: Fundamentals](#) (Office of Personnel Management; 5 days) - Designed for new Federal supervisors, this seminar will outline the “nuts and bolts” of frontline supervision and provide tools needed to transition successfully into a supervisory role. **Meets the following supervisory training requirements: Improve Employee Performance and Productivity; Identify and Assist Poor Performers; Performance Management.**

## Books

- [Drive: The Surprising Truth about What Motivates Us](#), by Daniel H. Pink (2011) - Examines the three facets of true motivation: autonomy; mastery; and purpose; and offers smart and surprising techniques for putting these elements into action. **Meets the following supervisory training requirement: Improve Employee Performance and Productivity.**
- [How Did That Happen? Holding People Accountable for Results the Positive, Principled Way](#), by Roger Connors and Tom Smith (2009) - Emphasizes the critical role of personal accountability and discusses concrete steps for obtaining greater accountability from everyone in the workplace. **Meets the following supervisory training requirement: Improve Employee Performance and Productivity.**
- [Managing Government Employees: How to Motivate Your People, Deal with Difficult Issues, and Achieve Tangible Results](#), by Stewart Liff (2007) - Debunks common perceptions government managers have about the government’s personnel system. **Meets the following supervisory training requirements: Improve Employee Performance and Productivity; Identify and Assist Poor Performers; Performance Management.**

## CVM Supervisor Competency 5: Employee Development

Competency Definition (Division Director)
Encourages staff to develop themselves, explores learning opportunities, and serves as a mentor/coach.
Competency Definition (Team Leader)
Encourages Team to develop themselves, explores learning opportunities, and serves as a mentor/coach.

### Internal Training

- [Choosing to Be an Intentional Leader](#) (4 hours) - Assists participants in developing leadership potential through a conscious and self-aware process of reflection and choice.
- [Coaching Skills](#) (1 day) - Communicates critical coaching skills for developing colleagues. **Meets the following supervisory training requirements: Improve Employee Performance and Productivity; Identify and Assist Poor Performers.**
- [Leading from Your Strengths](#) (4 hours) - Introduces participants to their strength areas and communicates how to apply those strengths for increased personal and organizational excellence. Participants also learn how to value and appreciate the strengths of others.

### Online Training

- [Business Coaching: Building the Coaching Relationship](#) (1 hour) - Reinforces the importance of a strong coaching relationship and describes how participants can successfully establish rapport with their coachee(s) by showing interest and finding common ground. **Meets the following supervisory training requirements: Improve Employee Performance and Productivity; Identify and Assist Poor Performers.**
- [Business Coaching: Conducting Coaching Sessions](#) (1 hour) - Illustrates how to wrap-up a coaching session by: getting commitment, identifying obstacles, creating a plan with deadlines, and agreeing on support going forward. **Meets the following supervisory training requirements: Improve Employee Performance and Productivity; Identify and Assist Poor Performers.**
- [Business Coaching: Getting Ready to Coach](#) (1 hour) - Introduces the skills needed to be an effective coach such as: listening and observing; providing feedback; questioning; and setting goals. **Meets the following supervisory training requirements: Improve Employee Performance and Productivity; Identify and Assist Poor Performers.**
- [Developing Learning Practices](#) (1 hour) - Delves into four key practices that augment and support organizational learning: planning for learning; building knowledge; diffusing knowledge; and applying knowledge in an organization.

- [Fundamentals of Organizational Learning](#) (1 hour) - Presents the concept of organizational learning and its benefits by examining the role of training, knowledge management, and technology in facilitating organizational learning.
- [Management Essentials: Developing Your Direct Reports](#) (1 hour) - Provides participants with an overview of the importance and benefits of developing direct reports, the tactical strategies for doing so, and ways to continue supporting employees through follow up, monitoring, and timely feedback. **Meets the following supervisory training requirements: Improve Employee Performance and Productivity; Identify and Assist Poor Performers.**
- [Talent Management: Developing and Engaging Talent](#) (1 hour) - Illustrates how to begin building employee commitment with an effective onboarding process that creates a positive first impression.

## External Training

- [Coaching and Mentoring for Excellence](#) (Office of Personnel Management; 4 days) - Communicates how to effectively develop others through various coaching and mentoring approaches. **Meets the following supervisory training requirements: Improve Employee Performance and Productivity; Identify and Assist Poor Performers; Mentor Employees.**
- [Coaching Skills for Federal Executives](#) (Office of Personnel Management; 3 days) - Teaches coaching skills through practice and feedback as participants complete a Personal Coaching Action Plan, outlining the steps needed to make coaching part of an ongoing leadership style. **Meets the following supervisory training requirements: Improve Employee Performance and Productivity; Identify and Assist Poor Performers.**
- [Collaborative Leadership Seminar](#) (Office of Personnel Management; 2 weeks) - Assists participants with the discovery of their strengths and developing the attitudes that foster effective and legitimate leadership.
- [Introduction to Organizational Learning](#) (Graduate School USA; 3 days) - Assists participants in acquiring a strong foundation in the core competencies required for building learning organizations.
- [Leadership Assessment Program Level 1 for Team Leaders and Emerging Supervisors](#) (Office of Personnel Management; 1 week) – Uses personalized feedback from a multitude of assessments to help participants create a personal learning plan for continued leadership growth.
- [Leadership Assessment Program Level 2](#) (Office of Personnel Management; 1 week) - Aids participants in acquiring the critical strategies needed to improve leadership performance and achieve organizational success.

- [Leadership Competencies: Preparing for the Next Step](#) (Office of Personnel Management; 1 week) - Emphasizes development of leadership competencies of the Executive Core Qualifications that are critical for senior managers and executives including strategic thinking, partnering, innovation and creativity, flexibility, entrepreneurship, and continual learning.
- [Leadership Skills for Non-Supervisors](#) (Office of Personnel Management; 4 days) - Teaches participants how to develop their informal leadership skills to better influence positive organizational success without positional authority.
- [Senior Executive Assessment Program](#) (Office of Personnel Management; 5 days) - Aids participants in the analysis of their performance on selected competencies from all five Executive Core Qualifications (ECQs): Leading Change, Leading People, Results Driven, Business Acumen, and Building Coalitions/Communications.

## Books

- [A Legacy of 21<sup>st</sup> Century Leadership: A Guide for Creating a Climate of Leadership throughout Your Organization](#), by Les Wallace and James Trinka (2007) - Provides a basic roadmap for cultivating a climate of leadership by describing ten high-impact leadership legacies: integrity, adaptability, developing leaders at all levels, leveraging diversity, commitment to learning, thinking differently, transparency, balance, and giving back.
- [All Learning Is Self-Directed: How Organizations Can Support and Encourage Independent Learning](#), by Daniel R. Tobin (2000) - Illustrates what managers can do to foster a positive learning environment for their employees while exploring the impact of changing technology on an employee's ability to take charge of his/her own learning.
- [Coaching, Counseling, and Mentoring: How to Choose and Use the Right Technique to Boost Employee Performance](#), by Florence Stone (1998) - Explains how coaching, counseling, and mentoring can dramatically improve employee productivity and satisfaction, while highlighting the differences between the three techniques. **Meets the following supervisory training requirements: Improve Employee Performance and Productivity; Identify and Assist Poor Performers; Mentor Employees.**
- [Developmental Assignments: Creating Learning Experiences without Changing Jobs](#), by Cynthia D. McCauley (2006) - Reinforces the need for leadership learning to occur through varied and challenging assignments by offering examples of how readers can re-shape jobs, seek temporary assignments, and take on challenges outside of work.
- [Leaders As Teachers: Unlock the Teaching Potential of Your Company's Best and Brightest](#), by Edward Betof (2009) - Chronicles the journey of Becton, Dickinson and Company (BD), which created and deployed a leadership development program that relies on all its top leaders (even the CEO) to train other leaders.

- [Love Is the Killer App: How to Win Business and Influence Friends](#), by Tim Sanders (2003) - Illustrates how readers can become a “lovecat”— a nice, smart person who succeeds in business and in life.
- [Switch: How to Change Things when Change Is Hard](#), by Chip Heath and Dan Heath (2010) - Describes how everyday people have united both their rational and emotional minds and have achieved dramatic results. Readers learn how successful changes follow a pattern that can be used to make changes that matter in life and in the workplace.
- [The Fifth Discipline: The Art and Practice of the Learning Organization](#), by Peter M. Senge (2006) - Defines and explains why a learning organization that supports personal mastery, mental models, shared vision, and team learning matters and how to put these into practice.
- [The Mentor's Guide: Facilitating Effective Learning Relationships](#), by Lois J. Zachary (2000) - Explores the critical process of mentoring and presents practical tools for facilitating the experience from beginning to end. **Meets the following supervisory training requirement: Mentor Employees.**

## CVM Supervisor Competency 6: Stakeholder Relationship Management

Competency Definition (Division Director)
Effectively establishes relationships to achieve common goals; understands the needs, priorities, and agendas of stakeholders.
Competency Definition (Team Leader)
Establishes and maintains relationships with stakeholders to achieve common goals.

### Online Training

- [Developing Strategic Peer Relationships in Your Organization](#) (1 hour) - Explores how to identify peers in an organization who are especially important in meeting goals and how to develop solid, mutually-beneficial relationships with these people.
- [Forming Peer Relationships and Alliances at Work](#) (1 hour) - Explains how to leverage social and communication skills in building peer relationships and demonstrates how to build peer support networks while working toward a common goal.
- [Team and Customer Relationships](#) (3 hours) - Illustrates how to avoid communication breakdowns by involving customers in problem-solving. Participants will learn how communicating effectively in the global community – where cross-cultural issues abound – is vital in maintaining strong customer relationships.

### External Training

- [Building Relationships That Work](#) (Wharton – University of Pennsylvania; 4 days) - Teaches participants how to easily recognize their own assumptions and judgments so they can reframe situations to gain a broader perspective.
- [Collaborating across Organizational Boundaries](#) (Office of Personnel Management; 2 days) - Introduces strategies on how organizations can best share resources, decision-making, and ownership of a final product or service.

### Books

- [The Collaborative Public Manager: New Ideas for the Twenty-first Century](#), by Rosemary O’Leary and Lisa Bingham (2009) - Compiles original contributions by some of today's top public management and public policy scholars who address cutting-edge issues that affect government managers worldwide.
- [The Power of We: Succeeding through Partnerships](#), by Jonathan M. Tisch and Karl Weber (2005) - Discusses why and how companies can embrace the idea of cooperation and partnership instead of a ”winning at all costs” strategy.

- [Working across Boundaries: Making Collaborations Work in Government and Nonprofit Organizations](#), by Russell Linden (2002) - Offers readers a framework for developing collaborative relationships and illustrates how to adopt strategies that have proven to be successful with a wide range of organizations.

## CVM Supervisor Competency 7: Resource Management

<b>Competency Definition (Division Director)</b>
Strategically manages resources to efficiently and effectively meet Center requirements.
<b>Competency Definition (Team Leader)</b>
Strategically manages resources to efficiently and effectively meet Center needs.

### Internal Training

#### *Financial*

- [CVM Budget 101](#) (1 hour) - Participants are guided through the budget formulation and execution cycles and are provided high level information about CVM user fees.

#### *Human Capital*

- [Supervisor 101 for New Supervisors](#)<sup>5</sup> (3 days) - Imparts the basic information that every new supervisor needs to know about managing in the Federal government context. **Meets all supervisory training requirements.**

### Online Training

#### *Financial*

- [Estimating Activity Resources and Durations](#) (2 hours) - Covers estimating activity resources and durations in the project management discipline, and introduces best practices outlined in *A Guide to the Project Management Body of Knowledge*, published by the Project Management Institute (PMI®).
- [Planning and Preparing an Operating Budget](#) (1 hour) - Presents some of the key activities required for planning and preparing an operating budget.

#### *Human Capital*

- [Supervisor 101 Course 1: Hiring](#) (1 hour) – Covers the processes a supervisor should use to onboard staff. **Meets the following supervisory training requirement: Human Resource Staffing.**
- [Supervisor 101 Course 3: Leave Administration](#) (1 hour) – Discusses issues related to leave administration. **Meets the following supervisory training requirement: Leave Administration.**
- [Supervisor 101 Course 5: Labor and Employee Relations](#) (1 hour) - provides an overview of work relations between management, employees, and unions. **Meets the following supervisory training requirement: Employee and Labor Relations.**

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<sup>5</sup> Offered through HHS and FDA.

## External Training

### *Financial*

- [Accounting and Finance for Managers](#) (George Mason University; 2 days) - Provides an overview of the latest financial management and accounting practices and uses class discussions and case studies to illustrate how companies attempt to create shareholder value.
- [Federal Budgetary Policies and Processes](#) (Office of Personnel Management; 2 weeks) - Assists participants in grasping a better understanding of the political, policy, and macroeconomic forces affecting the Federal budget.
- [Performance Budgeting Seminar](#) (Office of Personnel Management; 3 days) - Illustrates how to link budget and performance integration (BPI) with improved financial performance to “get to green” on the President’s Management Agenda.

### *Human Capital*

- [Capital: Creating a Gifted Workforce](#) (Brookings Institute; 2 days) - Highlights innovative approaches to human capital management by helping participants think and act more strategically when it comes to an agency’s most vital resource: its people.
- [Managing The Flexible Workplace](#) (Office of Personnel Management; 3 days) - Provides strategies for proper management in the new reality of flexible work arrangements and virtual employees.
- [Strategic Human Capital Management](#) (Graduate School USA; 2 days) - Illustrates the skills needed to align human resource goals and budgets with agency missions by understanding the role of metrics and data in identifying desired outcomes and measuring progress toward those objectives.

### *Technology*

- [Digital Government](#) (Brookings Institute; 3 days) - Teaches participants how to understand enough about information technology to be able to ask the right questions, identify new opportunities, and decipher technology trends that could fundamentally change how their organizations conduct business.
- [Innovation for Economic Development](#) (Harvard University; 1 week) - Teaches high-level leaders from government, academia, industry, and civil society how to harness the power of emerging technologies to promote prosperity.

### *Books*

- [Financial Management: Theory and Practice](#), by Eugene Brigham and Michael Erhardt (2004) - Serves as a guide to help readers make good financial decisions.
- [Managing Technology to Meet Your Mission](#), by Holly Ross, Katrin Verclas, and Alison Levine (2009) - Describes how readers can effectively manage technology and offers practical advice for those who have little or no experience with technology.

- [The HR Scorecard: Linking People, Strategy, and Performance](#), by Brian E. Becker, Mark A. Huselid, and Dave Ulrich (2001) - Introduces readers to a new way of measuring and thinking about the contributions of individuals to business success.

## CVM Supervisor Competency 8: Valuing Diversity

### Competency Definition (Division Director)

Promotes an inclusive workplace where diversity and individual differences are valued and leveraged to foster organizational excellence.

### Competency Definition (Team Leader)

Creates an environment that fully uses the talents and capabilities of each and every Team member from all backgrounds and at all organizational levels.

### Internal Training

- [Diversity: Engaging a Changing Workforce](#) (1 day) - Provides participants with practical advice, skills, and tools needed in a workplace where four generations work side-by-side, cubicle-to-cubicle, network-to-network.
- [EEO Compliance Training for Managers and Supervisors](#) (1 day) - Offers participants the basics concerning Equal Employment Opportunity (EEO) processes and laws.
- [Understanding Myers Briggs Personality Types](#) (1 day) - Teaches participants the 16 MBTI personality types and reinforces how developing appreciation for the differences among CVM co-workers and team members is vital to ensure a thriving work environment.

### Online Training

- [Communicating across Cultures](#) (1 hour) - Educates participants on the importance of keeping their audiences' cultural expectations in mind when creating presentations as well as how to make these presentations effective in a variety of cross-cultural settings.
- [Diversity on the Job: Diversity and You](#) (1 hour) - Identifies strategies to help participants become aware of their attitudes toward diversity; increase their acceptance of diverse cultures, people, and ideas; and become an advocate for diversity within the workplace.
- [Diversity on the Job: The Importance of Diversity and the Changing Nature of the Workplace](#) (1 hour) - Focuses on how to leverage the diversity that exists within the organization without addressing the legal underpinnings and requirements related to diversity.
- [Leadership: Diversity – Decision-Based Module](#) (1 hour) - Describes the various dimensions of diversity, the fundamentals of embracing diversity, and the problems that arise if diversity is not managed in the workplace. Also communicates approaches to creating a climate of openness, trust, and acceptance.

- [Leadership: Valuing Diversity and Culture](#) (1 hour) - Provides an overview of diversity and diversity management and describes problems that arise if diversity is not managed in the workplace.
- [Management Essentials: Managing a Diverse Team](#) (1 hour) - Describes what diversity is, including its benefits and how participants can best prepare to manage a diverse team by understanding key diversity issues and by setting appropriate ground rules.
- [Managing Workforce Generations: Introduction to Cross-generational Employees](#) (1 hour) - Explains the common characteristics of the four main generations in the workforce: Traditionals, Baby Boomers, Generation X, and Millennials.
- [Managing Workforce Generations: Working with a Multigenerational Team](#) (1 hour) - Reviews the potential sources of conflict within a generationally diverse team and illustrates strategies for managing in a way that ensures all team members feel included, respected, and supported.
- [Managing Workforce Generations: Working with the 21<sup>st</sup> Century Generation Mix](#) (1 hour) - Highlights best practices and successful techniques for managing Millennial and Generation X employees.
- [Workplace Diversity Awareness](#) (1 hour) - Explains how knowing how to respond to a diverse workforce can enhance an organization's ability to cope with changing workplace dynamics.

## External Training

- [Leading across Generations](#) (Office of Personnel Management; 2 days) - Clarifies generational differences and how these differences can cause conflict or dysfunction in the workplace if they are not properly recognized, understood, valued, and leveraged.
- [Working in Multicultural Teams](#) (Graduate School USA; 2 days) - Promotes the development of teamwork skills by teaching how to prevent confusion and avoid misunderstandings when working in multicultural teams.

## Books

- [A Leader's Guide to Leveraging Diversity: Strategic Learning Capabilities for Breakthrough Performance](#), by Terrence Maltbia and Anne Power (2008) - Presents readers with a clear direction for building the strategic learning capabilities needed to create and sustain adaptive organizations that effectively respond to today's competitive demands.
- [Generations at Work: Managing the Clash of Veterans, Boomers, Xers, and Nexters in Your Workplace](#), by Ron Zemke, Claire Raines, and Bob Filipczak (1999) - Intended to help bridge the gap between people of different ages by teaching readers about generational differences.

- [Leveraging Diversity at Work: How to Hire, Retain, and Inspire a Diverse Workforce for Peak Performance](#), by Kim Olver, Sylvester Baugh, and Despina Gurlides (2006) - Encourages readers to understand the importance of promoting and leveraging diversity in the workplace to reach peak performance.



**Department of Health and Human Services  
Food and Drug Administration  
Center for Veterinary Medicine**