Professional Development Activities		
Learning activity	**Description/explanation**	**Department-specific examples**
Experiential learning	The individual or group participates in structured debriefing sessions after a specific activity. They reflect on the experience and draw conclusions or plan new courses of action.	
On-the-job training (informal)	The individual assumes an apprenticeship role while working in an operational setting. Co-workers and supervisors informally provide guidance as needed on how to perform.	
Structured on-the-job training (planned)	Similar to on-the-job training except that the work environment has been organized and prepared for learning. The individual has a learning plan to gain work-relevant skills and knowledge. They are assisted by a trained lead worker(s), sometimes called structured-on-the-job trainers (SOJT). Self-evaluation and SOJT forms are usually built into the program.	
Simulation	The individual performs as they would in real life. However, the setting is an artificial creation designed to resemble the natural environment. In simulations, the important elements of the job must be represented along with realistic interactions and outcomes.	
Laboratory training	This is similar to simulation training except that the laboratory does not necessarily re-create the work environment. The individual can practice a broad range of work activities, but not necessarily in normal job sequence. The laboratory offers a practice environment and set of experiences where error can be used as a powerful opportunity for learning.	
Role play	The individual assumes roles other than his or her own real ones. They may also play their current role but be put into settings that are different from the current one. In these new situations, the individual acts out feelings, reactions, and responses to various scenarios or events.	
Classroom training (live or virtual)	The individual gains skills and knowledge through guidance from an instructor in a formal group setting removed from the workplace. With interactive distance learning, Webinars, and Webcasts, the individual may be at the work site, but the session is not usually an intergrated part of ongoing work activities.	
Self-study	The individual acquires skils and knowledge through self-learning, guided by structured materials ranging from print to highly sophisticated electronic systems.	
Reflection	The individual thinks about past experiences and examines their underlying beliefs and assumptions that influence how they make sense of those experiences.	
Site visits	The individual visits another work unit / department / business outside of their own to learn how others carry out specific processes. The purpose may also include learning best practices, other ways of doing things, or expanding awareness of business/government operations	
Mentoring	The individual enters into a collaborative and voluntary relationship with someone with greater expertise for the purpose of the individual's growth, learning, and career development.	

Professional Development Activities		
Learning activity	**Description/explanation**	**Department-specific examples**
Coaching	The individual works to improve a specific personal, interpersonal, or skill area, or to take actions to reach a desired future goal, working with a facilitator on the process of personal change.	
Applied projects	The individual engages in a project where they must intentionally apply knowledge, skills, and abilities they have learned	
Job shadow	The individual follows another person in a different position around for a defined period of time to learn the general activities associated with that position.	
Job rotation	The individual rotates to positions In the organization other than their formal position for a set length of time. The positions are chosen specifically to help the individuals's development.	