PPD Employee Manual

United States Department of Agriculture

Marketing and Regulatory Programs

Agricultural Marketing Service

Fruit and Vegetable Program

Processed Products Division

AIM Instructional System

Inspection Series

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PPD Employee Manual
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INTRODUCTION

As a USDA employee you are an important member of a group of people pledged to protect American Agriculture. Our mission at USDA is to "Provide leadership on food, agriculture, natural resources and related issues based on sound public policy, the best available science, and efficient management." Only through dedicated efforts of employees like yourself can this mission be accomplished.

The purpose of this manual is to provide Processed Products Division (PPD) personnel with information on PPD's policies, procedures, instructions, and employee responsibilities. Contact your immediate supervisor for any information not addressed in this manual.

This manual contains links to various internal and external sources of information. For inspection personnel without internet or intranet access, please contact your immediate supervisor to obtain hard copies of documents as needed.

GUIDE FOR ELECTRONIC USAGE

The Administrative, Inspection, and Management (AIM) System of instructional manuals is available electronically in Adobe Acrobat Portable Document Format (PDF) at the following intranet address: http://agnis/sites/FV/PPB/default.aspx.

When accessed electronically, AIM materials have hyperlinks and hypertext (visible as underlined blue text) available to the PDF user. Clicking on a hyperlink takes the reader to a web site with information relating to the subject. Hypertext will link the reader to a different page within the current manual - or even a different manual - with information relating to the subject. For example, the hypertext in the Table of Contents allows a reader to go directly to the section of interest in the manual by clicking on the section title within the Table of Contents.

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GENERAL

The United States Department of Agriculture is a diverse and complex organization with programs that touch the lives of all Americans every day. More than 100,000 employees deliver services through USDA's more than 300 programs worldwide, leveraging an extensive network of Federal, State, and local cooperators. Founded by President Abraham Lincoln in 1862 when more than half of the Nation's population lived and worked on farms, USDA's role has evolved with the economy. Each agency, program, and Division is assigned specific responsibilities. Some responsibilities require collaboration with more than one other agency, program, or Division.

As a PPD employee, you have a very important function. Decisions are based on sound judgment and on the consistent application of criteria and/or standards that do not give unfair advantage or preferential treatment to any party. Under most programs, final payment to the producer, processor, or contractor is made on the basis of compliance with terms of a specification or contract. Evidence of such compliance is based largely upon inspection documents prepared according to PPD instructions. Therefore when working on such programs, it is essential to understand and follow Division instructions exactly as written. This applies to inspectors, supervisors and administrative staff alike.

Each employee is expected to maintain a cooperative attitude with contacts both within and outside the Division. We must keep our supervisors informed of any problems that would affect the program. We should be courteous to industry representatives and always be alert to conditions that might adversely affect the quality or condition of processed food products.

ORGANIZATIONAL STRUCTURE

The Government of the United States is a complex organization consisting of numerous agencies, commissions, independent offices, and establishments. It is not within the scope of this Manual to go into detail beyond the immediate Program of which you are a part.

A. <u>The Government of the United States</u>

The Constitution provides for three branches of government:

1. Legislative - The Congress
2. Executive - The President
3. Judicial - The Supreme Court

You are an employee of the Department of Agriculture, which is within the Executive Branch of the Federal Government under the control of the President of the United States.

The Department of Agriculture

The Department is organized into agencies under the direction of the Secretary of Agriculture. Agencies with related activities are arranged into groups under either an assistant secretary, under secretary, director, or staff assistant. The Department uses standard terms for its various organizational levels and their directing officials. These terms are as follows:

Organizational Entity	Directing Official
Department – United States Department of Agriculture (USDA)	Secretary
Mission Area – Marketing and Regulatory Programs (MRP)	Under Secretary
Agency – Agricultural Marketing Service (AMS)	Administrator
Program – Fruit and Vegetable Programs (FVP)	Deputy Administrator
Division – Processed Products Division (PPD)	Director
Branch	Chief
Regional Management	Regional Director

The organizational chart found at the following internet address, shows the breakdown of the Department. Go to: http://www.usda.gov/wps/portal/usda/usdahome, then click on the "About USDA" tab at the top of the screen, then go to the "About USDA" block on the right of the screen and click on the "USDA Organization Chart" link to view the chart.

Marketing and Regulatory Programs

MRP agencies facilitate the domestic and international marketing of U.S. agricultural products and ensure the health and care of animals and plants. MRP agencies are directed by an Under Secretary and are active participants in setting national and international standards.

Agricultural Marketing Service

Your Agency is the AMS, headed by the AMS Administrator.

AMS administers programs that facilitate the efficient, fair marketing of U.S. agricultural products, including food, fiber, and specialty crops. Within AMS there are five commodity programs: Dairy, Fruit and Vegetable, Livestock and Seed, Poultry, and Cotton and Tobacco, along with the National Organic Program, Science and Technology Program, Transportation and Marketing, and Information Technology Service. These programs are under the direction of the AMS Administrator and an Associate Administrator. In addition, the Administrator directs the Civil Rights Program, the Legislative Staff, and the Public Affairs Staff

The organizational description found at the following intranet address, http://agnis/Programs/Pages/default.aspx, shows the breakdown of the Agency.

The Memorandum of Agreement concerning the inspection and grading of food products (MOU 225-72-2009) between AMS and the Food and Drug Administration (FDA) may be found at the following internet address: http://www.fda.gov/AboutFDA/PartnershipsCollaborations/MemorandaofUnderstandingMOUs/DomesticMOUs/default.htm.

Fruit and Vegetable Programs

You are part of the Fruit and Vegetable Programs. FVP facilitates the strategic marketing of fruit, vegetable, nuts and specialty items in domestic and international markets, while ensuring fair trading practices and promoting a competitive and efficient marketplace that benefits producers, traders, and consumers.

For an overview of the AMS Fruit and Vegetable Programs, go to the following intranet site: http://agnis/sites/FV/default.aspx; in the "From the Office of the Deputy Administrator" block click on the "Fruit and Vegetable Programs/Overview/Contact Sheet" link.

Processed Products Division

The Processed Products Division is the Division to which you are assigned. An overview of the Division organization is available at the following internet address: http://www.ams.usda.gov/AMSv1.0/processedinspection. Once there, go to the PPD Services section and click on the "PPD Organization" link.

Quality Policy

"The Processed Products Division continually strives to understand, meet, and exceed all customer and statutory requirements in the service we provide to promote the efficient marketing of agricultural commodities." The Division accomplishes this by providing value-added services that display flexibility in a changing market place and that are continually evaluated for their effectiveness. The results of these evaluations are used to improve PPD's service processes based on objective practices and procedures.

Quality Objectives

The Office of the Division Director (ODD) has established quality objectives at relevant functions and levels within PPD. The following quality objectives are measurable and consistent with PPD's quality policy:

- Uniformity in applying rules, procedures, and standards;
- Quality in the data we collect and disseminate;
- Effective use of human resources in staffing;
- Efficient application of space and equipment; and
- Quality services responsive to customer needs.

PPD Values

INDEPENDENCE AND OBJECTIVITY

Our decisions are based on sound judgment and on consistent application of criteria and/or standards that do not give unfair advantage or preferential treatment to any party.

CUSTOMER SERVICE

We strive to provide cost-effective services that evolve to meet our customer's changing needs.

ACCOUNTABILITY

We accept responsibility for the outcome of our actions and decisions. We have the courage to hold others accountable for their actions and decisions. We are accountable for the stewardship over our tangible resources – the use of time, equipment, and money.

HONESTY AND INTEGRITY

We place the highest priority on the integrity of programs, and the honesty and integrity of employees. We are honest, trustworthy, and consistent in the performance of our duties and delivery of services to customers.

FAIRNESS

We treat everyone – customers, fellow employees, and others – with fairness, dignity, and respect, regardless of position or circumstances. Our actions are free from prejudice or bias. We do not tolerate any form of discrimination or favoritism.

Office of the Division Director

ODD maintains a SharePoint site located at the following intranet address: http://agnis/sites/FV/PPB/OBC/default.aspx.

ODD is committed to providing services of the highest quality that completely satisfy customer expectations. ODD duties and responsibilities: communicates to the Division the importance of meeting customer needs as well as statutory and regulatory requirements; maintains a quality policy and quality objectives; conducts management reviews at least annually; ensures the availability of resources necessary to meet expectations of our customers; maintains liaison with industry and Federal and state regulatory agencies; supervises Branch Chiefs and Regional Directors; provides financial updates on status of the Division; evaluates fee structure and provides recommendations on fee setting; and reviews and updates cooperative agreements with states and other agencies. The Division's training and incentive awards programs are also managed by ODD.

PPD participates on the U.S. delegations to Codex Alimentarius Commission committees and provides input into the writing of international standards for processed fruits and vegetables.

Inspection and Standardization Branch (ISB)

The Inspection and Standardization Branch (ISB) maintains a SharePoint site located at the following intranet address: http://agnis/sites/FV/PPB/inspstdz/default.aspx.

ISB duties and responsibilities: recommends policy and procedures for revision and development of Division regulations, sampling plans, certification procedures, and inspection service programs; plans, develops, revises, and maintains Division instructional materials. Performs reviews on all phases of grading, inspection, and administrative procedures in field offices; evaluates fee structure, recommending revision as necessary; coordinates and conducts appeal inspections; implements and conducts nationwide commodity grading reviews to determine and maintain uniformity of grading. Investigates new equipment, devices, and instruments that will aid in carrying out inspection and standardization programs.

Plans, develops, formulates, and revises U.S. grade standards. Prepares grading manuals and other instructional material; analyzes and determines attributes and technical factors pertinent to quality and grades; recommends tolerances in line with industry processing and marketing practices. Evaluates, recommends, and participates in the development of color standards, and assists in the development of other visual aids; monitors the proficiency of conducting analytical tests required by U.S. grade standards by on-site visits and exchange of collaborative samples.

Defense Contract Inspection Branch

The Defense Contract Inspection Branch (DCIB) maintains a SharePoint site located at the following intranet address: http://agnis/sites/FV/PPB/DCIS/default.aspx.

DCIB duties and responsibilities: coordinating inspection of processed food components for Operational (combat) Rations for the Department of Defense (DoD); setting a uniform fee for inspections related to military contracts for Operational Rations; and acting as liaison between DoD and inspection activities for food components used in Operational Rations for military consumption. Rations include individual rations such as Meal, Ready-to-Eat (MRE); Meal, Cold Weather (MCW); and First Strike Ration (FSR); and group rations such as the Unitized Group Ration (UGR), which includes food components in six pound polymeric trays and No. 10 cans.

To achieve the above mentioned duties, DCIB staff members perform the following: plan, develop, and distribute internal instructions and procedures for inspection, sampling, grading, and certification of food components used in Operational Rations and purchased under DoD contracts; provide technical support for Operational Rations inspection personnel; review inspection procedures at processing plants producing food components for military rations; coordinate periodic reviews of operational rations samples; review and comment on Commercial Item Descriptions (CID's) and military food and packaging descriptions and requirements; develop and maintain databases containing inspection information and results from inspection at processing plants producing food components for Operational Rations; represent USDA and inspection perspective at Operational Rations related meetings and conferences with industry and other

involved government agencies; participate as a member of Defense Logistics Agency (DLA) sponsored Combat Rations Network (CORANET), serving as a member of the CORANET Joint Steering Group (JSG) and providing guidance to JSG and DLA on selection of CORANET projects to improve military rations; and coordinate PPD's participation in DLA Troop Support's Quality System Management Visit (QSMV) and Quality System Plan (QSP) audit programs. DCIB also maintains PPD's Internet website and Intranet SharePoint site.

Business Development and Quality Assurance Branch

Business Development and Quality Assurance Branch duties and responsibilities: assess marketing opportunities and target markets; gather information on customers to generate leads for possible marketing and outreach; advise, draft, and enforce marketing and outreach policy and processes; follow up on these activities; develop business models, formal proposals, campaigns, and presentations.

Develops, maintains, and markets USDA Food Connect website to the food service industry. Maintains all Division financial processes in compliance with U.S. Government appropriation rules and laws. Develops standard operating procedures (SOPs) for all financial matters. Processes and distributes all financial reports, including detailed transaction reports, payroll, and year-end financial reports. Maintains Cost Responsibility Center, noting all revenue, obligations, and overhead for each office. Performs fee analyses to assess fees and charges for voluntary and mandatory inspection services. Creates and updates accounting codes, oversees operational use of codes, and maintains proper Division accounting procedures.

Provides program leadership for Child Nutrition (CN) Labeling Program, and its working group. Acts as liaison with the USDA Food and Nutrition Service on policy and all issues pertaining to the program. Reviews CN label applications and determines credits towards the food based menu patterns.

Develops, revises, and maintains Commercial Item Descriptions for food products, updates and maintains the U.S. Standards for Condition of Food Containers.

Information Management Branch

The FV Information Management Branch (IMB) maintains a SharePoint site located at the following intranet address: http://agnis/sites/FV/PPB/IMS/default.aspx.

IMB duties and responsibilities: plans, directs, and develops information technology systems, resources, and support for PPD and FPD. Analyzes Division operational requirements and resource requirements related to automation and information technology in order to best accomplish current and long range program goals. Recommends policy and procedures for development and maintenance of Division regulations relating to information technology (IT) storage, use and dissemination. Plans, develops, and implements purchase and deployment of IT hardware and software needs for both Divisions. Provides end user support through trained help desk response teams and hardware tracking systems. Provides server and professional database administration to meet data storage and use needs for both Divisions. Develops, recommends

and maintains IT budgets for both Divisions based on review and approval of respective Division Directors. Supports all activities of both Divisions related to compliance with Department and Agency Cyber-security regulations. Conducts assessments and mitigates response to all security incidents and requirements involving PPD and FPD information technology systems.

Regional Management

Eastern and Western Regional Director's and Assistant Regional Director's duties and responsibilities: manage the inspection work in the respective region; direct the collection and review of data for use in development and revision of standards; recruit, train, and relocate personnel between field offices to meet the demand for services; implement policies and procedures developed by the Division, Fruit and Vegetable Programs, Agency and Department; and perform field office reviews to ensure compliance with Division policies and procedures.

Area Field Office

Officer-in-Charge responsibilities: supervises and implements inspection programs; maintains direct contact with processors, brokers, warehouses, and financially interested parties. Trains personnel; interprets standards, specifications, regulations, and instructions; actively promotes service in assigned area. Manages area inspection activities and maintains proper balance between workload and personnel. Prepares periodic reports reflecting fiscal, personnel, and administrative characteristics of the area office. Collects data for use in development and revision of standards or inspection procedures.

Inspector

Inspector responsibilities: samples designated lots; determines compliance of designated lots to the U.S. Standards for Condition of Food Containers; determines the grade, quality, and condition of processed fruits and vegetables. Performs routine analyses necessary to determine wholesomeness and condition of products; handles in-plant inspection assignments; checkloads processed products; issues certificates and reports. Assists (as designated) in training new employees. Performs sanitation inspections using Good Manufacturing Practices (GMP) on in-plant assignments.

TRAINING PROGRAM

PPD training programs are geared to enhance the ability of employees to provide quality services responsive to customer needs. Training may be in the form of on-the-job training through the field office, formal classroom training from outside providers, or both. A tool for developing training plans is the Individual Development Plan (IDP).

THE INDIVIDUAL DEVELOPMENT PLAN

Introduction

These instructions provide an overview of the Individual Development Plan (IDP). They describe for both supervisors and employees the goals of creating an IDP, and the process of its development to meet Division objectives and personal goals.

The IDP is a planned program of training and development with the aim of improving professional skills and Division productivity. It is a written strategy intended to promote collaboration between employees and supervisors concerning the employee's professional development. As well as improving Division productivity, employee professional development helps to support and maintain a skilled, efficient workforce. A meaningful IDP demonstrates the commitment by both parties to accomplish this through a planned program of training and professional development.

Communication between employee and supervisor is integral to IDP development.

It is Division policy that IDPs are to be prepared at least annually by all full-time employees. Activities addressed on an IDP should be focused on steps that can be implemented over a period of one year. Training proposed on the IDP is intended to benefit both the employee and the Division; IDP training will not be approved if there is no potential for the employee to utilize that training, or it is intended simply to enhance an employee's higher education.

What is an IDP? (Reference: USDA IDP webpage at: http://www.idp.usda.gov)

An IDP is:

- A clear statement of an employee's career goals,
- A map for attaining goals that specifies immediate and long-range developmental needs,
- An individually-tailored action plan to develop specific competencies (knowledge and skills) needed to improve performance in present position, or to prepare for new responsibilities,
- A written plan for scheduling and managing an employee's development training,
- An agreement between the employee and supervisor based on funds available to meet both employee and organizational goals, and
- A tool for an organization to develop its workforce to meet future needs.

An IDP is NOT:

- A corrective action tool for poor performance, or
- An unofficial reward system.

IDP Functions

IDPs open a dialogue between employee and supervisor that raises awareness of employee aspirations and encourages exploration of developmental opportunities to achieve them.

IDP goals:

- To identify workforce skills gaps,
- To train and develop the organization's workforce,
- To promote communication between employees and supervisors,
- To determine resources needed for training and developing the workforce

IDPs benefit employees by developing meaningful training plans that will help the employee:

- Increase awareness of established job performance standards,
- Enhance job performance,
- Set reasonable goals,
- Assess strengths and weaknesses,
- Schedule and plan individual development each year.

The employee must make a serious commitment to his or her career future to fully benefit from an IDP. They should plan to invest considerable time in the development of a meaningful plan.

IDPs benefit supervisors by developing meaningful training plans that will help the supervisor:

- Document the current developmental needs of their employees,
- Support their employees in their efforts to achieve performance standard competencies,
- Consider the Division's organizational needs, mission changes, changes in technology, staffing needs and anticipated turnover, program plans, and future needs for specific skills

The IDP Process

The IDP process is a continuing cycle of planning, implementation and evaluation between an employee and supervisor, for the mutual benefit of both employee and organization. It is more than a quick review of course catalogs. It requires time to analyze job requirements, assess current competencies and make informed decisions about developmental needs.

The IDP process consists of six phases, all based on interaction and effective communication between the employee and supervisor. For the process to be effective and meaningful, each phase must be approached as a joint endeavor.

Phase 1 – Pre-Meeting Planning

This phase prepares the supervisor and employee for their initial meeting. Planning and collecting necessary information ahead of time will facilitate discussion and make best use of scheduled meeting time. Both parties have specific preliminary data-gathering responsibilities.

The employee's role is that of self-assessment. Consider:

- Where have I been?
- Where am I now?
- Where can I go?

The supervisor's role is to:

- Review Performance Appraisal,
- Review Performance Standards,
- Consider future possibilities for employee.

Note that an IDP and a performance appraisal have the same focus, i.e. fostering individual and organizational improvement. However, a performance appraisal is based on past performance, while an IDP is focused on developing future performance.

Tools available for analyzing job requirements include position descriptions, performance standards, and performance elements. IDP development creates an important opportunity to:

- Discuss critical job requirements and responsibilities,
- Outline the knowledge and skills needed to perform the work,
- Identify an employee's talents and needs,
- Define individual job satisfaction, and
- Improve both organizational and individual performance.

Employee Responsibilities

The pre-planning process will enable the employee to enter the employee-supervisor meeting with confidence and insight on career goals. Employees have two roles in developing their IDPs:

- **Initiator**: Assess current skills and competencies, explore developing options, look at the needs of the organization, and recognize realistic, constant improvement as a responsibility to oneself and the agency.
- **Owner**: Assemble information, weigh alternatives, make trade-offs, and propose objectives and activities.

Where Have I Been?

Consider all previous training, development and job experiences. Include:

- On-the-job training
- Formal training
- Developmental assignments and
- Self-development activities.

Where Am I Now?

Plan for honest self-assessment. Read your present position description, performance elements, performance standards and past performance evaluations. Consider work performed over the past year. Organize your conclusions under the following headings:

- I am good at these parts of my job:
- In general, I am good at this kind of work:
- These managerial or technical competencies are necessary to perform my current duties:
- I need to develop or strengthen these competencies:
- I need these kinds of assignments or training to develop or strengthen these competencies:

Where Can I Go?

Focus on these major areas:

- Positions in which you are interested
- Short-range goals, and
- Long-range goals.

The following steps are suggested in the process.

Step	Employee's Action
1	Consider a range of options (such as positions in your field office, other field offices, Regions or Headquarters
2	Talk to the OIC or AOIC to learn more about positions in other field offices
3	Based on this examination of options, decide on short-range goals (1-2 years) and long range goals (2-5 years)

Step	Employee's Action - Short-Range Goals (1-2 years)
1	Identify the technical or leadership competencies needed to obtain short-range goals
2	Ask: • How strong or weak am I in these competencies? • Am I capable of developing these competencies?

	• What kind of training or developmental activities will enable me to do so?
3	Review short-range goals again to be sure they are realistic and attainable

Step	Employee's Action - Long-Range Goals (2-5 years)
1	Identify the technical or managerial competencies needed to obtain long-range goals
2	Ask: • How strong or weak am I in these competencies? • What kind of training/experience will help me develop them? • How long will it take? • Are resources (funding, training opportunities) available to me? • What contribution can I make to the organization?
3	Review long-range goals again to be sure they are realistic and attainable
4	Rank by priority all technical or managerial competencies needing development

Supervisor Responsibilities

In preparing for the employee-supervisor meeting, the supervisor should remember that he/she serves in the following present and future roles:

- **Consultant**: Provide constructive advice and insights about employee's skills and potential, and suggest ways to develop these skills; advise where employee should focus efforts; share limits and possibilities for financing training.
- **Advisor**: Share knowledge about the organization, personal career experiences, and recommended training.
- **Planner**: Provide feedback on the employee's IDP; consider what is in the best interest of the work unit as a whole.
- **Evaluator**: Determine if the investment in the training and developmental activities resulted in improved individual and work unit performance.

The supervisor must consider the employee's current level of performance, and his/her future career possibilities in the Division.

Step	Supervisor's Action
1	Review the employee's current Performance Appraisal
2	Ask: • What are the employee's strengths with regard to leadership or technical competencies? • Does the employee lack some technical and/or leadership competencies to perform well? • How can the employee gain these competencies? • Are there any other problems that may be affecting the employee's ability to meet performance standards? • What program resources can be used to help the employee improve his/her competency levels?

3	Review the current Performance Standards used for the appraisal
4	Consider the Division's organizational needs and strategic priorities over the next few years, along with the employee's needs and goals. Ask: • What changes in mission, technology, programs, or staff are anticipated? • Should the employee be groomed for added responsibilities? If so, what kind? Where? How? • What kind of development will the employee need to reach the goals? • What resources can be assigned to support this IDP?

Phase 2 – Employee-Supervisor Meeting

This meeting provides the opportunity for open communication about all that has been considered during the pre-meeting planning phase. The employee and the supervisor both share the responsibility of contributing to an effective meeting, aimed at reaching objectives so that an IDP can be prepared. Expect that compromise will be a likely part of the discussion and agreement.

Employee Responsibilities

Employees should include the following discussion points during the meeting.

Step	Employee's Action
1	Review Performance Appraisal results
2	Ask: • Were the Performance Standards met? If not, why not? If so, how so? • What weaknesses were identified? Are technical or leadership competencies lacking? If yes, which? If not, is there any other problem affecting my performance? • How can my performance be enhanced? • Identify career goals if skills or knowledge gaps exist in current job performance.
3	Review short and long-range goals.
4	Ask: • Are the goals realistic and attainable? • Discuss the Division's goals, needs, and priorities. To what extent do my individual goals mesh with those of the field office and/or Division?
5	Review current technical and/or managerial competencies.
6	Ask: • What competencies do I have to meet my goals? • What competencies do I need to develop?
7	List developmental based on the difference between the competencies I currently have and those needed to meet my goals.
8	Rank developmental needs based on the Division's organizational needs and priorities, as previously reviewed.
9	Discuss training and developmental activities to meet my needs.

10	Select developmental activities and training that will meet my needs. Consider a variety of developmental strategies, and be guided by supervisor's suggestions.

Supervisor Responsibilities

During the meeting, the supervisor should:

- Provide feedback to the employee on everything discussed, striving for a dialog rather than a one-way exchange,
- Be realistic and objective about which activities will best suit the needs of the employee, as well as the broader needs of the Division,
- Identify criteria used to evaluate employee's development,
- Take time to prioritize the developmental activities with the employee,
- Discuss in detail optimum developmental activities that are possible and appropriate.

There are many factors for the supervisor to consider. Does the employee genuinely need this training to do his/her job effectively, or to assume greater responsibilities within the Division? Could the experience be gained through TDA assignments or self-paced training? Supervisors must bear Division priorities in mind. The cost of training - not only of tuition, but also salary, travel, and per diem expenses - must be weighed against the potential benefit to the Division.

Phase 3 – Selecting Optimum Developmental Activities

The matching of identified developmental needs with available development activities (training and non-training) is a key step in the IDP process. A major difficulty often encountered here is determining optimum developmental activities, those that provide the most effective learning within the boundaries of the organization's mission, budget, workload, travel, staffing needs, and time constraints.

To minimize this problem, a variety of developmental approaches and strategies should be assessed. Four types of developmental experiences to consider when planning an IDP:

- Formal classroom training,
- On-the-job-training,
- Self-development and
- Developmental activities.

While these types of experiences each have advantages and disadvantages, the goal is to identify the experience that most effectively and efficiently meets the employee's particular needs. Although it would be ideal to incorporate a combination of all four types, resources may not be available to make this possible. An open discussion between the employee and supervisor concerning all options is necessary to narrow the focus to what is appropriate and feasible.

Formal Classroom Training

This type of training is typically scheduled in advance and takes place away from the work site. Depending on the objectives, specific program, and the instructor's approach, these training experiences can be invaluable. They may also be the only option available for some technical or managerial competencies. However, formal classroom training is not the only way or necessarily the best way for employees to learn.

On-the-Job-Training

Structured on-the-job-training (OJT) is an effective and frequently-used method of individualized learning. During OJT, employees are coached in the performance of their job duties by designated staff members skilled in the task or procedure to be learned. This approach can be used to teach employees new procedures, tasks, and technology.

Self-Development

When resources are not available or developmental needs cannot be related to present or anticipated work assignments, an employee may move forward by participating in self-development activities, such as:

- Attending evening or weekend courses at local schools or online webinars or webcasts,
- Watching educational or training videotapes/DVDs,
- Using correspondence or other self-study courses,
- Reading books and other publications or journals,
- Using computer-based training programs, and
- Participating in recreation council activities, community service, or volunteer programs.

Employees must remember that what they want in terms of development and what their supervisors can authorize may be different. To meet their goals, employees may need to gain some competencies on their own time and expense.

Developmental Activities

Active participation in developmental activities is one of the best ways to prepare for added responsibilities and advancement. With the support and assistance of the supervisor, arrangements may be made to temporarily transfer the employee to another area to learn needed technical and/or managerial competencies required for other positions. Examples of developmental activities include the following:

- Shadowing: Providing a learner with the opportunity to observe a well qualified, journeyman-level employee perform particular skills. Immediately after the shadowing period, the learner needs to have the opportunity to perform the same skills, and be given feedback on his or her performance.

- Detail/Rotational Assignments: Short-term assignments, particularly those appropriate for important skills that currently make up a portion of an individual's job, but could lead to full-time work in that field.
- Cross-Program Assignments.
- Special Work Projects.
- Coaching Lower Level Employees.

Phase 4 – Preparing the IDP Form

Once the employee-supervisor meeting has been held, the IDP should be developed using the My Plan feature in Aglearn, or AD form 881, Individual Development Plan. (See Exhibit 1.) The IDP form is simply a means of formally documenting the plan. Responsibilities for completion:

Step	Who	Responsibilities
1	Employee	Completes the form
2	Employee and Supervisor	Both discuss and agree on form contents
3	Supervisor	Ensures the form is properly completed
4	Employee and Supervisor	Both sign the form
5	Employee and Supervisor	Both keep a copy of the form
6	Supervisor	Forwards a copy of the form to the appropriate office
7	Employee	Implements the IDP

The supervisor's signature on an IDP indicates support for employee objectives. Supervisors should sign IDPs only after they reach an agreement with employees on the goals to be achieved, and the means of achieving them.

Phase 5 – Implementing the IDP

Employee Responsibilities:

Completion of the IDP form acknowledges the employee's commitment to accomplish the planned training and development. To implement the plan effectively, employees must:

- **Document**: Formal training and developmental activities that involve exchange of funds, official time, or both must be documented.
- **Participate**: Once the request for training is approved, it is up to the employee to engage in the experience. The supervisor will support and guide the employee, but the employee has the primary responsibility for successfully reaching his or her goals.
- **Evaluate**: Taking a course or being involved in a developmental assignment does not necessarily mean the employee has fully met his/her commitment. Training and development needs are identified primarily to enable the employee to perform with greater ease and efficiency on the job, thus helping the agency further its mission. The most important step is demonstrated by applying and practicing the new learning or skills after returning to the job.

Supervisor Responsibilities:

- Periodically reassess the employee's plan,
- Meet with employee after each training and developmental activity, and
- Make periodic written evaluations of how the training and development activities have affected the employee's performance.

Phase 6 – IDP Follow-Up

The IDPs of an organization can be used to broadly identify the agency's training needs and set its priorities. This process provides the agency with a tool to estimate training budgets and prepare work schedules to accommodate anticipated training needs. IDPs also provide the Division with some insight to a supervisor's interest in the professional development of his or her employees.

An IDP is a plan for development, not a contract written in stone. Supervisors should periodically reassess IDPs, meet with employees after each training and development experience, and note changes observed in the employee's performance.

Record Maintenance

IDPs are a permanent record of the employee's development and planned training. AgLearn will maintain records for those employees who make use of "My Plan" in AgLearn to create their IDPs. Records for those who instead completed Form AD 881 will be maintained in their respective field offices (field personnel), Regional office (regional office personnel and field supervisors), or Branch Chief/Division Director office (Headquarters personnel). These records shall be retained for as long as they are employed by the Division.

Guidelines for Creating an IDP

The use of "My Plan" in AgLearn is encouraged for development of IDPs. However the IDP form AD Form 881 may also be used. (See Exhibit 1.) It is available as a fill able .pdf form at http://www.ocio.usda.gov/forms/ocio_forms.html

The IDP form is organized by the Competencies desired by the employee. A Competency is a required proficiency (ability or skill) for a particular career position. The headings under each Competency are as follows:

Learning Objectives

Job skills or abilities the employee needs to develop/improve. What does the employee expect to learn or accomplish from the developmental activity?

Learning Resources & Strategies

Training sources and/or developmental activity options available to employees.

Target Date

When does the employee expect to start this activity, based on factors such as class availability or anticipated timing for a developmental activity?

Evidence of Learning

What changes in performance are expected as a result of the activities/training?

Cost and Support Needed

What financial, staffing, and time resources will need to be allocated? How many hours of the employee's time will be needed? What are the direct costs involved, such as tuition, travel, books, etc.?

How Learning Objectives Link to Vision, Mission, Values, Strategic Plan

How will the expected results benefit the Division?

Suggested Learning Objectives and Resources

The following suggested guidelines contain brief descriptions of the training, knowledge, and skills generally needed for satisfactory accomplishment of job functions for various positions in the Division. This information should be helpful when preparing an IDP.

A. Agricultural Commodity Aids (ACA's)

These employees should have a clear understanding of their duties, promotion opportunities, pay, benefits, the USDA's organizational structure, and the role and duties of the Department, Agency, Division, Region, and field offices. Training resources will likely be both on-the-job and classroom type, to be administered by the OIC or designated trainer. OJT will include working with an experienced employee well-versed in a particular field (i.e., clerical, sampling, inspection). Other duties may be included as deemed necessary by the OIC.

B. Administrative Support Assistant, Office Automation Assistant, Billing and Collection Technician

Staff should have a working knowledge of office procedures, including:

1. Submission and distribution of paper work;
2. Familiarity with the forms necessary to fulfill tasks;
3. Proper telephone techniques; and
4. Ability to deal with people both within and outside the agency.

C. GS-5, 1980 Series Agricultural Commodity Grader (ACG)

Training for this position is to prepare the employee to perform at the GS-7 level and should ideally be accomplished in 2087 working hours (excluding overtime hours).

Training resources will be both on-the-job and classroom type, to be administered by the OIC or designated trainer. Training is detailed in the Basic Level Training Report. Classroom training may include the following:

1. Basic Level Training Program;
2. ACG workshops and commodity schools; and
3. Other formalized training deemed necessary by the National, Regional, and area offices to improve knowledge, skills, or abilities of employees in their present jobs, and promote the opportunity for further professional development.

D. GS-7, 1980 Series Agricultural Commodity Grader

Employees in this position prepare to perform at the GS-9 level. Promotion to a GS-9 ACG position is not a career ladder promotion in the Processed Products Division; such positions are only attained through vacancy announcements.

Training resources for GS-7 employees is primarily administered by the OIC, designated trainer, or at the employee's initiative for self paced training through the PPD Training website. Training addresses in-plant and lot inspection, and field office and grading procedures related to the following topics:

- Certification;
- Chemical and microanalyses;
- Government contracts;
- Plant surveys;
- Annual reports;
- Area office procedures and policies;
- Enhancing communication skills;
- Safety/Health (accident reports);
- Problem solving techniques;
- EEO/CR
- Response to request for data;
- Compliance activities; and
- Basic computer usage.

1. On-The-Job Training

   Skills in product grading and certification can best be attained by hands-on grading experience in the field office, commodity workshops, and through mobility assignments. Employees in this position should become familiar with Division Programs as appropriate to the field office, such as USDA Purchases, Raisin, Olive, and Date Programs.

2. Classroom Type Training

   This type of training includes ACG workshops, and other formalized training as deemed necessary to improve knowledge, skills and abilities of employees in their present jobs, and promote the opportunity for further professional development.

E. GS-9 1980 Series Agricultural Commodity Grader

Employees in these positions should strive to perform their present duties and prepare themselves for the knowledge and duties expected of supervisory or managerial positions within the Division.

Training for GS-9 employees is primarily administered by the OIC or designated trainer, or at the employee's initiative for self paced training through the PPD Training website or AgLearn. Training promotes familiarity with and/or skill in the following:

1. Understanding processing techniques, handling and storage of processed products, and ability to discuss related issues effectively with interested parties;
2. Inspection and grading of a variety of products, including cross-training in products the Division inspects for other agencies, and in products graded in both Regions;
3. Dealing with specialized areas (i.e., operational rations inspection);
4. Communications (i.e., human relations, problem solving, report writing, team building, teaching skills);
5. Departmental, Agency, and Division regulations, instructions, and policies;
6. Areas such as analytical procedures and applications;
7. EEO/CR;
8. Area and Regional office procedures;
9. Basic supervisory practices;
10. Division employee involvement programs; and
11. Increased computer skills.

F. GS-11/14, 1980 Series, GS-13/14, 1980 and 1146 Series, and GS 11/12 1146 Series

Employees in these positions should broaden and build on supervisory or other skills needed in their present jobs, and identify knowledge needed for career development within the Department. The employee's immediate supervisor is the training supervisor. Knowledge required in this position includes the following:

1. Understanding Department personnel policies, and the knowledge and ability to develop position descriptions;
2. Skills to implement and execute Division programs and policies;
3. Effective communication skills;
4. Understanding of Division finances, and audit procedures performed by the area, Regional, and National offices;
5. Skills to complete proper performance evaluations and develop performance standards;
6. Ability to identify, document, counsel, and guide subordinate employees with their Individual Development Plans;
7. Effective instructor skills;
8. Working knowledge of Agency/CR Programs;
9. Understanding of the Employee Assistance Program;
10. Skills involved with employee hiring, motivation, and termination;
11. Effective methods of time management and planning;
12. Skills in computer usage.

EXHIBIT 1

Print Form

DEVELOPMENT PLAN

Employee's Name: _____ **Job Title:** _____

Organization and Location: _____ **Today's Date:** _____

Learning Goal: _____

_____

Competency:					
Learning Objectives	**Learning Resources & Strategies**	**Target Date**	**Evidence of Learning**	**Cost and Support Needed**	**How objective links to Vision, Mission, Values, Strategic Plan**
Competency:					
Competency:					

Development Plan discussed and agreed to on: _____

Employee's Signature: _____ Supervisor's Signature: _____

Six Month Review Date and Comments:

Employee's Initials: _____ Supervisor's Initials and Date: _____

Form AD-881 (2/11)

PPD TRAINING GUIDELINES

Introduction

These instructions are intended to establish training guidelines for targeted employee groups within the Processed Products Division (PPD). These guidelines indicate training priorities by employee position, and recommended time frames for training completion.

Responsibilities

The Division Director, Branch Chiefs, Regional Directors, Training Officers, Officers-in-Charge, and Area Supervisors are responsible for the following:

A. Determining the training needs for the employees they supervise;

B. Conducting or arranging for appropriate and effective training;

C. Using the following guidelines to plan training for employees within a targeted group;

D. Scheduling training in accordance with priority; and

E. Providing justification for training when the training for the employee is listed in low priority group.

General Guidance

It is a Division priority to provide training to develop employee skills, knowledge, and abilities in the performance of official duties. Effective training lays the groundwork for high-performing staff, capable of meeting Division needs and exceeding customer expectations.
Training may be directed toward grading, inspection procedures, commodity reviews, audit procedures, or other tasks related to specific duties and responsibilities. Inside group training such as workshops must include certain specific topics as deemed necessary. These topics may include EEO/Civil Rights, Safety, Ethics, and others.

Definitions

A. <u>High Priority</u>

Training that is highly recommended for employees of a targeted group. Supervisors will make every effort to approve and schedule training to enable the employee to complete the training within the recommended time frame.

B. Medium Priority

Training that is desirable, recommended by supervisors, and generally approved for employees of a targeted group.

C. Low Priority

Training that may be recommended and may be approved with additional justification for employees of a targeted group.

D. Targeted Group

All PPD employees functioning under the job title/position description/grade level as indicated in the attached tables.

E. Time Frame

The recommended period of time designated for completion of the training. The time will begin with the Entrance On Duty (EOD) date for new employees, and the effective date of promotion for employees entering new grade levels or positions.

F. Inside Training

Any formalized training (classroom, correspondence, on-the-job [OJT]) conducted by the PPD.

G. Outside Training

Any formalized training (classroom, correspondence, etc.) conducted by any other Governmental agency or non-Governmental institution.

Training Schedule Tables

The attached tables are categorized by grade levels/position descriptions. Training requirements for the specific groups are shown by priority levels (high, medium, or low), and applicable time frame. Training should be scheduled according to priority. For example, Commodity Workshops are shown as a high priority for GS-7 thru GS-9 ACGs (see Table II). These employees should receive Commodity Workshop Training in preference to Automation training, for which they are listed as medium priority (see Table III). Additional training not listed on the following tables may be approved with proper justification; supervisors should consult next higher level supervisors for recommendations and approval.

During orientation, new employees should complete certain core training topics, such as Computer Security, Ethics, Civil Rights, Safety, Defensive Driving, and E-Authentication, or as specified by the Officer-In-Charge. This training should be accomplished as soon as possible after entry on duty.

TABLE I
TRAINING SCHEDULE
ADMINISTRATIVE STAFF

TYPE OF TRAINING	HIGH PRIORITY	MEDIUM PRIORITY	LOW PRIORITY	RECOMMENDED TIME FRAME
INSIDE TRAINING				
Entry on Duty Orientation	New GS-3 thru GS-6			Within 30 days
PPD Billing Program	GS-3 thru GS-9			Within 60 days, as applicable to position
OJT Automation/Basic Computer Skills, i.e. MS Word, Excel, Access; as applicable to position	GS-3 thru GS-6			Within 1 year
Office Procedures	New GS-3 thru GS-6			Within 6 months
Administrative Staff Workshops		GS-3 thru GS-9		As applicable to position
OUTSIDE TRAINING				
Automation/Basic Computer Skills* such as MS Word; as applicable to position		GS-3 thru GS-9		As needed
WebTA*	GS-3 thru GS-6			Within 30 days of gaining access to AgLearn, as applicable to position
GovTrip*	GS-3 thru GS-9			Within 30 days of gaining access to AgLearn, as applicable to position
Business Grammar Basics*	GS-3 thru GS-9, if recommended by supervisor	GS-5 thru GS-9		As needed
Basic Writing Skills*		GS-9	GS-5 thru GS-7	As needed
NFC - Billing		GS-5 thru GS-9		As needed if applicable to position
OPM - OWCP		GS-5 thru GS-9		As needed if applicable to position

* Courses available through AgLearn

TABLE II
TRAINING SCHEDULE

AGRICULTURAL COMMODITY GRADERS
GS-5 through GS-9, and
AGRICULTURAL COMMODITY AIDS
GS-2 through GS-4

TYPE OF TRAINING	HIGH PRIORITY	MEDIUM PRIORITY	LOW PRIORITY	RECOMMENDED TIME FRAME
INSIDE TRAINING				
Entry on Duty Orientation	New ACGs			Within 30 days
OJT Inspection Procedures, including shadowing experienced inspectors; duties as applicable to position	New ACGs			Within 30 days
Basic Level Training Program	GS-5 and GS-7			Within 1st 2087 hours
Commodity/Field Office Workshops	GS-7 thru GS-9	GS-5	GS-2 thru GS-4	At least every 2 years
OJT Automation/Basic Computer Skills, such as MS Word; as applicable to position	GS-3 thru GS-9 ACAs and ACGs assigned to Raisin or Date programs; IIC (certificate program)			As needed by the responsibilities of the position
OJT Using Lotus Notes	GS-9 Auditors in Training, In-Plant IIC; MRE Inspectors			Within 6 months
In-House Audit Training*	GS-9 Auditors in Training			As needed prior to starting audit duties
Train the Trainer	GS-7 thru GS-9 designated Instructors	GS-9	GS-7	Within 3 years or as available (designated Instructors); others as needed

* as required by the PPD Audit Management Program

TABLE II continued
TRAINING SCHEDULE

AGRICULTURAL COMMODITY GRADERS
GS-5 through GS-9, and
AGRICULTURAL COMMODITY AIDS
GS-2 through GS-4

TYPE OF TRAINING	HIGH PRIORITY	MEDIUM PRIORITY	LOW PRIORITY	RECOMMENDED TIME FRAME
INSIDE TRAINING – PPD TRAINING WEBSITE RECOMMENDATIONS*				
Under **Document Completion:** - Certification Overview - Condition of Container Paperwork - Score/Tally Sheet Review - Score Sheet Quiz - Tally Sheet Exercise	New ACGs	All ACGs		As needed
Under **Employee Development**: - ACG Professional Responsibilities - ACG Professionalism Quiz - AMS Core Values - Communication & Client Service or the PPD Customer Experience - Protecting Public Health	New ACGs and ACAs	All ACGs		Within 30 days
Under **Inspection Procedures**: - Efficient Multiple Lot Set-up - Good Manufacturing Practices for ACGs - Howard Mold Count Procedure - Lot Segregation Procedures - Metal Condition of Containers - Plant Sanitation - Overview - Plant Sanitation Quiz - Representative Sampling - Representative Sampling Quiz	New ACGs	All ACGs		As needed

* Training materials to supplement OJT are available on the PPD Training webpage http://agnis/sites/FV/PPD/OBC/Training/default.aspx under the following headings:

- **Audit Programs and Surveys**
- **Basic Level Training Program**
- **ComplianceWire/Kaplan EduNeering** *(Contains guidance for FDA Training access)*
- **Document Completion**
- **Employee Development**
- **Inspection Procedures Mandatory Training Materials**
- **PowerPoint Tips**
- **Training Development Tools** *(Contains written material from Train the Trainer course)*

TABLE III
TRAINING SCHEDULE

AGRICULTURAL COMMODITY GRADERS
GS-5 through GS-9

TYPE OF TRAINING	HIGH PRIORITY	MEDIUM PRIORITY	LOW PRIORITY	RECOMMENDED TIME FRAME
OUTSIDE TRAINING				
Automation/Basic Computer Skills* such as MS Word, Excel; Lotus Notes; as applicable to position	GS-9 MRE Inspectors, Auditors in Training	GS-7 thru GS-9		Within 6 months (MRE Inspectors, Auditors in Training); as needed (others)
GovTrip*	GS-5 thru GS-9			As needed according to field office practices
Better Process Control School (Certification)	GS-9 Auditors in Training, MRE Inspectors, In-Plant Inspectors In Charge	GS-7 thru GS-9		Within 1 year (In-Plant and MRE inspectors); prior to starting audit duties (Auditors in Training); within 6 years (others)
HACCP Training (Certification)	GS-9s conducting plant surveys, and Auditors in Training	GS-7		As needed prior to starting audit or plant survey duties (GS-9); as needed (GS-7)
Freezing Technology		GS-9 in-Plant assigned to freezing processor		When available
AMSTI Pre-Supervisory Program, or equivalent	GS-9 IICs and Graders-In-Charge			Within 6 months
Business Grammar Basics*	GS-9, if recommended by supervisor	GS-7		As needed
Basic Writing Skills*		GS-9		As needed
FDA Web Based Training: Courses on HACCP, Food Safety, Sanitation	GS-7 and GS-9	GS-5		If possible, prior to starting in-plant duties as sole inspector; within 1 year if another inspector is present.
Statistical Process Control			GS-9 MRE Inspectors	As needed
ISO 9000 Auditor Training (Certification)	GS-9 Auditors in Training			As needed prior to starting audit duties

* Courses available through AgLearn

TABLE IV
TRAINING SCHEDULE

AGRICULTURAL COMMODITY GRADERS/MARKETING SPECIALISTS
GS-11 through GS-14

TYPE OF TRAINING	HIGH PRIORITY	MEDIUM PRIORITY	LOW PRIORITY	RECOMMENDED TIME FRAME
INSIDE TRAINING				
PPD Training website* under **Employee Development**: - ACG Professional Responsibilities - AMS Core Values	GS-11 and 12 Supervisors			Within 30 days
Specific Audit Program Training **	GS-11 thru 14 Auditors in Training			Prior to starting audit duties
Commodity/Field Office Workshops	GS-11 thru-13 ACGs			At least every 2 years
National Conference/ Supervisor Meetings	GS-11 thru 13 OICs; GS-14	Marketing Specialists, GS-11 Supervisors		Every 2 years
Train the Trainer		GS-11 thru 13		As needed

* Training materials are available to supplement OJT on the PPD Training webpage under the following headings:

- **Audit Programs and Surveys**
- **Basic Level Training Program**
- **ComplianceWire/Kaplan EduNeering** *(Contains guidance for FDA Training access)*
- **Document Completion**
- **Employee Development**
- **Inspection Procedures Mandatory Training Materials**
- **PowerPoint Tips**
- **Training Development Tools** *(Contains written material from Train the Trainer course)*

** as required by the PPD Audit Management Program

TABLE V
TRAINING SCHEDULE

AGRICULTURAL COMMODITY GRADERS/MARKETING SPECIALISTS
GS-11 through GS-14

TYPE OF TRAINING	HIGH PRIORITY	MEDIUM PRIORITY	LOW PRIORITY	RECOMMENDED TIME FRAME
OUTSIDE TRAINING				
Automation/Basic Computer Skills* as applicable	GS-11 thru 14			As needed
Equal Opportunity/Civil Rights	GS-11 thru 14 Supervisors			Within 6 months of promotion to supervisor
AMSTI Basics of Supervisory Success I (BOSS I), or equivalent	GS-11 thru 14 Supervisors			Within 1 year of promotion to supervisor
AMSTI Basics of Supervisory Success II (BOSS II), or equivalent, OR AMSTI Work Side of Supervision/People Side of Supervision, or equivalent		GS-11 thru 14 Supervisors		Within 3 years Within 5 years
Better Process Control School (Certification)	GS-11 thru 14 Supervisors and Auditors in Training			As needed prior to starting audit or plant survey duties
HACCP Training (Certification)	GS-11 thru 14 Supervisors or Auditors in Training			As needed prior to starting audit or plant survey duties
ISO 9000 Auditor Training (Certification)	Auditors in Training			As needed prior to starting audit duties
Statistical Process Control			Supervisors of MRE inspectors	As needed
FDA Web Based Training: Courses on HACCP, Food Safety, Sanitation	GS-11thru 14 ACGs			Prior to starting Food Defense audit duties, within 1 year of appointment

* Courses available through AgLearn

TABLE V continued
TRAINING SCHEDULE

AGRICULTURAL COMMODITY GRADERS/MARKETING SPECIALISTS
GS-11 through GS-14

TYPE OF TRAINING	HIGH PRIORITY	MEDIUM PRIORITY	LOW PRIORITY	RECOMMENDED TIME FRAME
OUTSIDE TRAINING				
Performance Appraisal*	GS-11 thru 14 Supervisors			Within 1 year of promotion to supervisor
Leadership Development*	GS-11 thru 14 Supervisors			As needed
Aglearn courses**	Supervisors	GS-11 thru 14 Non-supervisors		Within 1 year of promotion to supervisor; others as needed
Stress Management/Time Management*	Supervisors	GS-11 thru 14		As needed

* Courses available through AgLearn

** AgLearn courses recommended for Supervisors:
Workplace Conflict: Strategies for Resolving Conflicts
Workplace Conflict: Recognizing and Responding to Conflict
Using Emotional Intelligence on the Job
What is Emotional Intelligence?
Leading Teams: Dealing with Conflict
The Writing Process
Knowledge as Capital

TRAINING APPROVAL AND REPORTING

Introduction

These instructions outline procedures for supervisors and employees in obtaining approval for training activities, and reporting training costs and other data.

Responsibilities

Regional Directors, Officers-in-Charge (OIC) and supervisors are responsible for the following:

A. Determining the training needs for the employees they supervise in accordance with PPD Training Guidelines;

B. Conducting and/or arranging for adequate, appropriate, and effective training;

C. Preparing and annually submitting Exhibit A, Fiscal Year Training Plan;

D. Preparing and submitting Exhibit B, Agenda Approval Request, or Standard Form (SF-182), Request, Authorization, Agreement and Certification of Training and/or related documentation.

E. Approving and/or recommending approval for training;

F. Participating in Inside-Division training;

G. Maintaining training records for each employee; and

H. Preparing and electronically submitting Exhibit C, Monthly Report of Training to the Regional Office.

Regional Offices are responsible for the following:

A. Reviewing all training requests;

B. Approving or disapproving and/or providing recommendations for training;

C. Preparing and submitting a regional training schedule for the fiscal year, and a monthly update of all scheduled and anticipated training to the National office; and

D. Maintaining records of completed training.

The National Office is responsible for the following:

A. Coordinating Division training;

B. Reviewing and approving regional training plans for each fiscal year; and

C. Reviewing and providing approval or disapproval of training.

Planning and Approval Procedures

A. The OIC or designee of each field office will prepare and forward Exhibit A, Fiscal Year Training Plan, to the Regional Director by September 15 of each year. Note: prepare a separate page for each type of training proposed. If a single type of training is to be repeated several times (e.g. a workshop repeated three times on different dates to accommodate attendance), only one page is needed to cover the training.

B. The National Office will review the training plans of all the offices and provide guidance on how best to accomplish the training. Using these training plans, the National Office will develop a monthly training plan and distribute it to the

Regional Offices, which the Regional Offices will distribute to the field offices. The consolidated schedule will become a guide for planning training between area offices and regions for the fiscal year. From time to time, inspectors may attend a training session of special interest given at another field office. This type of attendance will be coordinated through the Regional Office.

Inside Training

"Inside Training" is any formalized training - classroom, on-the-job (OJT), etc. - conducted by the Processed Products Division (PPD). Requests for Inside Training (Exhibit B, Agenda Approval Request) should be transmitted by e-mail four weeks prior to the proposed training. The procedure for obtaining authorization to attend Inside Training is as follows:

A. The OIC/designee will prepare a detailed agenda and include a list of all participants. Exhibit B, Agenda Approval Request, the agenda, and a list of all participants will be transmitted electronically to the Regional Office four weeks prior to training. The Regional Office will review the material, make recommendations if necessary, complete Part II of Exhibit B; Agenda Approval Request, and submit to the National Training Officer within one week of receipt.

B. The National Training Officer will review the material, make recommendations if needed, and coordinate with the Regional Office. The National Training Officer will recommend approval or disapproval to the Division Director, and sign in Part III.

C. Within one week, the National Training Officer will provide the Regional Office with a scanned or faxed copy of the Agenda Approval Request after it is approved and signed by the Division Director. If training is not approved, appropriate changes to the agenda or other recommendations will be discussed with the Regional Office. When such issues are resolved, the Agenda Approval Request will be signed by the Division Director and distributed. The Regional Office will inform the area OIC of the training request status.

D. <u>Processed Products Inspection Training</u>

This training is designed to provide the information and skills needed for Agricultural Commodity Graders (ACGs) to perform their assigned inspection duties. Workshops are conducted at variable intervals throughout the Division, and may focus on grading product, procedural issues, and/or technical procedures, as appropriate to the field office. They may also include mandated training,

E. <u>Processed Products Basic Level Training</u>

This course is designed to provide uniform training for newly appointed ACGs at the GS-5 level (and others, at supervisory discretion). The supervisor is responsible for providing the trainee adequate time and resources to complete all

the Basic Level Training quizzes. The trainee is responsible for completing all these quizzes and submitting them to the area supervisor for grading.

The course is normally completed within an employee's first year of employment, within the first 2087 hours for full time, part time or seasonal employees. Satisfactory course completion is required prior to employee promotion to the GS-7 level. Depending on their assignments and work schedules, some ACGs may not complete the course in this time frame. Their promotions must be delayed until they satisfactorily complete the entire course.

F. Other Training

Some courses cover subjects that do not fall under the categories of Inspection Training or Basic Level Training. An example is the Train the Trainer course, which is not specific to job responsibilities, but which benefits the Division through participants' improved communication and leadership skills. This and similar courses are to be reported on the Monthly Report of Training in the same manner as all other training.

Self Development courses covered by an approved Individual Development Plan (IDP), taken on the employee's time and at the employee's expense, are only reported on the monthly Training Report if relevant to the employee's present job or career goals.

G. Completion of Training Critiques

All participants attending Inside Training are asked to submit an evaluation or critique at the end of the training. The OIC or training organizer will prepare and distribute a critique form for each participant to complete (see Exhibit D for an example). At the conclusion of the session, critiques and copies of sign-in sheets will be submitted to the OIC, and then routed through the Regional Office to the National Office.

The critique should include the following, as applicable:

1. Facilities: Meeting rooms, hotel, restaurants, parking, location, etc.

2. Subject Matter: Appropriate, too advanced, too simple.

3. Instructor(s): Good, fair, poor. If not good, what do they need to do to improve?

4. Time: Length of class (too long, appropriate, too short).

5. Is the training applicable to my job? If so, how?

6. If the training was worthwhile, do you recommend it for others? If so, who in the Division should complete it?

7. Other Remarks: an opportunity for trainees to provide additional comments.

Outside Training

Outside Training is any formalized training (classroom, correspondence, etc.) conducted by any non-government institution or government agency other than PPD. Priority for training based on employee position is detailed in the PPD Training Guidelines.

It is the supervisor's responsibility to approve or disapprove employee training. Training dollars come out of Field Office budgets – weigh each request carefully. Review agendas. Ask questions, such as: will this training benefit the employee, and in turn the Division? Has he or she attended similar training in the past? Could the experience be gained some other way, such as TDA assignments? Are there low-cost alternatives, such as self-paced training or on-line classes? If there are any doubts, request justification from the employee, identifying training needs and spelling out anticipated benefits to the Division. Note that any training courses identified as low priority for a given employee classification in the PPD Training Guidelines will require proper justification clearly identifying the need for training.

Form SF-182 is a multipurpose form used to request training. It is not usually completed for Inside Training, but is required for all Outside Training for participants incurring travel and/or per diem, actual subsistence expenses, or where tuition is required. The SF-182 may be submitted in hard copy, or electronically through AgLearn. The form will be routed through the Regional Office to the National Office, to be received in the National Office not less than two weeks prior to the proposed training. Final approval must be authorized by the PPD Director and the Resource Management Specialist for Fruit and Vegetable Programs. The OIC will be notified concerning approval or disapproval of training. When approved, it is incumbent on the field office to make training arrangements, such as verifying space in the class for the trainee, and trainee registration.

INSTRUCTIONS FOR COMPLETING THE SF-182

Complete the form as follows:

Block A Enter "AG-02"

Block B Enter an "X" in the appropriate box.

Section A - Trainee Information

1. Enter the employee's last name, first name and middle initial.

2. Enter the last four number of employee's social security number.

3. Normally left blank.

4-5. Self-explanatory.

6. Enter an "X" in the appropriate square.

7. Enter the mailing address of the originating office.

EXAMPLE: AMS/FV/PPD
2202 Monterey St., Suite 102A
Fresno, CA 93721

8-11. Self-explanatory.

12. See instructions on page 7 of Form SF-182.

13. Normally left blank.

14-17. Self-explanatory

Section B – Training Course Data

1-2a. Self-explanatory

2b. Normally left blank.

3-4. Self-explanatory.

5-6. Enter the number of hours in either, or both boxes as appropriate.

7-9.See instructions on Page 9

10. See instructions on Page 12.

11. See instructions on Page 13.

12. Normally left blank.

13. See instruction on Page 13.

14. Normally left blank.

15. Check the “Yes” box and complete the agreement contained in pages 4&5.

16. Normally left blank

17. See instructions on Page 13.

18. Self-explanatory. If additional space is necessary, attach a separate sheet.

19. Normally left blank.

Section C – Costs and Billing Information

1a-1b. Self-explanatory

1c. Enter total of 1a and 1b.

DO NOT FORGET TO ENTER THE SUBCENTER NUMBER UNDER "APPROPRIATION FUND." THIS IS USUALLY THE TECHNICAL SUBCENTER NUMBER FOR YOUR OFFICE.

2a-2b. Self-explanatory.

2c. Enter total of 2a and 2b.

DO NOT FORGET TO ENTER THE SUBCENTER NUMBER UNDER "APPROPRIATION FUND."

3-4. Normally left blank.

5. Enter “12-40-0001.”

6. For courses paid by office credit card enter:

“Paid for by Office Credit Card”

For other courses enter: USDA/AMS/FV/AO
1400 Independence Ave., SW
STOP 0236, Room 2068-So.
Washington, DC 20250-0235
Advance payment authorized pursuant P.L. 85-507

Section D - Approvals

1a-1c. Enter name, title, phone number, and E-mail address of the regional director.

1d-e. Signature of the regional director and date.

2a-2c. Enter name, title, phone number, and E-mail address of Division Director.

2d-e. Signature of the Division Director and date.

3a-e. Normally left blank

Section E – Approvals/Concurrence

1a-1c. Enter name, title, phone number and E-mail address of the FV Resource Management Specialist.

1d-e. Signature of the FV Resource Management Specialist and date.

Section F – Certification of Training Completion and Evaluation

Leave Blank

Allowable Expenses

A. Overtime for Training

To the extent possible, Inside Training shall be scheduled in such a way that overtime is avoided.

B. Basic Level Training Program

Each employee enrolled in the Basic Level course must receive 40 hours of instruction. The employee will receive one hour of credit toward the 40 hours for each Basic Level Quiz completed. Additional training may be provided if necessary.

C. Other Inside Training

Participants in other authorized Inside Training courses shall receive salary up to 8 hours per day, not to exceed 40 hours per week, for the hours in training. Additionally, they shall be compensated for authorized travel and per diem expenses.

D. Approved Outside Training

This training may include student reimbursement for tuition and authorized travel and per diem expenses for approved classes.

PREPARATION AND DISTRIBUTION OF TRAINING REPORT

A "Monthly Report of Training" (See Exhibit C) will be completed by each field office monthly. This report will be transmitted by E-mail to the Regional Office by the 10th of the month following the training. If there was no training during the month, A NEGATIVE REPORT IS REQUIRED.

When completing the monthly report, please adhere to the following:

1. Report the date the course was completed. If a course is started in one month and finished during another, report the total hours completed in the appropriate month for the report. If the course takes several months, and is broken down into separate phases, report each phase during the month it is completed.

2. When a person is attending for the purpose of being trained, report that person as a trainee, regardless of his or her title.

3. Report "Yes" if the training is a part of an individual's approved IDP. Report "Yes" even if the course was completed at no expense to the Government.

4. When more than one person attends the same training during the month, complete items 6 through 10 for each person.

5. Report all costs associated with the training (transportation, travel expenses, per-diem, tuition, etc.) except the salary of the trainee.

Each Regional Office will compile the monthly field office training reports, a consolidated quarterly report, and an annual report. These reports are to be transmitted to the National Training Officers by e-mail.

Exhibit A Fiscal Year Training Plan (required annually by September 15th)

Exhibit B Agenda Approval Request (required four weeks prior to training.

Exhibit C Monthly Report of Training (required monthly)

Exhibit D Training Critique Example

FISCAL YEAR TRAINING PLAN

EXHIBIT A

PAGE ___ OF___ PAGES

TO:

REGIONAL DIRECTOR

FROM:

(Name and Field Office Location of OIC)

SUBJECT: FY 20___ TRAINING

TYPE OF TRAINING DESIRED:

SUBJECT:

ADMINISTRATIVE SUBJECTS TO BE COVERED AT SAME SESSION:

HOURS OF TRAINING:

TRAINING SITE:

SCHEDULED DATE:

ALTERNATE DATE:

NUMBER OF STUDENTS:

GRADE OF STUDENTS:

COST ESTIMATES:

NUMBER OF TRAVELERS:

TRAVEL COSTS:

TUITION COSTS:

SUBCENTER CODE:

REMARKS:

AGENDA APPROVAL REQUEST EXHIBIT B

TO: Regional Director DATE:

FROM: Officer-in-Charge
Processed Products Division

SUBJECT: Proposed Agenda for _____ (Topic)
and Tentative List of Participants.
Training to be held _____ (Date),
in _____ (Location).

PART I: Training Objective(s)

PART II: Regional Office Approval

Approve This Training: Yes _____ No_____

_____ _____
Regional Office Date

Comments:

PART III: National Office Approval

Approve This Training: Yes_____ No_____

_____ _____
National Training Officer Date

Approve This Training: Yes_____ No_____

_____ _____
Division Director Date

Comments:

MONTHLY REPORT OF TRAINING

EXHIBIT C

Please complete the items below and send by E-mail to the Regional Office. If more than one person attended, list all below. Please use a separate report for each different course. Contact your Regional Office if you have any questions regarding completion of this report.

To: First Name Last Name
Regional Director

From: First Name Last Name
Officer-In-Charge
[Area Office]

Subject: [Area Office] Training Report – Fiscal Year & Quarter

1. Type of course:_____(CLASSROOM; AGLEARN; WORKSHOP)

2. Course title:

3. Tuition/Fees cost (if applicable):

4. Training hours:

5. Attendee's name:

6. Grade/Step:

7. Date completed:

8. Attend As:_____ (TRAINEE; SUPERVISOR; OR INSTRUCTOR)

9. Travel Cost:_____ LOCAL_____ TDY_____

10. Included on Individual Development Plan (IDP): YES___ NO_____

EXHIBIT D

"*WORKSHOP TITLE*"
Month 00, 0000
City, State
EVALUATION & CRITIQUE

The objectives of this training were: (Examples)

- Provide review . . . . .
- Provide mandated training for Civil Rights, Ethics & Conduct and Safety.
-

1. Were the objectives of this workshop clearly stated? **YES or NO**

2. Did this workshop meet the stated expectations and objectives?

1 2 3 4 5
Not at All Satisfactory Excellent

3. Did you find this workshop to be well organized?

1 2 3 4 5
Not at All Satisfactory Excellent

4. How satisfactory were the facilities for this workshop? (meeting room, lab, access, restrooms, etc)

1 2 3 4 5
Not at All Satisfactory Excellent

5. How satisfactory were all other arrangements? (Support, breaks, lodging, special needs)

1 2 3 4 5
Not at All Satisfactory Excellent

6. How would you describe the number of items & topics covered at this workshop?

1 2 3 4 5
Too Many Too Few A Bit Much Not Quite Enough About Right

7. How useful to your job do you expect the knowledge & skills gained at this workshop to be?

1 2 3 4 5

Not at All To some extent Very Much

8. Did you find this training to be a productive and worthwhile experience?

1 2 3 4 5

Not at All To some extent Very Much

9. What did you like best about this training?

10. What did you like least about this training?

11. What suggestions would you offer for our next training?

12. Are there any other comments you would like to make? *Please comment on any items you rated 1 or 2. (Use another sheet if necessary)*

U.S. STANDARDS FOR GRADES OF PROCESSED FRUITS AND VEGETABLES AND CERTAIN OTHER PROCESSED FOOD PRODUCTS

A large part of PPD's responsibilities revolve around the correct interpretation and application of U.S. Grade Standards for processed fruits and vegetables. These are official documents issued by PPD. For a complete description of the U.S. Standards, go to the USDA PPD homepage at the following internet address: http://www.ams.usda.gov/AMSv1.0/processedinspection, and in the "I want to" box on the right, click on the "Find a Standard or CID" link. Within the description of the U.S. Grade Standards is a list with links to the current U.S. standards for processed fruits and vegetables.

U.S. Grades

Grade marks for processed fruits and vegetables and certain other processed food products are single, sequential letters -- A, B, C, D, and Substandard. Not all grades apply to all products; the U.S. Standards for Grades for each product will specify which grade designations are applicable.

Meaning of U.S. Grades

The quality of processed fruits and vegetables is determined by various factors. The assignment of a quality grade (A, B, C, D, or Substandard) depends on individual factors as specified in each product standard. These factors may be color, consistency, absence of defects, character, uniformity of size, and flavor and odor.

The letter grade "A" is the highest quality level. Grades "B," "C," and "D" contain increasing amounts of product with less desirable characteristics in appearance and/or edibility. Substandard grade may contain an unlimited amount of these less desirable characteristics, but is still edible food.

How U.S. Grade Standards are used

A. Marketing

Processed fruits and vegetables are sold on the basis of a quality level, either "generic," brand name, buyer's specification, or "U.S. grade." These quality levels establish the price that the buyer is willing to pay the seller. Lower quality grade products normally sell at lower prices than higher quality grade products.

The amount of solid food in the primary container, style, variety, packing liquid (water, juice, or syrup), and condition of the primary container also help establish the value of a product.

B. Financing

Processed fruits and vegetables supported by Federal grading certificates have an established net worth as collateral when they are used to negotiate bank loans.

C. Quality Control Programs

U.S. Grade Standards can be used to meet special situations. Special sampling plans allow a product to be accepted or rejected based on a specified quality level during its production. The sampling plans referenced in the U.S. Standards are based on sound, statistical principles.

D. Research

Quality levels established in the U.S. Grade Standards help with research into the appearance and nutritional content of traditional foods, as well as research into consumer buying patterns.

E. Labeling

Through labeling, the grade names in the U.S. Grade Standards may be used to convey information about the quality of a product to the consumer. The term "U.S. Grade __" may be used only if the product is packed in an "approved plant," is officially graded, and meets the requirements for the labeled grade. Exceptions to this apply to Maple Syrup and Honey.

F. Government Buying

The acceptance or rejection of deliveries of processed fruits and vegetables for government purchases, as well as the price paid for the commodities, are based on quality descriptions established by U.S. Grade Standards.

G. Import Regulations

The minimum quality of several processed fruits and vegetables that may be imported into the U.S. is based on the grade defined in the U.S. Grade Standards.

H. Grading Programs

Official Federal grading programs are based on established U.S. Grade Standards.

I. Commodity Futures

The Commodity Futures Trading Act includes several products covered by the U.S. Grade Standards for processed fruits and vegetables. These products must meet specific quality criteria as established by the standards to be eligible for trading under the Act.

How U.S. Grade Standards are developed

Whether upon request from the public, under formal petition of financially interested persons, or at the initiative of the U.S. Department of Agriculture, U.S. Grade Standards for processed fruits and vegetables must meet formal procedures for rulemaking before they can be changed.

The steps to develop amend or revise grade standards are as follows:

1. Notice of Proposed Rulemaking published in the FEDERAL REGISTER;
2. Appropriate comment period for the Notice of Proposed Rulemaking;
3. Final Rulemaking published in the FEDERAL REGISTER; and
4. Effective U.S. Grade Standard.

Integrity of the U.S. Grade Standards

The U.S. Grade Standards for processed fruits and vegetables and other similar products are government regulations, found in the Code of Federal Regulations (CFR), 7 CFR 52, and may be found at the following internet address: http://www.access.gpo.gov/nara/cfr/cfr-table-search.html#page1. The standards are voluntary unless reference is made to specific quality criteria, usually a label statement such as "U.S. Grade A" or other official mark as defined in the Regulations Governing Inspection and Certification of Processed Fruits and Related Products.

How to request a change to U.S. Grade Standards

Suggestions that might aid in improving the standards in future revisions are welcome. Comments may be submitted to: Director, Processed Products Division, Fruit and Vegetable Programs, AMS, U.S. Department of Agriculture, STOP 0247, 1400 Independence Ave., SW, Washington, D.C. 20250-0247

Grading Manuals

Many U.S. Grade Standards are supplemented by grading manuals. These instructions discuss special grading situations, expand on descriptions of quality requirements, outline grading procedures, and cover other related topics. Grading Manuals may be found by going to the PPD homepage at the following internet address: http://www.ams.usda.gov/AMSv1.0/processedinspection. In the “PPD Services” block, click on the “Grading and Inspection Resources” link, then under the “Available Resources” block, click on the “Grading Manuals” link.

Visual information

Special photo guides, models, color standards, and other visual interpretative guides are available for reference to specific U.S. Grade Standards. This information is made available on the PPD homepage at the following internet address: http://www.ams.usda.gov/AMSv1.0/processedinspection. In the “PPD Services” block, click on the “Grading and Inspection Resources” link, under the “Available Resources” block, click on the “Visual Aids” link, under the “Approved Visual Aids for Quality Factors” block, click on the “Visual Aids Approved for use in Ascertaining Grades of Processed Fruits and Vegetables” link.

DISPOSITION OF SAMPLES

Division employees must exercise ethical standards and proper conduct in the disposition of samples of processed products after grading. Failure to comply with product disposition procedures as described in these instructions may result in appropriate disciplinary action.

Under no circumstance shall any Division employee be permitted to remove any product for personal use from any processing plant, grading office, inspection point, or from any other site where official grading is performed. This includes product from containers that have been opened as well as product from unopened containers.

The Regulations Governing Inspection and Certification of Processed Fruits and Vegetables and Related Products found in 7 CFR 52.12 (which may be found at the following internet address: http://www.access.gpo.gov/nara/cfr/cfr-table-search.html#page1) states "Any sample of a processed product that has been used for inspection may be returned to the applicant, at his request and expense; otherwise it shall be destroyed or disposed of to a charitable institution."

The area field office supervisor will make sure that all product is returned to the applicant or disposed of in accordance with Division policy. A product disposition log will be established for all grading sites when product samples are returned to the applicant or donated to a charitable organization. Product disposition records shall be maintained for a period of three years.

Further details and a product disposition log guide may be found in the AIM Inspection Series General Procedures Manual. For any additional questions please see your immediate supervisor.

APPEARANCE IN JUDICIAL OR ADMINISTRATIVE PROCEEDINGS

The USDA, AMS, FV, PPD policy on employee appearance in judicial or administrative proceeding is found in AMS Directive 116.2, and may be found at the following internet address: http://www.ams.usda.gov/AMSv1.0/getfile?dDocName=STELPRDC5071269.

USE OF INFORMATION TECHNOLOGY EQUIPMENT

Information Technology equipment such as personal computers, the internet, and the AMS network are critical tools used by PPD to provide our services. It is essential that PPD personnel understand the appropriate use of these tools. The USDA, AMS, FV, PPD policy on the use of Government office equipment is found in AMS Directive 3300.1 and may be viewed at the following internet address:
http://www.ams.usda.gov/AMSv1.0/getfile?dDocName=STELPRDC5071283.

The policy on Information Technology Security is found in AMS Directive 3130.7 and may be viewed at the following internet address:
http://www.ams.usda.gov/AMSv1.0/getfile?dDocName=STELPRDC5071386.

EMPLOYEE SUGGESTIONS

Improvements in PPD services have frequently come from suggestions made by employees. Employee suggestions have resulted in cost savings, streamlined procedures, decreased paperwork, and solutions to long-standing problems. These innovations are beneficial to the Division by increasing our efficiency, and allowing us to better serve our customers.

Employees have insight gained from knowledge of the job. They are encouraged to submit ideas with potential to aid the Division. Suggestions that are advantageous to the Division, well thought out, and clearly presented have a greater likelihood of being adopted. Those that can be implemented to improve PPD services or save the Division time or money may earn the employee recognition in the form of a certificate of appreciation, official letter, a lump sum cash award, or other expression of thanks.

Suggestions by employees may be described in writing and prepared using the AD-287, Employee Suggestion form, which may be found on the National Finance Centers Form page at the following internet address: http://i2i.nfc.usda.gov/Forms/Forms_home.html.

A suggestion must include a description of:

1. The present or former method/practice;
2. The proposed method/practice;
3. What the innovation will accomplish; and
4. The advantage or savings to be realized by implementing the suggestion.

Suggestions shall be submitted by employees to their supervisor. Supervisors shall take prompt action on each suggestion received. If a suggestion provided on an AD-287 has potential for official use, the supervisor shall forward the completed AD-287 form along with any necessary attachments and their comments and recommendations to the Regional office for further submission to the National office.

EQUAL EMPLOYMENT OPPORTUNITY (EEO)

Every employee in the Processed Products Division has a vital role in assuring the success of the Division, Agency and the U.S. Department of Agriculture's efforts to provide equal employment opportunity to every individual. The following Directive is designed to integrate "Equal Employment Opportunity" policy into all aspects of personnel policies and practices in the selection, placement, and advancement of every employee in the Division. AMS Directive - 4300.5 – Equal Employment Opportunity Program may be found at the following internet address: http://www.ams.usda.gov/AMSv1.0/getfile?dDocName=STELPRDC5071304.

REPORTING ATTEMPTED BRIBERY

Report violations of laws and regulations relating to USDA Programs; if you witness or have knowledge of any of the following:

- Criminal Activity, such as: Bribery, Smuggling, Theft, Fraud, Endangerment of Public Health or Safety
- Mismanagement / Waste of Funds
- Workplace Violence
- Employee Misconduct
- Conflict of Interest

For further instructions go to the Office of the Inspector General Hotline page at the following internet address: http://www.usda.gov/oig/hotline.htm, or contact your immediate supervisor.

SAFETY

Safety tips and references to safety procedures and forms are contained in the AIM Inspection Series, Sanitation and Safety Manual.

TIME AND ATTENDANCE

Full Time & Seasonal

Note that in some instances, circumstances may arise which are not covered by these instructions. Please verify with your supervisor regarding your Time and Attendance entries.

This instruction outlines the requirements and preparation of the PPD Time & Attendance Report, Form FV-25. It is crucial to complete the form accurately as it provides the basis for the employee's biweekly salary or wage payment. The form may be found on the AMS Forms Catalog at the following intranet address: http://agnis/AMSFormsCatalog/Forms/AllItems.aspx.

The FV-25 is prepared by all employees. Each must enter "in" and "out" hours daily. After reviewing, the immediate supervisor must sign and date the "Supervisors Signature" block to indicate approval. Once approved, Administrative personnel access the NFC supported web T&A program to enter the information from this form. After the T & A information is entered, supervisory staff must also access WebTA to review and certify each time sheet. This certification step puts the information into the T&A system for payment.

Tours of Duty

Inspectors in plants may have standard tours of duty, or a nonstandard tour of indefinite first-8 hours. Tours of duty will be established by the OIC, AOIC, Area Supervisor, or IIC, as appropriate. A pay period begins at 12:01 a.m. Sunday. If a night shift runs past midnight, the hours worked after midnight are considered as part of the preceding day. Inspectors will schedule meal periods of an approved length of time, and are not authorized to work during these periods.

Overtime is allowed for work over 8 hours in a day. It may be authorized for travel when going between an inspection point and a sampling point outside the tour of duty, and work is performed on arrival. Work may include returning and unloading samples. Such overtime will be authorized in advance and only when it is deemed more expedient for the Government than not traveling on overtime. Overtime is also for all hours of work on Saturday and Sunday that are outside the employee's tour of duty.

If Sunday work is within the employee's tour of duty, Sunday Differential is allowed.

Night differential is allowed for hours worked between 6:00 p.m. and 6:00 a.m.

Holiday premium pay is allowed for up to 8 hours of work performed on an official holiday.

Processed Products Division Time & Attendance Report, Form FV-25

A. General

Form FV-25, PPD Time & Attendance Report, is a record of "in" and "out" hours. It must be maintained with daily entries and submitted at the end of each biweekly pay period to the area field office.

B. Preparation

Each employee will prepare an FV-25 using ink, typewriter or fillable computer generated form. Most entries are self explanatory. Information on the right hand side includes: Name, Pay Period and Dates, Scheduled Hours, Mixed Tour Schedule/Days and Hours Worked (if applicable).

In the left and center of the form are spaces for the Duty Point, Social Security Number (last four digits only), and the Dates of the pay period. Enter the date above each day, and **on a daily basis** record the times entered on duty and off duty for each day worked. Show any absences for meals or for any other reason. Show only the number of hours actually worked - do not include any annual or sick leave taken, or credit for holiday on which no work is performed. Show hours worked in whole hours, ½ hours, or ¼ hour increments as appropriate. Record time in military clock hours, using four numbers and adding 1200 hours after 1:00 p.m. For example, 12:30 a.m. is shown as 0030, 6:00 a.m. as 0600, 1:00 p.m. as 1300, and 8:45 p.m. as 2045. See example below.

DATE	3/7	3/8	3/9	3/10	3/11	3/12	3/13	3/14	3/15	3/16	3/17	3/18	3/19	3/20
DAY	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT
IN		0800	0730	0800	0800	0800			0800	0800	0800	0800	0800	
OUT		1200	1130	1200	1200	1200			1200	1200	1200	1200	1200	
IN		1230	1200	1300	1230				1230	1230	1300	1230	1230	
OUT		1630	1900	1700	1630				1630	1630	1800	1630	1630	
IN														
OUT														
TOTAL HOURS		8	11	8	8	4			8	8	9	8	8	

1. Transaction Codes

a. Transaction code “01” is used for the hours worked between 0600 and 1800 hours (day hours).

In the row designated “01”, enter the total hours worked between these daytime hours, within the first 8 hours of duty. This does not include hours worked on a holiday.

Use code “01” also for “Excused Absences.” This is an absence granted to an employee performing or participating in officially sanctioned government activities not within the scope of his/her regular duties. It is granted as applicable by the Officer-in-Charge and does not involve a loss of pay or a charge to leave.

b. Transaction code “11” is used for the hours worked between 1800 and 0600 hours (night hours).

In the row designated “11”, enter the total hours worked between these nighttime hours, within the first 8 hours of duty. The hours recorded as "11" qualify for night differential payment.

The hours of leave recorded and the hours worked in rows "01" and "11" should not exceed **8 hours** per day, and **40 hours** per week for full time employees.

c. Transaction code “04” is used for Sunday hours worked as part of the employee’s established tour of duty (non overtime hours) between 0600 and 1800 hours (day hours).

d. Transaction code “05” is used for Sunday hours worked as part of the employee’s established tour of duty (non overtime hours) between 1800 and 0600 hours (night hours).

e. Transaction codes “66” and "31" are used for holidays.

Code 66 is used for holiday and Administrative leave. Administrative leave means that an employee is not acting within the employee-employer relationship, and is not deemed to be subject to the control or responsibility of the Department as an employer. Administrative leave is granted as applicable by the Officer-in-Charge. Code 66 that is used for a holiday is paid at the regular hourly rate, and must total 8 hours for each holiday. Suffix 2 is used to denote holiday with 10% night differential.

Code 31 denotes holiday time worked, and is also paid at the regular hourly rate. Hours reported under this code cannot total more than 8 hours, and suffix 2 would not apply.

On a holiday, enter 8H in the row designated “66” whether or not work is performed. If work is performed for <u>8 hours or less</u> on the holiday, add these hours in the row designated “31”. This will result in double time payment for work performed on a holiday. This is explained in subsection “h.” below.

f. Transaction codes “21” and “25” are used for officially ordered or approved overtime hours worked.

Code “21” is used for overtime hours worked between 0600 and 1800 hours (day hours); code “25” is used for overtime hours worked between 1800 and 0600 hours (night hours).

Example: On the first Tuesday of the pay period, an employee works 0730-1130, stops for lunch, and then works 1200-1900.

The first eight daytime hours (0730 to 1130 and 1200 to 1600) are shown as code "01". The two overtime daytime hours (1600 to 1800) are shown as code "21". The overtime nighttime hour (1800 to 1900) is overtime worked, subject to night differential payment, which is shown as code "25". See below.

TOTAL HOURS			8	11	8	8	4	
CODE								
01	HOURS WORKED		8	8	8	8	4	
21				2				
25				1				
61							4	

g. Transaction Codes “61” and “62” are used for hours of Annual and Sick Leave respectively.

Annual Leave and Sick Leave (whenever possible) must be requested in advance from your supervisor. Complete a Request for Leave or Approved Absence, OPM Form 71, which may be found on the GSA Forms Library at the following internet address: http://www.gsa.gov/portal/forms/type/OT.

Enter in the applicable leave columns the hour(s) of annual, and sick leave that are requested and authorized.

Total hours of Leave Brought Forward, Accrued, and Used, as well as holidays are shown in the lower left portion of the form. For Annual Leave, there are three accrual levels per pay period: 4, 6, or 8 hours, depending on the employee’s length of service.

In the example below, there is a holiday in the pay period, and the employee accrues 6 hours of Annual Leave and uses 4 hours of it.

LEAVE SUMMARY			
CODE	**ANNUAL 61**	**SICK 62**	**OTHER 66**
BROUGHT FORWARD	46	100	
ACCRUED	6	4	
AVAILABLE	52	104	
USED	4	0	8
BALANCE	48	104	

h. Carry over the transaction codes from the column at the far left of the form to the Code column under Transaction on the right side of the form. There is a column for a Suffix code next to the Code column. The suffix code is only applied to leave codes (61, 62, and 66). When Shift Suffix 2 is applied to leave hours, these hours will be paid at the regular hourly rate, plus 10% for authorized night differential. This would only be used if the holiday hours you would have worked or the regular hours you used leave for would have entitled you to night differential.

If this is the case, you would enter the number of hours worked between 6:00 a.m. and 6:00 p.m. (up to the first 8 hours worked) as code 66. Then enter the number of hours worked between 6:00 p.m. and 6:00 a.m. (up to the first 8 hours worked) as code 66, Suffix Code 2. Total hours of Code 66 (Holiday) must equal 8 hours for each holiday. See example below.

TRANSACTION			1ST WEEK TOTAL	2ND WEEK TOTAL	SUBCENTER NUMBER
PREFIX	CODE	SUFFIX			
	01		40	32	263857671
	66			5	263857671
	66	2		3	263857671
	31			8	263857671

When an employee is scheduled to work hours normally subject to night differential but does not work because of a holiday, night differential is authorized on those hours that would normally be worked at night. Night differential may also be paid for night-time hours of authorized leave, up to 7 hours a pay period. However, if 8 or more hours of leave are taken during a pay period, night differential is not allowed for any hours of leave. Holiday absence reported under code 66 is not considered leave when figuring the 7 hour maximum of authorized leave.

i. Next to the Code and Suffix columns, enter the totals by week for each code in the appropriate column. Reference the Subcenter number (as provided by your supervisor) to be applied for the transaction codes in the far right column. Enter the totals for both weeks and the Total Time with Pay for the pay period at the bottom of these columns.

2. Sign and date the form in the appropriate box, and submit to your supervisor for review, approval and signature.

3. You may be asked to initial or otherwise indicate agreement with the signed FV-25. Follow the procedures as outlined by your supervisor. It will then go to the Timekeeper for processing through WebTA.

C. Distribution

1. Original or faxed copy to the field office at the end of each pay period for supervisory approval, signature and submission;

2. After signature, one copy to employee.

Compensatory Time Policy

There are times when compensatory time is authorized in lieu of overtime pay and travel time. Depending on the type of overtime authorized and the employee's pay, compensatory time in lieu of overtime pay may or may not be granted on an hour-for-hour basis in lieu of premium pay for overtime work.

For Division policy regarding compensatory time, follow the link below to the internet address for Marketing and Regulatory Programs, Business Services, Human Resources Desk Guide, Subchapter 4550: Premium Pay. The Human Resources Desk Guide may be found on the Marketing and Regulatory Programs Business Services page at the following internet address: http://www.aphis.usda.gov/mrpbs/publications/hr_desk_guide/4550/index.shtml.

TRAVEL

Proper Use of Government Motor Vehicles

Only persons who are traveling for the benefit of the Government may ride in Government vehicles. Their business must be specifically related to approved programs. Approved operators include PPD employees, employees of other Federal of State Governments, contractors, or other individuals who are performing or assisting in Agency duties.

Employees must possess a valid State driver's license to operate a Government motor vehicle. In addition, in accordance with Departmental regulation, written approval must be on file for any employee who uses a Government vehicle to commute between his/her residence and his/her official duty station/points, when the residence is not the official duty station.

Government motor vehicles may be used only to transport licensed and approved operators.

Government motor vehicle may be used as follows:

A. From the official duty station (e.g., a field office) to a temporary duty point (e.g., an applicant's facility) in order to conduct official business (e.g., an inspection);

B. From a temporary duty point back to the official duty station upon the completion of official business;

C. To a restaurant for a meal, as prescribed in Departmental regulations, on the route between the official duty station and a temporary duty point;

D. Where approved in accordance with existing regulations, transport a licensed and approved operator from his/her personal residence (which may also serve as official duty station) to either the official duty station or a temporary duty point in order to conduct official business;

E. Where approved in accordance with existing regulations, transport a licensed and approved operator from either the official duty station or a temporary duty point to his/her personal residence (which may also serve as the official duty station) upon the completion of official business;

F. In an emergency situation, transport an injured person to the hospital while on official duty; and

G. Transport official Federal or State Government personnel on official business between approved points or destinations.

Government motor vehicles may not be used to:

A. Transport family members, friends, or pets at any time for any reason;

B. Transport any type of personal property at any time for any reason;

C. Transport a licensed and approved operator to any location other than an approved duty station/point (e.g., grocery store, dry cleaners, doctor, dentist, etc.) either before, during, or after work, even if the location is on the route between approved points or destinations;

D. Violate established traffic laws or while committing an illegal act; and

E. Do anything other than that described under approved uses above.

Processed Products Division management will not, in any way, condone, tolerate, or conceal the improper use of Government motor vehicles. The penalties for misuse are severe, and will be imposed if the rules are violated.

Government Travel Card

Government travel cards are provided to Government employees to assist the employee during official travel. Card holders shall only use the charge card for allowable travel and transportation expenses (such as common carrier tickets [air, rail, bus], lodging, meals, automobile rental and gasoline) incurred during official Agency travel. **The use of the Government Travel Card for any other purposes (including personal purposes) is not permitted**. Cardholders must sign an agreement indicating they understand these conditions. As a general guideline, if the item or service cannot be claimed for reimbursement on a Form AD-616, Travel Voucher (Temporary Duty Travel), then the Government card should not be used for the purchase. See below for guidance on the AD-616.

Any purchases made using the card other than those connected with official travel shall be considered as unauthorized charges. Reports of questionable Government travel card purchases will be forwarded to the appropriate Supervisor. The Supervisor will further inquire into the validity of the purchase(s). If purchases are determined to be inappropriate, PPD will expand the investigation, possibly including a review of Government travel card account activity from previous years.

If warranted, PPD may deactivate the employee's Government travel card and/or pursue disciplinary action. The range of appropriate disciplinary action for inappropriate government travel card usage extends from verbal counseling to removal. This will be determined after evaluating the relevant factors in assessing penalties as stated in AMS Directive 365.1, Employee Responsibilities and Conduct, V. Disciplinary Penalties, B., which may be found at the following internet address: http://www.ams.usda.gov/AMSv1.0/HRManagement. Among the factors to be considered are the nature and seriousness of the offense; whether the offense was intentional or inadvertent; whether there were frequently repeated improper purchases; and

the employee's past disciplinary record. Additionally, the employee, as the cardholder, is personally liable for all charges incurred and is expected to repay the debt.

Travel Claim Reimbursement

For PPD employees scheduled for a temporary duty assignment or other travel not related to a change in official duty station, there are two forms of claim reimbursement for travel expenses.

For travel that involves per diem, overnight lodging, air travel, or car rental, employees must use GovTrip to arrange and claim reimbursement for travel. Instructions for using GovTrip are located on the GovTrip internet site located at the following internet address: https://govtrip.com/govtrip/site/index.jsp.

For local travel performed with a personally owned vehicle (POV) that does not involve per diem, lodging, air travel, or car rental, the Temporary Duty Travel Voucher, Form AD-616 (Temporary Duty Travel), is used.

These instructions address the completion of Form AD-616 for the purpose of local travel. **For any other use of Form AD 616, consult your supervisor for guidance.**

Guide for Preparing a Temporary Duty Travel Voucher, AD-616 (for Local Travel Only)

Forms AD-616, Travel Voucher (Temporary Duty Travel), AD-616-R, and AD-617 are available on the National Finance Centers Form page at the following internet address: http://i2i.nfc.usda.gov/Forms/Forms_home.html. The AD-616 is used to claim reimbursement for local travel expenses incurred when the employee is scheduled for a temporary duty assignment or other travel not related to a change in the official duty station. Form AD-616-R, Travel Voucher (Relocation) is used to claim reimbursement for expenses related to a transfer of station. Form AD-617 is a continuation sheet for the AD-616.

Travelers should submit an accurate and factual travel voucher to their supervisors within 5 working days after completion of travel, or as instructed by your supervisor. Travelers in a continuous travel status must submit a travel voucher every two weeks, at a minimum. The travel voucher may be hand-printed in ink, typed, or submitted in a computer-generated format. All items should be legible. Monetary amounts should be shown as dollars and cents, and mileage should be shown in whole miles.

The AD-616 is a two-sided form. The front of the form is divided into six sections with blocks numbered 1 through 56. The sections are used to record identification information about the traveler and the trip, as well as to show the totals of the expenses claimed and the related accounting data to be charged.

The reverse side of the travel voucher contains one section that is used to record the expenses on a day-to-day basis, and to compute the total amounts claimed for transfer to the voucher front. The blocks on the reverse of the form are not numbered.

Completing the Front Page of Form AD-616 by Block Number

Section A, Identification

1. Travel Authorization No.

   Enter the 13 digit authorization number from your AD-202, Travel Authorization, Block 7.

2. Social Security No.

   Enter the <u>last four digits</u> of your social security number.

3. Name

   Enter your name as indicated below. Do not enter any punctuation.

   a. Last Name

      Items such as "Jr", "Sr", and "III" are to be shown as part of the last name (e.g., Stone Jr). If you have a 2 part (double) last name, separate one part from the other with a space. Even though the name may be hyphenated, do not show the hyphen on the form.

   b. First Name

      Self explanatory. If you have two or more first names or initials, separate one from the other with a space. Do not enter hyphens.

   c. Middle Initial

      Enter your middle initial. Leave blank if you don’t have one.

4. Agency code

   Enter "02."

5. Originating office number

   Each office is assigned a unique Originating Office Number. This number can be found in Block 7 (Agency OON) of the applicable AD-202, Travel Authorization.

6. Traveler Originating Office Number

Leave blank unless the Originating Office Number of the traveler is different from the agency Originating Office Number.

7. Date(s) of travel expenses

Enter the dates travel started and ended as “MO-DY-YR”. Date must be shown as six numerical digits.

Example: 01-04-11 to 01-18-11.

If the voucher is a “Reclaim”, enter the original dates of travel for which you are reclaiming expenses. A subsequent voucher cannot overlap dates.

8. Type claim

Enter DM for Domestic routine temporary duty travel within the contiguous 48 states or continental U.S. and the District of Columbia.

9. Reclaim amount included

Enter here any amount omitted from a previous voucher that is being reclaimed, as well as in Sections D and E,. Attach a copy of the original Voucher and a complete explanation of the reclaim. Attach any documentation needed to support the claim. This might be something you omitted or didn’t have receipts for at the time, such as a cell phone bill.

10. Leave taken

If annual or sick leave was taken during the travel period enter "Y", if not, enter "N".

11. Training Document No.

Enter the number assigned in Block 23 from the SF-182, Request, Authorization, Agreement, and Certification of Training, only if the purpose code on your AD-202, is a "03" for training. A Training Document number is required for Purpose Code “03".

12. Official duty station

Enter the city/town and state of your official duty station.

13. Resident city and state

If your residence city and state are the same as your official duty station, leave this blank. Otherwise, enter the city/town and state of your residence.

14. Post approval indicator

Enter an N or leave the block blank if post approval is not required. Enter a Y to approve expenditure, a change in itinerary, or a change in travel dates on the AD-616 which was not authorized on the AD-202. **If a Y is used in this block, you must have approval prior to submitting the voucher** (e.g., mileage rate was changed after the AD-202 was issued). Post approval can only be used for Type DM (Domestic) travel.

15, 16 Leave blank; no per diem or lodging has been incurred.

Section B, Travel Voucher Mailing Address Options

17. Salary Address

Select this block if your travel voucher payment is to be mailed to the address where you normally receive your salary payment. If your salary address is a bank or financial institution, the payment will be sent via Direct Deposit/Electronic Funds Transfer (DD/EFT). If not, the payment will be in the form of a paper check.

18. T&A Contact point

Select this block if your travel voucher payment is to be mailed to your T&A Contact Point. **This block should be used only under unusual circumstances.**

19. Special Address

Select this block if your travel voucher payment is to be mailed to a special address other than those above. You must provide a complete mailing address on the three lines provided. Be sure that the address is complete and accurate for proper delivery of your check.
The "SPECIAL ADDRESS" must be used if you are a special appointee, or a nongovernment employee.

20. Foreign Address

Check this block to route the travel reimbursement to a special address in a foreign country. Enter the foreign street address on Line 1; the foreign

city name on Line 2; the foreign country name and zip code (if any) in City Section of Line 3. Leave the State and Zip Code blocks blank.

21. Travel EFT Account

Check this block to route the travel reimbursement to an EFT Direct Deposit account other than the salary EFT Direct Deposit account. Enter the code used to identify the EFT account on Line 1 of Special Address. This code consists of a 9-position routing number for the financial institution; a 1-position alpha character for the account type (C for checking and S for savings); and the traveler's account number (not to exceed 25 positions). Leave Line 2 and 3 blank. Do not show spaces or special characters in the EFT account code. This option can be used by all travelers.

Example**:** 123456789C0000000

Section C, Transportation Costs

22-27 Leave blank; expenses not reimbursable on Form AD 616.

Section D, Claims

Transfer the totals for each expense from the **"Totals Column"** on the reverse of the AD-616 or, if used, the AD-617 and recorded in Section D. These totals are added together to determine the total claim amount for the period of travel. Be sure to transfer the totals accurately, as these amounts will be used to compute the amount of reimbursement due to you.

28-30 Leave blank; expenses not reimbursable on Form AD 616.

31. Enter the POV mileage rate, the total number of miles driven, and the total amount claimed. If the mileage rate changes during the period of travel, show the different rates on separate lines.

32. Enter any parking fees or tolls paid, if applicable.

33-35 Leave blank; these expenses are not reimbursable on Form AD 616.

36. Enter allowable miscellaneous expenses incurred.

It is the traveler's responsibility to ensure that all applicable receipts are obtained, including items costing over $75.00. Receipts for amounts less than $75.00 may be included.

37. Leave blank; car rental expense not reimbursable on Form AD 616.

38. Total claim

Enter the sum of all dollar amounts shown in blocks 29 through 39.

39. Travel advance amount outstanding

If applicable, enter the travel advance amount outstanding at the time of voucher preparation.

40. Amount of voucher to be applied to outstanding advance

If applicable, enter any part of the Total Claim, Block 38 that is to be applied to the outstanding travel advance balance.

41. Amount of voucher to be applied to outstanding bill for collection

If you have been issued a Bill for Collection by NFC for Travel (e.g., overpayment of a travel voucher), you may repay all or a portion of this bill by using this block. Enter the amount and the Bill Number that is to be applied to the bill.

42. Additional advance amount repaid

You may choose to reduce any outstanding travel advance by attaching a personal check or money order payable to USDA, NFC. If you do so, enter the amount of the check or money order and attach to the front of the travel voucher.

Note: Do not submit a check or money order to reduce or repay an outstanding travel advance when no travel has been performed. In this case use a memorandum to submit your payment.

43. Remaining advance balance

If applicable, enter any travel advance balance that remains outstanding (ex. Block 39, less Block 40, less Block 42).

44. Net to traveler

Enter the amount of the Total Claim to be paid to you (ex. Block 38, less Block 40, less Block 41).

Section E, Accounting Classification

45. Authorization Accounting

Place a check in this block to distribute the total voucher claim to the subcenter number(s) listed on the AD-202, Travel Authorization. If Block 45 is checked, Purpose Code, Accounting Classification and Percentage should not be completed.

46. Distributed Accounting

Place a check in this block to distribute the total voucher claim to a different subcenter(s) than that authorized on the AD-202.

a. Purpose code

Enter the purpose of travel code for each subcenter number to be charged as authorized on your AD-202, Travel Authorization.

b. Accounting Classification

Enter the appropriate 9-position subcenter number(s) that should actually be charged. This subcenter number should only be completed if Block 45 has not been checked.

c. Percentage

Enter the percentage of the total claim amount that is to be distributed to each individual line of accounting. Percentages must be entered as whole numbers, and they must total 100%.
A percentage figure should only be completed if Block 45 has not been checked.

Section F, Certifications

47. Claimant's Signature

The traveler must sign this block. An original signature is required for the processing of the voucher and for supervisory approval.

48. Date

Enter the date the voucher was submitted for payment.

49. Final voucher indicator

Leave this block blank.

50-56 Shall be completed by the Approving Officer Per Amendment 90 to the Federal Travel Regulations, the date shown in Block 52, Date Approved, will be the date of the voucher receipt.

Note: Agencies must reimburse travelers within 30 calendar days after submission of a proper travel voucher to the appropriate approving official. If travelers are not reimbursed within 30 days, late payment fees must be paid to the traveler.

Completing the Back Page of Form AD-616

Schedule of Expenses and Amounts Claimed

Fill in employee name and the last four digits of Social Security Number at the top of the page. Begin by logging the month and day on the top line in the first column (to the left of the sheet) and then move downward in the same column to record each expense that applied to that day's travel. After all expenses for the first day have been entered, move over to the next column to the right, and enter the next day's expenses. Continue in this manner until all entries have been made. If the Continuation Sheet, AD-617, is not used, enter the totals for each type of expense.

The AD-617 is a continuation sheet for Section G. If the number of days you travel is more than 7 days, you may need to use an AD-617. If you use the AD-617, Continuation Sheet, leave the "Totals" blank on the AD-616, and enter the "Cumulative Totals" of both only one time on the AD-617, Continuation Sheet.

1. Itinerary - from

   a. Date

      Enter the month and day for each day of travel.

   b. City & State

      Enter the city and state of your departure location (either residence or duty station). Enter as "Washington, DC," "San Francisco, CA," etc., using the two-letter state code.

   c. Time

      Leave blank; used only for per diem charges.

2. Itinerary - to TDY location

   a. Date

      Enter the month and day of travel.

b. City/County/State

For each day of travel, enter city/county/state in which travel duty is performed.

c. Time

Leave blank.

3. Per Diem (including Actual Subsistence)

Leave blank; expenses not reimbursable on Form AD 616.

4. Mileage

a. Miles

Enter the total mileage driven each day in whole miles. For each day mileage is shown, the **itinerary** must show the **From - City & State** and the **To TDY Location - City/County/State**. If the entire day is spent in one city, show that location on the To TDY Location - City/County/State line.

b. Rate per mile

Enter the current applicable rate authorized on the AD-202, Travel Authorization, or the rate allowable under the Federal Travel Regulations. Current rates are available from the U.S. General Services Administration at the following internet address: http://www.gsa.gov/portal/content/100715.

c. Mileage amount

Enter the total of miles times the rate per mile.

Note: When the use of a privately-owned vehicle (POV) is used on a cost comparison basis, the total claimed for mileage may not exceed the cost of common carrier. When POV mileage has been approved, a statement similar to the following should appear on all vouchers in the remarks section.

"Mileage at the rate of ___ cents per mile has been approved as advantageous to the government."

5. Parking, tolls, etc.

   Enter the daily total paid for any parking or tolls.

6. Plane, Bus, Train/Unaccompanied Baggage/Local Transportation

   Leave blank; expenses not reimbursable on Form AD 616.

7. Miscellaneous expenses

   Enter the amount spent for authorized miscellaneous expenses. A receipt is required for purchases exceeding $75. If there is any question whether your expense is appropriate and authorized for official travel, consult your supervisor.

8. Car Rental/Gasoline Expense

   Leave blank; expenses not reimbursable on Form AD 616.

9. Remarks

   Use this block to enter any statements that will clarify expenses claimed or to include any specific certification statements, such as POV mileage statement or purpose of travel.

Note: Form AD-617 is a continuation sheet for extension of the information provided on the back of the AD-616, and is identical in appearance. The AD-617 is completed in the same manner as the reverse of the AD-616. **However, the "Totals Column" on the reverse of the AD-616 is left blank**. Since travel is being continued, the cumulative totals for the entire travel period will be entered on the AD-617 once all expenses have been recorded. **The totals from the "Totals column" on the AD-617 will then be transferred to the front side of the AD-616.**

Once the entire AD-616 has been completed, the AD-617 should be securely stapled to the back of the AD-616 for submission to the approving official.

UNACCEPTABLE CONDUCT BY USERS OF THE INSPECTION SERVICE

7 CFR 52.54 of the "Regulations Governing Processed Fruits and Vegetables, Processed Products Thereof, and Certain Other Processed Food Products", (which may be found at the following internet address: http://www.access.gpo.gov/nara/cfr/cfr-table-search.html#page1), states in part: "The following acts or practices, or the causing thereof, may be deemed sufficient cause for the debarment, by the Administrator, of any person including any agents, officers, subsidiaries, or affiliates of such person, from any or all benefits of the act for a specified period. ...(3) Any interference with, obstruction of, or attempted interference with, or attempted obstruction of any inspector, inspector's aid, or licensed sampler in the performance of his duties by intimidation, threat, assault, bribery, or any other means -- real or imagined."

7 CFR 52 50.11, (which may be found at the following internet address: http://www.access.gpo.gov/nara/cfr/cfr-table-search.html#page1), states that: "The Director may withdraw grading or inspection service from a person for a correctable cause. Such service, after appropriate corrective action is taken, will be restored immediately, or as soon thereafter as a grader or inspector can be made available."

PPD's position regarding discrimination, unsafe working conditions, intimidation, or manipulation by applicants during inspection procedures is as follows: PPD will not tolerate actions or language on the part of an applicant or an applicant's agent that is intended to intimidate, threaten, interfere with, or harass an inspector, or otherwise alter the course of an inspection. Because of the subjective nature of these situations (for example, the use of "colorful" language), each case must be considered on an individual basis to determine whether an action or statement is unacceptable, and whether there is justification to deny grading or inspection service.

Service may be denied for any of the following:

A. Discrimination - Derogatory remarks made to or about an inspector, or adverse actions that are clearly taken by an applicant or an applicant's agent because of the inspector's race, color, religion, sex, national origin, handicapped condition, age, or genetic information will be considered discrimination.

B. Unsafe Working Conditions - An unsafe working environment, physical assault by an applicant or an applicant's agent toward an inspector, or other working conditions that jeopardize an inspector's health or well being will be considered unsafe working conditions.

C. Intimidation - Any undue pressure, influence, or action, or any verbal threat made by the applicant or an applicant's agent to the inspector will be considered intimidation.

D. Manipulation - Any action by the applicant or the applicant's agent intended to alter the outcome of an inspection by misrepresenting the facts will be considered manipulation.

If an inspector encounters a situation where a reasonable person would assume that any of the above conditions exist, the inspector should immediately leave the work area. The inspector's immediate supervisor or someone in the chain of command should be contacted immediately for further instructions. All pertinent information shall then be relayed by the supervisor to the Regional Director and/or the National office. The National office shall determine whether service should be denied, or other action should be taken.

On all applications for inspection and in-plant assignments, the Officer-in-Charge, Assistant Officer-in-Charge, or Sub-Area Supervisor shall base his/her decision on which inspector to assign solely on the inspector's qualifications and experience with the commodity or type of inspection to be performed. The decision shall never be based on an applicant's desire (stated or implied) for or against having certain inspectors on the premises for reasons other than the inspector's qualifications and experience.

Attachments **Version Date (Printed for distribution)**

☐ **7 CFR 52:** _____
http://www.access.gpo.gov/nara/cfr/cfr-table-search.html#page1.

☐ **AMS Directive 365.1, Employee Responsibilities and Conduct:** _____
http://www.ams.usda.gov/AMSv1.0/HRManagement.

☐ **AMS Directive 116.2, Appearance in Judicial or Administrative Proceeding:** _____
http://www.ams.usda.gov/AMSv1.0/getfile?dDocName=STELPRDC5071269.

☐ **AMS Directive 3130.7, Information Technology Security:** _____
http://www.ams.usda.gov/AMSv1.0/getfile?dDocName=STELPRDC5071386.

☐ **AMS Directive 3300.1, Policy on the use of Government office equipment:** _____
http://www.ams.usda.gov/AMSv1.0/getfile?dDocName=STELPRDC5071283.

☐ **AMS Directive 4300.5, Equal Employment Opportunity Program:** _____
http://www.ams.usda.gov/AMSv1.0/getfile?dDocName=STELPRDC5071304.

☐ **MRP, Business Services, Human Resources Desk Guide, Subchapter 4550: Premium Pay:**
http://www.aphis.usda.gov/mrpbs/publications/hr_desk_guide/4550/index.shtml. _____

☐ **FDA AMS MOU 225-72-2009:** _____
http://www.fda.gov/AboutFDA/PartnershipsCollaborations/MemorandaofUnderstandingMOUs/DomesticMOUs/default.htm.

☐ **USDA Organization Chart:** _____
http://www.usda.gov/wps/portal/usda/usdahome.

☐ **AMS Organizational Description:** _____
http://agnis/Programs/Pages/default.aspx.

☐ **Overview of the AMS Fruit and Vegetable Programs:** _____
http://agnis/sites/FV/default.aspx.

☐ **Overview of the Processed Products Division:** _____
http://www.ams.usda.gov/AMSv1.0/processedinspection.

☐ **Form AD-287, Employee Suggestion:** _____
http://i2i.nfc.usda.gov/Forms/Forms_home.html.

☐ **AD-616, Travel Voucher, Temporary Duty Travel:** _____
http://i2i.nfc.usda.gov/Forms/Forms_home.html.

☐ **AD-616 R, Travel Voucher, Relocation:** _____
http://i2i.nfc.usda.gov/Forms/Forms_home.html.

☐ **AD-617, Travel Voucher, Temporary Duty Travel, Continuation Sheet:** _____
http://i2i.nfc.usda.gov/Forms/Forms_home.html.

☐ **Form FV-25, PPD Time & Attendance Report:** _____
http://agnis/AMSFormsCatalog/Forms/AllItems.aspx.

☐ **OPM Form 71, Request for Leave or Approved Absence:** _____
http://www.gsa.gov/portal/forms/type/OT.

Checked Materials have been printed from the links in this Manual and included for reference.