

CHAPTER 7

EMPLOYEE TRAINING

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Introduction

A well-trained work force developed to its full potential is generally recognized and accepted as an essential objective of personnel management. A planned program designed to increase the knowledge, proficiency, ability and skills of district personnel is vital to the overall administration of district programs.

Effective training and development programs should meet the immediate and long-range goals of the district as well as the personal goals of employees. The concept of providing the opportunity, budgeting the necessary funds, and arranging for the training of employees may be new to many districts but should be seen as an investment in the future of the district.

The inevitable process of change brings about new concepts and demands in district programs, to which both the employees and district officials must adapt. The way a district accommodates these changes will depend largely on how well district employees have been prepared for growth.

Too often, however, employees are expected to learn their jobs by trial and error, by osmosis, or by picking up a few hints here and there. However, these methods of training are not adequate anymore because:

1. **Of the legal consequences of staff actions.**
2. **The quantity of work has increased.** There is more to know and less time to devote to all the work performance. Efficiency through training will enable your employees to accomplish much more efficiently and effectively.
3. **More important decisions are being made.** The decisions you make regarding erosion complaints, farmland protection, water quality, priorities of work, etc., impact many people.
4. **The public expects your employees to be knowledgeable.** Granted, a person cannot know everything there is to know, but the public expects your employees to be well informed. The credibility of your employee and your district is on the line as your employee interact with the people in your district. Everyone knows it is harder to build credibility than to destroy it. Why jeopardize your district's credibility? You have worked too hard to build it up over the years.
5. **Training leads to job satisfaction.** A trained employee will be happier with their job; and you, as a district supervisor, will be more satisfied with the results of your employee's work.

Training Approach

The training of district employees should be approached systematically to avoid duplication of effort and to get the most out of district training dollars. The following approach is recommended.

1. Determine training needs
2. Set training objectives
3. Decide how training will be accomplished

4. Evaluate training

Determining training needs. Both supervisors and employees are responsible for seeing that training needs are identified, discussed and implemented, as necessary. Some ways in which training needs can be determined are:

1. Daily observations
2. Performance reviews
3. Progress reports
4. Job application form
5. Discussions with employees

When training needs have been determined, they should be recorded as precisely as possible, including method, objectives and formal course names where appropriate. The Training Plan Form (Exhibit 7.3) is a convenient way of recording training needs. The determination and recording of district training needs should be coordinated with NRCS and the DOC where appropriate.

Setting training objectives. Training for training's sake has little value. Before any training is scheduled, a definitive objective should be set that will let the employee know exactly why the training is being provided. Employees should have an observable change in ability, skill or knowledge after receiving the training. For example, a district secretary may be scheduled for training in accounting in order to maintain district records in accordance with accepted accounting principles.

Deciding how training will be accomplished. Training should be accomplished whenever possible through self-development or on-the-job training. This provides the most cost-effective method. Self-development includes home study courses, planned experience, conferences, course work at local schools and participation in professional societies. On-the-job training requires supervisor input or input from specialists. This training should be well thought out, scheduled and carried through to completion just as if formal classroom training were provided.

If training needs cannot be satisfied by either of the two methods mentioned above, identified needs can be met by formal training courses at the NRCS training centers, state sponsored and organized training courses, local vocational schools and colleges and universities.

Evaluating training. Training should be evaluated on the objectives set prior to providing the training. The results of training should be reflected in improved performance, utilization of new skills, and acceptance of increased responsibility and new duties. Position descriptions and performance standards should be reviewed annually to determine if training has necessitated a revision of either of these documents. See Exhibit 7.7 in this chapter for a training evaluation form.

Whose Responsibility is the District's Training Program

It is unrealistic to believe all district board members will become involved in their district's employee training program. However, it would be good to appoint one board member or associate to oversee the

district's training program. The board or its member appointed as the employee's immediate supervisor, are those ultimately responsible for all their employees' training.

Coordination with NRCS and DOC

Training that will require input from NRCS or use of NRCS organized courses should be fully coordinated with NRCS district conservationist. For conservation district-related training, contact the Division of Conservation to schedule training assistance. A checklist for employee training is included in this chapter as Exhibit 7.1.

Individual Training Plans

As with position descriptions and performance standards, training plans should be tailored to the individual. The employee and the employee's supervisor should jointly prepare any training needs, objectives, and plans for satisfying the needs. Exhibits 7.4 to 7.6 of this chapter suggest some items to cover in individual training plans.

Normally, a new employee is operating at full capacity within one year of appointment. During the first six months a general orientation should be provided along with assignments that will show how the job fits into the organization and what is expected from the individual. Because basic orientation to the job is very important, it should be provided as soon as possible after appointment. The second six months gives the individual the opportunity to gain confidence and to concentrate on developing proficiency in the position.

Orientation Sessions

An appropriate introduction to the new position and to the district will improve the performance of an employee and expedite productivity. Proper orientation in the beginning can prevent misunderstandings, confusion and dissatisfaction later.

The orientation can be formal and extensive or informal and fairly short, depending on the needs of the particular district. Completeness and clarity are more important than audiovisual aids or color brochures.

The first orientation session should be on the first day of employment if possible. Additional sessions throughout any probationary period should be held as needed.

Some things that should be covered or done at the first orientation session are:

1. Explain the district mission and relationship of the district to county, Division of Conservation, Kansas Association of Conservation Districts, Natural Resources Conservation Service and other state and federal agencies.
2. Introduce the employee's immediate supervisor and jointly review terms of employment.
3. Discuss work hours, breaks and lunch breaks.
4. Explain the details of pay including overtime: how much, when, and where
5. Explain probationary period, performance appraisal, and salary increases.

6. Explain all applicable benefits and provide the employee with a written copy signed by the employer.
7. Discuss safety procedures and where to report accidents.
8. Complete all necessary forms (W-4, emergency information, insurance sign-up, etc.).
9. Provide the employee with a copy of the position description.
10. Provide the employee with a copy of the district personnel policy.
11. Sign for receipt of copies of personnel policy and keys, etc., on a check sheet.
12. Provide the employee with a copy of the district annual work plan, annual report and long-range plan.
13. Provide time for the employee to ask questions.
14. Send information in advance if possible.

See Exhibit 7.2 for a sample "Orientation Checklist."

Exhibit 7.2 Sample Orientation Checklist

The following checklist is to be used by the new employee as a general guide to become more familiar with various job aspects. Instructions and guidance will be provided by district and NRCS staff. The district Policies and Procedures Handbook will also provide helpful information.

OFFICE EQUIPMENT

Typewriter: manual, ribbons, correction tapes, where and when to have cleaned or repaired.

Soil Probe

COMPLETED

Photocopier: may be shared with other offices or district owned. If district or NRCS owned, know where supplies are located and where to call for machine service.

Calculator

Camera: manual, file supplies, and where to have film developed.

Computer: NRCS or district owned. Do tutorials. Know where to find diskettes. Know who to call when trouble arises.

OFFICE SERVICES

Know what services the conservation district and NRCS have available. Know what your responsibilities are concerning these services.

Grass Seed Sales

Drill Rental

Flag Sales

Drip Irrigation Supplies

No-Till Planter Rental

Root Plow Rental

Conservation Practice & Staking Check-out

Educational Programs

FIELD EQUIPMENT/SUPPLIES

Know where all equipment and supplies are stored and policies for use. Know information concerning servicing and maintenance.

Pickup(s)

ATV(s)

Tree Planter(s)

Grass Drill(s)

Tree Cultivation Equipment

No-Till Planter

Root Plow

Drip Torch

Level(s)

Exhibit 7.2 Sample Orientation Checklist (continued)

OFFICE SUPPLIES

Know how to keep a supply of:

Stamps for district and NRCS mailing.

Computer Paper.

Stationery and envelopes for district and NRCS.

District financial supplies: checks, vouchers, bills, ledgers, etc.

Miscellaneous supplies: paper clips, rubber bands, scissors, pencils, pens, rulers, file folders, file labels, staples, 3-ring binders, note pads, etc.

COMPLETED

FILING SYSTEMS

District files: see "Conservation District Filing Guide" located in the *Kansas Conservation District Handbook*. Take the time to go through all of your district files. This will give you a good indication of the kinds of activities within your district.

NRCS files: know files location and established filing system. NRCS personnel will assist.

Manuals & Handbooks: NRCS is responsible for providing training on filing amendments and notices.

NRCS and DOC forms: know where these files are located.

Soil maps, soil interpretations, survey books, aerial photos, etc.: know where located and request NRCS training on locating specific sections, townships and ranges.

GENERAL OFFICE PROCEDURES

Mail: procedure for handling incoming and outgoing.

Phone: answering, taking messages, placing caller on hold, interrupting co-workers, etc.

Appointments: know time frame per appointment, avoid time conflicts, know co-worker's schedules.

Messages: record pertinent information clearly. Know where to leave messages for co-workers.

Finances: become familiar with past bookkeeping procedures. Know where your district may charge supplies, gas, repairs, etc.

Exhibit 7.2 Sample Orientation Checklist (continued)

AVAILABLE HELP RESOURCES

State Conservation Commission Directory: lists conservation districts, district staff, district supervisors with telephone numbers and addresses.

COMPLETED

Kansas Association of Conservation Districts Directory: lists KACD Board of Directors, Division of Conservation staff, KACD Auxiliary, KACD Committees, KACD-EO Executive Board and KACD constitution and by-laws.

NRCS Directory: lists all NRCS personnel with office telephone numbers and addresses.

Kansas Conservation District Handbook: assists employees with various conservation district procedures and operations.

Division of Conservation Programs Manual: contains information and forms on Commission programs.

NPS Pollution Program Manual: contains information on the NPS pollution control program and forms.

Field Office Guide (FOG): assists employees in various NRCS related procedures and programs.

DOC conservation district program coordinator.

NRCS Area Administrative Assistant: (see NRCS directory for your area.)

Other district employees: all district employees are willing to help one another.

Kansas Conservation District Supervisors Handbook: contains information on supervisors' roles and responsibilities.

Exhibit 7.3 Sample Training Plan for District Position

Name _____ District _____ Date _____

SUBJECT	REFERENCES	METHOD	TRAINER	DATE	CERTIFICATION

Exhibit 7.4 Sample Training Plan for District Clerical Position (continued)

Name _____ District _____ Date _____

SUBJECT	REFERENCES	METHOD	TRAINER	DATE	CERTIFICATION
<p>PART II - TRAINING FOR THE JOB</p> <p>A. Receptionist and Secretarial</p> <ol style="list-style-type: none"> 1. Responsibilities to the District and NRCS 2. Receiving Visitors 3. Answering Telephone 4. Placing Long Distance Calls 5. Furnishing Information and Materials to Land users, and Referring Land-users to Appropriate Sources 6. Appointment Scheduling <p>B. Typing, Computer Operation</p> <ol style="list-style-type: none"> 1. Letter and Memo, format 2. Attachments and Enclosures 3. Number of Copies and Distribution 4. Assembly for Filing & Follow-up 5. Rough Drafts and Reports 6. Composing or Drafting Correspondence 7. Proofread Work for Spelling, Grammar and Accuracy 8. Address Lists or Directory 9. Word processing on the Computer 10. Computer File Maintenance & Security <p>C. Handling Mail</p> <ol style="list-style-type: none"> 1. Incoming <ol style="list-style-type: none"> a. Distribution b. Retain for District Meeting 2. Outgoing <ol style="list-style-type: none"> a. Assemble b. Dispatch c. Enclosures, Signatures 	<p>Position Description NRCS GM-120, Part 402, Subpart A (corresp.) & Subpart E (telephone)</p> <p>NRCS GM-270, Part 402 District and NRCS Policy Immediate Supervisor</p> <p>USDA Correspondence Manual Dictionary The Gregg Ref. Manual KS Cons. Dist. Handbook Cons. Dist. Directory NRCS Personnel Directory Word</p>				

Exhibit 7.4 Sample Training Plan for District Clerical Position (continued)

Name _____ District _____ Date _____

SUBJECT	REFERENCES	METHOD	TRAINER	DATE	CERTIFICATION
<p>PART II - TRAINING FOR THE JOB (continued)</p> <ul style="list-style-type: none"> 3. Follow-up System <ul style="list-style-type: none"> a. Meet Due Dates b. Keep others informed 4. Postage <ul style="list-style-type: none"> a. Government b. District D. Files and Records Management <ul style="list-style-type: none"> 1. Organization of Files 2. Filing New Materials 3. Setting Up New Files 4. Disposition of Filed Materials 5. Maintaining All Handbooks and Manuals 6. File and Maintain Cost-Share Applications E. Time and Attendance Reports <ul style="list-style-type: none"> Annual and Sick Leave Reports According to District Policy 2. District Related Payroll Activities F. Travel <ul style="list-style-type: none"> 1. Travel Policies and Reimbursable Expenses 2. Requesting Travel Authorizations 3. Preparing NRCS & District Travel Vouchers 4. Travel Advances 	<p>NRCS General Manual Immediate Supervisor NRCS GM-120, Part 402 Subpart B (mail)</p> <p>NRCS GM-120, Part 403 (Directives, Forms, Reports) NRCS GM-120, Part 408 SCS Video Tapes (How to use SCS Directives, Files Maintenance) KS Cons. Dist. Handbook NRCS General Manual DOC Programs Manual District Personnel Policy</p>				

Exhibit 7.4 Sample Training Plan for District Clerical Position (continued)

Name _____ District _____ Date _____

SUBJECT	REFERENCES	METHOD	TRAINER	DATE	CERTIFICATION
<p>PART III - FINANCES (continued)</p> <p>B. Financial Statements</p> <ol style="list-style-type: none"> 1. Monthly, Annual 2. Content <p>C. Billings</p> <ol style="list-style-type: none"> 1. Procedures 2. State Sales Tax 3. NRCS Automotive Expenses 4. Other NRCS Expenses <p>D. Annual Audit</p> <ol style="list-style-type: none"> 1. Law Requiring Audit 2. Purpose 3. Extent of Audit 4. Auditors <p>E. Investments</p> <ol style="list-style-type: none"> 1. Guidelines Regarding 2. Opportunities <p>F. Wage Reports</p> <ol style="list-style-type: none"> 1. State Income Tax 2. Internal Revenue Service 3. Social Security/Medicare 4. Unemployment Insurance 5. State Retirement System 6. Medical Insurance Premium 	<p>Division of Conservation</p> <p>State Auditor Staff NRCS District Conservationist</p> <p>KS Cons. Dist. Handbook District's CPA/Auditor State Income Tax Agency</p> <p>Regional IRS Office Insurance Carrier</p> <p>State Income Tax Agency Regional IRS Office Insurance Carrier</p>				

Exhibit 7.4 Sample Training Plan for District Clerical Position (continued)

Name _____ District _____ Date _____

SUBJECT	REFERENCES	METHOD	TRAINER	DATE	CERTIFICATION
<p>PART IV - DISTRICT OPERATIONS</p> <p>A. Planning Tools</p> <ol style="list-style-type: none"> 1. Long-Range Objectives and Goals 2. Annual Work Plan 3. District Policies and Procedures <p>B. Reports</p> <ol style="list-style-type: none"> 1. Annual Report 2. Riparian & Wetland Protection Program Annual Report <p>C. Board Meetings</p> <ol style="list-style-type: none"> 1. Meetings Required 2. Quorum 3. Open Meetings Act 4. Agendas 5. Minutes 6. Suggestions For Efficiency <p>D. Annual Meetings</p> <ol style="list-style-type: none"> 1. Agenda Items 2. Speaker Selection 3. Meeting Location 4. Meals/Refreshments 5. Tickets 6. Follow-up After The Meeting <p>E. Elections</p> <ol style="list-style-type: none"> 1. Nominating Committee 2. Election Notices 3. Ballots 4. Number of Members to Elect 5. Filling Vacancies 6. Election Procedures and Forms 	<p>District Long-Range Plan District Annual Work Plan District Policies</p> <p>District Annual Report DOC Programs Manual</p> <p>KS Conservation District Handbook DOC Staff Supervisors</p> <p>KS Conservation District Handbook DOC Staff</p> <p>KS Conservation District Handbook DOC Staff</p>				

Exhibit 7.4 Sample Training Plan for District Clerical Position (continued)

Name _____ District _____ Date _____

SUBJECT	REFERENCES	METHOD	TRAINER	DATE	CERTIFICATION
<p>PART V - INFORMATION & EDUCATION</p> <p>A. Information</p> <ol style="list-style-type: none"> 1. Using the Media 2. Newsletter 3. Tours, Demonstrations 4. Displays 5. Publicity, Advertising <p>B. Education</p> <ol style="list-style-type: none"> 1. Targeted Age Group 2. Establish County Education Committee 3. Resources 4. Program Development 5. Environmental Education Coordinators 6. Outdoor Classrooms <p>PART VI - FORMAL TRAINING (space below for listing further training needs)</p> <p>A.</p> <p>B.</p> <p>C.</p>	<p>NACD Publications KACD, NRCS Conservation Audiovisual Catalog</p> <p>NACD Catalog - Education Materials Section</p>				

Exhibit 7.5 Sample Training Plan for District Manager Position

Name _____ District _____ Date _____

SUBJECT	REFERENCES	METHOD	TRAINER	DATE	CERTIFICATION
<p>PART I - ORIENTATION *SAME AS DISTRICT CLERICAL POSITION* (SEE EXHIBIT 7.4)</p> <p>PART II - DISTRICT OPERATIONS *SAME AS DISTRICT CLERICAL POSITION* (SEE EXHIBIT 7.4)</p> <p>PART III - FINANCES *SAME AS DISTRICT CLERICAL POSITION* (SEE EXHIBIT 7.4)</p> <p>PART IV - INFORMATION EDUCATION *SAME AS DISTRICT CLERICAL POSITION* (SEE EXHIBIT 7.4)</p> <p>PART V - TRAINING FOR THE JOB</p> <p>A. Duties and Performance Standards for the Position</p> <p>B. Management Principles</p> <ol style="list-style-type: none"> 1. Management Theories 2. Human Relations 3. Communications and Public Relations 4. Decision-making <p>C. Basis of Management</p> <ol style="list-style-type: none"> 1. Planning 2. Organization 3. Staffing 4. Directing & Leading 5. Controlling 	<p>Position Description Performance Appraisal District Personnel Policy Handbook</p>				

Exhibit 7.5 Sample Training Plan for District Manager Position (continued)

Name _____ District _____ Date _____

SUBJECT	REFERENCES	METHOD	TRAINER	DATE	CERTIFICATION
<p>PART V - TRAINING FOR THE JOB (continued)</p> <p>D. Management and Administrative Duties</p> <ol style="list-style-type: none"> 1. Preparation of Annual Work Plan and Annual Report 2. Personnel Management <ol style="list-style-type: none"> a. Position Descriptions b. Performance Standards 3. Administrative Procedures <ol style="list-style-type: none"> a. Procurement b. Equipment Management c. Budgeting d. Records Management e. Accounting f. Contracting g. Employee Benefits and Responsibilities h. Payroll i. Grant Writing 4. Intergovernmental Relations <ol style="list-style-type: none"> a. Water Quality Planning b. Public Law 566 Watershed Projects c. Resource Conservation & Development d. Soil Survey e. Agricultural Conservation Program f. Local, County, State, and Federal Memorandums of Agreement g. Other Programs <p>PART VI - FORMAL TRAINING (space below for listing further training needs)</p> <ol style="list-style-type: none"> A. B. C. 	<p>KS Cons. Dist. Handbook</p> <p>Position Description Performance Appraisal</p>				

Exhibit 7.6 Sample Training Plan for District Technical or Specialist Position

Name _____ District _____ Date _____

SUBJECT	REFERENCES	METHOD	TRAINER	DATE	CERTIFICATION
<p>PART I ·ORIENTATION *SAME AS DISTRICT CLERICAL POSITION* (SEE EXHIBIT 7.4)</p> <p>PART II ·DISTRICT OPERATIONS *SAME AS DISTRICT CLERICAL POSITION* (SEE EXHIBIT 7.4)</p> <p>PART III ·TRAINING FOR THE JOB</p> <p>A. Duties and Performance Standards for the Position</p> <p>B. Resource Conservation Planning</p> <p>1. Conservation Planning with Individual Land Units</p> <p>a. Planning Land Use and Conservation With the Land user</p> <p>(1) Soils Map & Interpretations</p> <p>(2) Use of Universal Soil Loss Equation</p> <p>(3) Report of Land User’s Decision</p> <p>(4) Conservation Alternatives to be Considered by the Land user</p> <p>(5) Evaluation of Alternatives by the Land user</p> <p>(6) Conservation Plan Maps</p> <p>(7) Planning & Implementation Notes</p> <p>(8) Job Sheets</p> <p>(9) Records & Reports</p> <p>(10) Conservation Plans</p>	<p>Position Description & Performance Appraisal</p> <p>USLE with Factor Values</p> <p>Field Office Technical Guide</p> <p>NRCS National Planning Procedures Handbook</p> <p>Economic Reference</p> <p>Kansas Technical Notes</p>				

Exhibit 7.6 Sample Training Plan for District Technical or Specialist Position (continued)

Name _____ District _____ Date _____

SUBJECT	REFERENCES	METHOD	TRAINER	DATE	CERTIFICATION
<p>PART III - TRAINING FOR THE JOB (continued)</p> <p>A. Resource Conservation Planning (continued)</p> <p>2. Resource Planning with Units of Government</p> <p>a. Basic Resource Data</p> <p>b. Inventories & Evaluations</p> <p>c. Reviewing Development plans and Erosion & Sedimentation Plans</p> <p>3. Agronomy Considerations</p> <p>a. NRCS Policies</p> <p>b. Major Field Crops Identification, Cultural Requirements, Yields</p> <p>c. Agronomy Standards & Specification (Available Cost-sharing)</p> <p>d. Weeds Identification and Control</p> <p>e. Soil Testing & Fertility Concepts</p> <p>f. Soil Erosion Processes, Prediction & F.O. Control</p> <p>g. Agricultural Waste Utilization & Mgt. on Cropland and Pasture Land</p> <p>h. Tillage Methods & Equipment</p> <p>i. Other Agricultural Machinery</p> <p>j. Identification, Use & Management of Livestock</p> <p>k. Livestock Feeds and Feeding Methods</p> <p>I. Livestock Market, Production, Handling, & Watering Systems</p>	<p>Kansas Urban Conservation Handbook</p> <p>Local Ordinances, Manuals & Report Forms</p> <p>National Agronomy Manual</p> <p>Conservation Plant Sheets</p> <p>NRCS F.O. Technical Guide - Section IV</p> <p>Plant Sheets & Pesticide Handbook</p> <p>Technical Handbooks</p> <p>Technical Guide & USLE Handbook</p> <p>Ag. Management Waste Field Manual</p> <p>Technical Guide</p> <p>State Technical Notes</p>				

Exhibit 7.6 Sample Training Plan for District Technical or Specialist Position (continued)

Name _____ District _____ Date _____

SUBJECT	REFERENCES	METHOD	TRAINER	DATE	CERTIFICATION
<p>PART III - TRAINING FOR THE JOB (continued)</p> <p>3. Agronomy Considerations (continued)</p> <p>m. Uses, Identification, Management of Major Pasture & Forage Plants</p> <p>n. Grassland Management Problems in Relation to Soil Erosion & Water Runoff</p> <p>4. Agricultural Economics Considerations</p> <p>a. Collecting & Using Cost Return Data</p> <p>b. Developing & Using Crop Budgets</p> <p>c. Knowing When & How to:</p> <p>(1) Use Interest Rate Tables</p> <p>(2) Develop Benefit Cost Analysis</p> <p>(3) Determine least Costly or Most Cost-effective Alternatives</p> <p>d. Tax Structures & Policies in Relation to Conservation Improvements</p> <p>5. Forestry Considerations</p> <p>a. NRCS Policy</p> <p>b. Woodland Standards & Specification</p> <p>c. Inventory Procedures for Woodland Planning</p> <p>(1) Zig-zag Transect</p> <p>(2) Increment Borer</p> <p>d. Identification of Trees & Shrubs</p> <p>e. Identification of Major Insects & Diseases for Tree Damage</p> <p>f. Knowledge of Local Wood Products and Market Available</p> <p>g. Pesticides (applied to woodland)</p>	<p>Conservation Plant Chart & Technical Guide</p> <p>National Range Handbook</p> <p>Section V - NRCS F.O. Technical Guide Economic Reference</p> <p>F.O. Technical Guide Tree Planting Handbook</p> <p>Woodland Information Stick</p> <p>Woodland Inventory Procedures Booklet</p> <p>Forest Service - Disease of Trees in Great Plains</p> <p>Technical References Local Sources, Technical Guide</p> <p>KSU - Chemical Weed Control</p>				

Exhibit 7.6 Sample Training Plan for District Technical or Specialist Position (continued)

Name _____ District _____ Date _____

SUBJECT	REFERENCES	METHOD	TRAINER	DATE	CERTIFICATION
<p>PART III - TRAINING FOR THE JOB (continued)</p> <ul style="list-style-type: none"> 5. Forestry Considerations (continued) <ul style="list-style-type: none"> h. Wildlife, Erosion Control, & Forest Environmental Considerations i. Responsibilities of the State Dept. of Forestry j. Water Pollution Control 6. Wildlife Biology <ul style="list-style-type: none"> a. NRCS Policy (primary & secondary land use) b. Identification of Wildlife Species and their Habitat Needs c. Wildlife Habitat Inventory Techniques d. Techniques of Wildlife Habitat Mgt. (cropland, wetland) e. Fish Pond Inventory & Management Techniques 7. Watershed Protection <ul style="list-style-type: none"> a. Planning b. Operation c. Maintenance d. Inspection 8. Environmental Concerns <ul style="list-style-type: none"> a. NRCS Policy b. Identify & Locate Endangered Species & Habitats 	<ul style="list-style-type: none"> Erosion & Sediment Control Guides State Extension Forestry National Biology Manual F.O. Technical Guide Habitat Management Guides Dam Safety Act Kansas Water Plan National Planning Procedures Handbook! National Watershed Manual General Manual Field Office Technical Guide - Section I 				

Exhibit 7.6 Sample Training Plan for District Technical or Specialist Position (continued)

Name _____ District _____ Date _____

SUBJECT	REFERENCES	METHOD	TRAINER	DATE	CERTIFICATION
<p>PART III · TRAINING FOR THE JOB (continued)</p> <ul style="list-style-type: none"> 8. Environmental Concerns (continued) <ul style="list-style-type: none"> c. Wetlands Identification & Policy d. Pesticides (Safety & Regulations) e. Archeological & Historic Sites Identification f. Water Quality Issues g. Farmland Protection 9. Follow-up & Maintenance <ul style="list-style-type: none"> a. Servicing Land users <ul style="list-style-type: none"> (1) Scheduling For Future (2) Minor Revisions of Plan (3) Records & Reports 10. Public Information Activities <ul style="list-style-type: none"> a. Gather Information for Newspaper Stories, Radio and TV Programs 	<p>Third Edition of the NFSAM (Ag. Land)</p> <p>Corps of Engineers 1987 Wetlands Delineation Manual (non-Ag.) State Certification Handbooks & Tests</p> <p>F.O. Technical Guide</p> <p>Midwest Wetland Flora - Field Guide to Plant Species</p> <p>Water Quality Indicators Guide: Surface Waters General Manual</p>				
<p>PART IV - CONSERVATION PRACTICE APPLICATION</p> <ul style="list-style-type: none"> A. Engineering Policy & Procedure B. Engineering Surveys <ul style="list-style-type: none"> 1. Measurement of Horizontal <ul style="list-style-type: none"> a. Pacing b. Maps & Photographic Comparisons c. Stadia 	<p>Engineering Field Manual</p>				

Exhibit 7.6 Sample Training Plan for District Technical or Specialist Position (continued)

Name _____ District _____ Date _____

SUBJECT	REFERENCES	METHOD	TRAINER	DATE	CERTIFICATION
<p>PART IV - CONSERVATION PRACTICE APPLICATION (continued)</p> <p>B. Engineering Surveys (continued)</p> <p>2. Differential Leveling</p> <p>a. Principles of Leveling</p> <p>b. Process of Running Level</p> <p>c. Proper Method of Keeping Notes</p> <p>d. Types of Surveying Equipment</p> <p>(1) Engineer's Level</p> <p>(2) Hand Level</p> <p>(3) Level Rods</p> <p>(4) Range Pole</p> <p>(5) Transit</p> <p>C. Cartography</p> <p>1. Aerial Index</p> <p>2. Contact Prints</p> <p>3. Enlargements</p> <p>4. Accuracy on Aerial Photos</p> <p>5. Measurement of Area w/Aerial Photos</p> <p>6. Use of Stereoscope</p> <p>7. Use of USGS Quad Sheets</p> <p>D. Resource Management Systems</p> <p>1. Erosion Control</p> <p>a. Principles & Methods</p> <p>(1) Control of Sheet Erosion</p> <p>(2) Control of Gully Erosion</p> <p>(3) Control of Wind Erosion</p>	<p>NRCS GM-170</p> <p>Video - "Our Soil - Foundation of the Nation"</p> <p>Video - "The Living Landscape"</p> <p>F.O. Technical Guide, Section IV Engineering Field Manual</p> <p>National Wind Erosion Control Handbook</p>				

Exhibit 7.6 Sample Training Plan for District Technical or Specialist Position (continued)

Name _____ District _____ Date _____

SUBJECT	REFERENCES	METHOD	TRAINER	DATE	CERTIFICATION
<p>PART IV - CONSERVATION PRACTICE APPLICATION (continued)</p> <p>D. Resource Management Systems (continued)</p> <p>b. Practices</p> <p>(1) Terraces</p> <p>(2) Diversions</p> <p>(3) Gassed Waterways & Outlets</p> <p>(4) Grade Stabilization</p> <p>(5) Strip-cropping</p> <p>(6) Conservation Tillage</p> <p>(7) Windbreaks</p> <p>(8) Underground Outlets</p> <p>(9) Irrigation</p> <p>(10) Tree Planting</p> <p>2. Storm water Management</p> <p>a. Infiltration</p> <p>b. Detention</p> <p>c. Land-use Planning</p> <p>3. Waste Management Systems</p> <p>a. Waste Management Lagoons</p> <p>b. Waste Storage Ponds</p> <p>c. Waste Utilization</p>	<p>Kansas Urban Conservation Handbook</p> <p>Local Ordinances and Manuals</p> <p>Ag. Waste Mgt. Field Manual</p> <p>Video - "How To - Conservation on Your Own"</p> <p>F.O. Technical Guide - Section IV</p>				

Exhibit 7.6 Sample Training Plan for District Technical or Specialist Position (continued)

Name _____ District _____ Date _____

SUBJECT	REFERENCES	METHOD	TRAINER	DATE	CERTIFICATION
<p>PART IV CONSERVATION PRACTICE APPLICATION (continued)</p> <p>D. Resource Management Systems (continued)</p> <p>4. Other Practices</p> <p>a. Farm Ponds</p> <p>(1) Embankment</p> <p>(2) Excavated</p> <p>(3) Dam Safety Law</p> <p>b. Storing Developments</p> <p>c. Water Control Structures</p> <p>d. Spoil Bank Spreadings</p> <p>e. Stream Channel Modification</p> <p>f. Streambank Protection</p> <p>g. Recreation Practices</p> <p>h. Wells</p> <p>5. Establishing Vegetative Cover</p> <p>a. Critical Area Planting</p> <p>b. Pasture and Hay Land Planting</p> <p>c. Range Seeding</p> <p>E. Soil Surveys</p> <p>1. Soil Quantities & Characteristics</p> <p>2. Soil Classification</p> <p>a. Soil Type & Phase</p> <p>b. Soils Series</p> <p>3. How to Read the Soil Survey Map</p> <p>a. Soil Symbol & What it Tells</p> <p>b. Lines on the Map</p> <p>c. How to Read & Interpret Soil Survey Reports & Published Maps</p> <p>4. Interpretative Groupings</p> <p>a. Principles</p>	<p>Engineering Field Manual F.O. Technical Guide, Section IV</p> <p>State Dam Safety Law F.O. Technical Guide, Section IV</p> <p>Engineering Field Manual F.O. Technical Guide, Section IV</p> <p>National Range Handbook F.O. Technical Guide, Section IV</p> <p>Slide Show - "Making of a Soil Survey" County Soils Survey F.O. Technical Guide Soil Series Interpretative Sheets</p>				

Exhibit 7.6 Sample Training Plan for District Technical or Specialist Position (continued)

Name _____ District _____ Date _____

SUBJECT	REFERENCES	METHOD	TRAINER	DATE	CERTIFICATION
<p>PART IV - CONSERVATION PRACTICE APPLICATION (continued)</p> <p>4. Interpretative Groupings (continued)</p> <p> b. Kinds of Groupings</p> <p> (1) Land Capability Class</p> <p> (2) Land Capability Subclass</p> <p> (3) Forage Suitability</p> <p> (4) Woodland Suitability</p> <p> (5) Soil Engineering Interpretations</p> <p> (6) Non-agricultural</p> <p>F. Erosion & Sediment Control</p> <p> 1. Principles, Practices and Cost</p> <p> 2. State Minimum Criteria, Standards, and Specifications</p> <p> 3. Storm Water Management</p> <p> 4. Engineering Calculations</p> <p> a. Runoff</p> <p> b. Storm Water Detention</p> <p> c. Open Channel Flow</p> <p> 5. Preparing and Erosion & Sediment Control Plan</p> <p> a. General Guidelines</p> <p> b. Step-by-Step Procedures</p> <p> 6. Administrative Guidelines</p> <p> a. Local Programs</p> <p> b. State Sponsored Projects</p> <p> c. Inter-jurisdictional Projects</p> <p>PART V - FORMAL TRAINING</p> <p>(space below for listing further training needs)</p> <p>A.</p> <p>B.</p> <p>C.</p>	<p>F.O. Technical Guide, Section II</p> <p>Slide set - "What is Soil Erosion"</p> <p>Slide set - "Problems of Soil Erosion in Kansas"</p>				

Exhibit 7.7 Sample Training Evaluation Form

GENERAL INFORMATION

NAME - LAST, FIRST, MI _____	
COURSE TITLE _____	DATE(S) HELD _____

OBJECTIVES

OBJECTIVE(S) FOR ATTENDING:	OBJECTIVES ATTAINED?
_____	___ YES ___ NO
_____	_____
_____	_____

COURSE CONTENT

___ MANAGEMENT ___ TECHNICAL ___ SUPERVISORY ___ ADMINISTRATIVE ___ WORK METHODS ___ OTHER _____
INFORMATION WAS: ___ DIRECTLY APPLICABLE AND OF IMMEDIATE USE ___ PROBABLY USEFUL, EVENTUALLY MIGHT BE USED ___ TOO THEORETICAL ___ OTHER _____
OVERALL COURSE WAS: ___ EXCELLENT ___ GOOD ___ AVERAGE ___ FAIR ___ OF NO VALUE
LIST THE MOST VALUABLE ITEMS INTRODUCED IN THIS COURSE: _____ _____ _____
OTHER COMMENTS: _____ _____ _____

INSTRUCTION

INSTRUCTOR'S NAME AND TITLE _____
INSTRUCTOR'S KNOWLEDGE WAS: ___ EXCELLENT ___ GOOD ___ AVERAGE ___ FAIR ___ POOR
INSTRUCTOR'S ABILITY WAS: ___ EXCELLENT ___ GOOD ___ AVERAGE ___ FAIR ___ POOR

RECOMMENDATION FOR OTHERS

___ AVOID THIS COURSE ___ SEND OTHERS AS NEEDED ___ OTHER _____
