APPENDIX B: SUMMARY OF TEAM ANALYSIS AND RECOMMENDATIONS

Criteria Based Evaluation Method – Team Results

The criteria based evaluation method was one of two independent methods used to evaluate the leadership programs/curricula. During the first meeting, the team was divided into 3 sub teams. Each sub team was assigned to evaluate a specific group of leadership programs/curricula. The sub teams and assigned group of leadership programs/curricula are listed below. The final team results for individual leadership programs/curricula begin on page B-3.

Team Assignments

Team 1: Donna Williams and Tom Scott

Programs/Curricula
Preparing APHIS Team Leaders (PAT)
Staff Officer Training (SOT)
Fundamentals of APHIS Human Resource Management (FAHRM)
New Supervisor Seminar (NSS)
Experienced Supervisor Seminar

Team 2: Van Pichler and Marilyn Miller

Programs/Curricula
APHIS International Training Program (AITP)
Advancing Leader Program (ALP – Track I)
Leadership Development Program (LDP – Track II)
Leading in the 21st Century (L-21)
BRS' Management Development Program (BRS MDP)

Team 3: David Cummings and Will Bostwick

Programs/Curricula
Operation Jumpstart II (OJ II)
Support Employees Learning Forum (SELF)
Veterinary Services Careers Assistance Training (VSCAT)*
Veterinary Services Careers Program (VSCP)*
Assistant Area Veterinarian in Charge (AAVIC)*

* The 3 VS programs were removed from consideration since these programs combine leadership components within a technical program.

Team Results for Individual Programs/Curricula

Each sub team conducted their evaluation by completing worksheets for each of the eight criteria. An example of criterion 1 worksheet is included as example 1 below.

Program/Curriculum _____ Target Audience _____

Competencies Targeted _____

1. Evaluation Criterion - Uses and Engages Positional Leaders

2. Criterion Goal/Standard - Uses and engages APHIS positional leaders (at appropriate levels) in leadership development programs and curricula when appropriate to participate in panels, make presentations, and deliver training as SMEs and make links between the training and APHIS strategic goals (vision, mission, values, etc.)

3. Measurement and Review Results

   A. Are the leaders on the training schedule? _____

   B. Are the leaders' involvement directly supporting learning objective(s)? _____

   - List Course(s) [_____]

   - Identify Module(s) [_____]

   - List Objective(s) [_____]

4. Gap(s)
The difference between 2 (where we need to go) and 3 (where we are) = Gap

[_____]

5. Recommendations to close the Gap(s).

[_____]

Example 1: Criterion 1 worksheet

Beginning on page B-3, the team results for each program/curriculum is detailed by criterion as shown in example 2 below. The programs/curricula are listed in alphabetical order.

Program: Advancing Leaders Program (ALP – Track I)

Criteria	Standard	Gap Identified	Recommendations
1: Uses and Engages Positional Leaders	Uses and engages APHIS positional leaders (at appropriate levels) in leadership development programs and curricula when appropriate to participate in panels, make presentations, and deliver training as SMEs and make links between the training and APHIS strategic goals (vision, mission, values etc)	No Gap: GS14-15 & some SES; 2 half-day Q&A panel of leaders plus 3-4 leaders speaking on special topics	Identify appropriate level leaders were selected for a beginning level leadership program. Look into use of non-SESers for presentations

Example 2: Portion of Team Result for ALP

Program: Advancing Leaders Program (ALP – Track I)

Criteria	Standard	Gap Identified	Recommendations
1: Uses and Engages Positional Leaders	Uses and engages APHIS positional leaders (at appropriate levels) in leadership development programs and curricula when appropriate to participate in panels, make presentations, and deliver training as SMEs and make links between the training and APHIS strategic goals (vision, mission, values etc)	No Gap: GS14-15 & some SES; 2 half-day Q&A panel of leaders plus 3-4 leaders speaking on special topics	Identify appropriate level leaders were selected for a beginning level leadership program. Look into use of non-SESers for presentations
2: Demonstrates Judicious Use of Resources and is Accountable to Taxpayers	Provides cost effective training which means uses 80% internal resources, 20% external contractors; use of (Non Pay) federal/state, etc facilities for training; use of most cost effective and politically appropriate location	Approximately 75% contractor and 25% in house; Locations were all politically appropriate	Develop capacity to do more in-house. Investigate more use of alternative locations other than Riverdale
3: Involves Collective Community of Training and Development Resources	Collaboration among units of training – design, development, and delivery and/or other support (e.g. selection criteria, evaluation, etc)	Collaboration in evaluation of applications	Examine opportunities to increase collaboration in delivery

Criteria	Standard	Gap Identified	Recommendations
4: Is Systematic and Comprehensive	Programs and curricula are linked to the APHIS Leadership Roadmap, APHIS Strategic Goals, Workforce/Succession Plans; competency based; uses variety of learning opportunities, delivery methodologies, assessments, learning relationships, and individual learning goals as appropriate, in order to develop leaders at all levels of the organization	Same 18 competencies for Track I & Track II, but addressed at different behavior levels. Not linked to workforce & succession plans. Good variety of learning opportunities: assessments (MBTI, FiroB, 360, Style under Stress, Seven Habits 360, De-railer), coaching, classroom, TDY, shadowing, action learning projects (small scale), optional mentoring, individual learning contracts (must be completed to graduate). Only delivery method for whole-group sessions is face-to-face classroom; other delivery methods only occur in what is arranged in the Learning Contract (where can use other methodologies like online in AgLearn or reading).	Assess needs for this level of leadership program and match competencies addressed to needs. Investigate possibilities on other delivery methods for some sessions and perhaps can shorten in-class sessions from 5-days to 3-days and eliminate travel on weekends and comp time.
5: Demonstrates Best Practices/Innovative Approaches and/or Techniques for Leadership Development	Evidence of a link to best practices	No Gap: Has coaching, assessments, mentoring, action learning projects, leadership panels, level 2 & 3 assessments. The contractor is in contact with OPM and syncing this program with OPM's (e.g., including ethics and working with the media were added when contractor was seeing these outside of APHIS).	If more is done internally, a system for scanning for best practices and new directions will have to be put in place

Criteria	Standard	Gap Identified	Recommendations
6: Demonstrates Interchangeability	Design, develop, and deliver training to maximize interchangeability between APHIS units in order to reduce redundancy	No Gap: All is interchangeable; even panels have a mix of leaders from each program.	None.
7: Addresses program unique leadership needs (e.g. labor management relations, values, and/or mission)	Addresses unique program results	No material in this program addresses program unique needs No Gap: Projects are suggested by leaders of the APHIS programs. Leaders are selected from across APHIS programs. Details and shadowing are within program or within APHIS.	Fine as is.
8: Uses Sound Instructional System Design (ISD) *program/curriculum is based upon leadership competencies as defined in the APHIS Leadership Roadmap	Programs and curricula are based upon sound Instructional System Design (ISD) which includes all stages of analysis, design, development, implementation, and evaluation (ADDIE model)	Unknown as this is done by the contractor; program manager is contacting the contractor to find out this information.	When more to greater percent of in-house delivery, be sure to use ASTD model of instructional design and provide to APHIS the documentation

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Program: APHIS International Training Program (AITP II)

Criteria	Standard	Gap Identified	Recommendations
1: Uses and Engages Positional Leaders	Uses and engages APHIS positional leaders (at appropriate levels) in leadership development programs and curricula when appropriate to participate in panels, make presentations, and deliver training as SMEs and make links between the training and APHIS strategic goals (vision, mission, values etc)	Minimal; used in panels, orientation to IS and one web/seminar	Use in the delivery of content if effective; wider variety of leaders in Agency; not just IS.
2: Demonstrates Judicious Use of Resources and is Accountable to Taxpayers	Provides cost effective training which means uses 80% internal resources, 20% external contractors; use of (Non Pay) federal/state, etc facilities for training; use of most cost effective and politically appropriate location	Gap: 95% of training conducted externally	Reduce the cost of contractor by using internal resources if effective; develop criteria on use of external contractor when goal/standard does not apply
3: Involves Collective Community of Training and Development Resources	Collaboration among units of training – design, development, and delivery and/or other support (e.g. selection criteria, evaluation, etc)	Gap: no collaboration with others.	Collaborate if effective to leverage internal resources to reduce contractor costs.

Criteria	Standard	Gap Identified	Recommendations
4: Is Systematic and Comprehensive	Programs and curricula are linked to the APHIS Leadership Roadmap, APHIS Strategic Goals, Workforce/Succession Plans; competency based; uses variety of learning opportunities, delivery methodologies, assessments, learning relationships, and individual learning goals as appropriate, in order to develop leaders at all levels of the organization	Gap: need for linkage to an APHIS Leadership Development Strategy, workforce, and succession plans.	If longer than 6 months, may need to incorporate more on the job experiences of details or shadowing.
5: Demonstrates best practices/innovative approaches and/or techniques for leadership development	Evidence of a link to best practices	No Gap	N/A
6: Demonstrates Interchangeability	Design, develop, and deliver training to maximize interchangeability between APHIS units in order to reduce redundancy	No Gap: all is interchangeable	Provide other program units' perspectives in working Internationally- PPQ, VS, and etc.

Criteria	Standard	Gap Identified	Recommendations
7: Addresses program unique leadership needs (e.g. labor management relations, values, and/or mission)	Addresses unique program results	No material in this program addresses program unique needs	Fine as is.
8: Uses Sound Instructional System Design (ISD) *program/curriculum is based upon leadership competencies as defined in the APHIS Leadership Roadmap	Programs and curricula are based upon sound Instructional System Design (ISD) which includes all stages of analysis, design, development, implementation, and evaluation (ADDIE model)	Variety of documentation exists in the Design phase of ADDIE however, not consistently provided to APHIS in all ADDIE model.	Require Contractor to provide ADDIE documentation to meet APHIS quality and criteria standards.

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Program: BRS Management Development Program

Criteria	Standard	Gap Identified	Recommendations
1: Uses and Engages Positional Leaders	Uses and engages APHIS positional leaders (at appropriate levels) in leadership development programs and curricula when appropriate to participate in panels, make presentations, and deliver training as SMEs and make links between the training and APHIS strategic goals (vision, mission, values etc)	Leaders only come to session to launch and then meet participants who attend regular BRS leadership meetings.	Have participants attend BRS Leadership meeting is good learning experience and exposure to leaders - keep. Have leaders teach some of competencies or at least in a panel to tie competency learning all together and apply to their work in BRS
2: Demonstrates Judicious Use of Resources and is Accountable to Taxpayers	Provides cost effective training which means uses 80% internal resources, 20% external contractors; use of (Non Pay) federal/state, etc facilities for training; use of most cost effective and politically appropriate location	Gap: approximately 50% internal and 50% external.	Work with other training communities to improve ratio.
3: Involves Collective Community of Training and Development Resources	Collaboration among units of training – design, development, and delivery and/or other support (e.g. selection criteria, evaluation, etc)	Gap: no collaboration with others.	Collaborate if effective to leverage internal resources to reduce contractor costs.

Criteria	Standard	Gap Identified	Recommendations
4: Is Systematic and Comprehensive	Programs and curricula are linked to the APHIS Leadership Roadmap, APHIS Strategic Goals, Workforce/Succession Plans; competency based; uses variety of learning opportunities, delivery methodologies, assessments, learning relationships, and individual learning goals as appropriate, in order to develop leaders at all levels of the organization	Gap: no mentoring; few assessments Pluses: 1) tied to BRS leadership development strategy and workforce/succession plan efforts and to Roadmap, 2) has variety of learning opportunities & 2 assessments.	Add assessments (e.g., MBTI, FiroB). Introduce mentoring.
5: Demonstrates Best Practices/Innovative Approaches and/or Techniques for Leadership Development	Evidence of a link to best practices	Gap: no mentoring; few assessments Pluses: 1) tied to BRS leadership development strategy and workforce/succession plan efforts and to Roadmap, 2) has variety of learning opportunities & 2 assessments.	Add assessments (e.g., MBTI, FiroB). Introduce mentoring.
6: Demonstrates Interchangeability	Design, develop, and deliver training to maximize interchangeability between APHIS units in order to reduce redundancy	Duplicative to APHIS however conducted in a shorter time frame and more efficiently.	Include BRS program in review of programs to create a single APHIS level program as BRS has some good components that could benefit all APHIS. Ensure that unique BRS program needs (and needs of other programs) are met in this process of creating a single course

Criteria	Standard	Gap Identified	Recommendations
7: Addresses program unique leadership needs (e.g. labor management relations, values, and/or mission)	Addresses unique program results	No material in this program addresses program unique needs No Gap: under current status where APHIS/TDB cannot meet leadership training needs of programs (BRS created program only because needs couldn't be met at APHIS level).	Could be part of APHIS-wide leadership course, with special BRS' (and other programs') special needs being met by add-on components and incorporated sessions.
8: Uses Sound Instructional System Design (ISD) *program/curriculum is based upon leadership competencies as defined in the APHIS Leadership Roadmap	Programs and curricula are based upon sound Instructional System Design (ISD) which includes all stages of analysis, design, development, implementation, and evaluation (ADDIE model)	Gap: no design documents available at this time.	Require Contractor to provide ADDIE documentation to meet APHIS quality and criteria standards.

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Program: Experienced Supervisor Seminar (ESS)

Criteria	Standard	Gap Identified	Recommendations
1: Uses and Engages Positional Leaders	Uses and engages APHIS positional leaders (at appropriate levels) in leadership development programs and curricula when appropriate to participate in panels, make presentations, and deliver training as SMEs and make links between the training and APHIS strategic goals (vision, mission, values etc)	Gap: leaders do not participate in panels, make presentations, and deliver training as SMEs and make links between the training and APHIS strategic goals (vision, mission, values, etc.)	Include APHIS leaders to participate in panels, make presentations, and deliver training as SMEs and make links between the training and APHIS strategic goals (vision, mission, values, etc.) where appropriate.
2: Demonstrates Judicious Use of Resources and is Accountable to Taxpayers	Provides cost effective training which means uses 80% internal resources, 20% external contractors; use of (Non Pay) federal/state, etc facilities for training; use of most cost effective and politically appropriate location	Coaching Conversation Module is not cost effective due to being delivered by a external source	Coaching Conversation Module should be delivered by a internal training community resources. Leverage internal APHIS resources in the delivery of training.
3: Involves Collective Community of Training and Development Resources	Collaboration among units of training – design, development, and delivery and/or other support (e.g. selection criteria, evaluation, etc)	Gap: no involvement of training community partners in the training course design, development and delivery. No collaboration among units of Training in other aspects of training.	Include the APHIS training community partners in the training course design, development and delivery. Develop a collaborative effort in other aspects of training (standardize evaluations and analysis of findings).

Criteria	Standard	Gap Identified	Recommendations
4: Is Systematic and Comprehensive	Programs and curricula are linked to the APHIS Leadership Roadmap, APHIS Strategic Goals, Workforce/Succession Plans; competency based; uses variety of learning opportunities, delivery methodologies, assessments, learning relationships, and individual learning goals as appropriate, in order to develop leaders at all levels of the organization	Gap: no linkage to the APHIS Strategy; No linkage to the APHIS Workforce/Succession Plans; Limited variety of learning opportunities; Limited variety of delivery methodologies; MBTI is not the most effective assessment for ESS participants (Should receive MBTI at the NSS level); No coaching or mentoring.	APHIS needs to develop a Leadership Development Strategy; APHIS needs to develop a Workforce/Succession plans and link the Succession Plan to Leadership Development Programs; Develop learning opportunities (i.e. Rotational assignment, reading and mandated self-development). Develop a blended learning approach (case studies, experiential learning small groups). Identify and use the most effective assessment(s) to complement the learning objectives for ESS students (FIRO-B). Design more comprehensive coaching into ESS.
5: Demonstrates Best Practices/Innovative Approaches and/or Techniques for Leadership Development	Evidence of a link to best practices	Gap: due to the design and length of the course, there is a lack of innovation.	Due to the length of ESS, it is recommended the content be integrated into a "Supervisory Development Program" that would allow the use of innovated approaches and best practices

Criteria	Standard	Gap Identified	Recommendations
6: Demonstrates Interchangeability	Design, develop, and deliver training to maximize interchangeability between APHIS units in order to reduce redundancy	Gap: lack leveraging interchangeability	Coordinate and identify, with training community program managers, modules that could be developed to leverage interchangeability
7: Addresses program unique leadership needs (e.g. labor management relations, values, and/or mission)	Addresses unique program results	No material in this program addresses program unique needs	N/A
8:Uses Sound Instructional System Design (ISD) *program/curriculum is based upon leadership competencies as defined in the APHIS Leadership Roadmap	Programs and curricula are based upon sound Instructional System Design (ISD) which includes all stages of analysis, design, development, implementation, and evaluation (ADDIE model)	Gap: lack of needs analysis, analysis and design ESS program/curriculum is not designed using the ASTD model of ISD (documentation). **NOTE: ASTD Model was just introduced to the staff this year.	Conduct a comprehensive needs analysis, analysis and design Convert existing documentation into the ASTD ISD documents to create a standardized ISD process. In future revisions use the ASTD ISD model for ESS

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Program: Fundamentals of APHIS Human Resource Management (FAHRM)

Criteria	Standard	Gap Identified	Recommendations
1: Uses and Engages Positional Leaders	Uses and engages APHIS positional leaders (at appropriate levels) in leadership development programs and curricula when appropriate to participate in panels, make presentations, and deliver training as SMEs and make links between the training and APHIS strategic goals (vision, mission, values etc)	Gap: APHIS positional leaders (at appropriate levels) are not involved in leadership development programs and curricula when appropriate to participate in panels, make presentations, and deliver training as SME's and make links between the training and APHIS strategic goals (vision, mission, values, etc.) APHIS Leaders are not on the training schedule	Use and leverage APHIS positional leaders (at appropriate levels) in leadership development programs and curricula when appropriate to participate in panels, make presentations, and deliver training as SMEs and make links between the training and APHIS strategic goals (vision, mission, values, etc.) Schedule APHIS leaders on future offerings of FAHRM courses
2: Demonstrates Judicious Use of Resources and is Accountable to Taxpayers	Provides cost effective training which means uses 80% internal resources, 20% external contractors; use of (Non Pay) federal/state, etc facilities for training; use of most cost effective and politically appropriate location	Gap: lack of utilization of APHIS hubs are primary training locations (use of (Non Pay) federal/state, etc. facilities for training)	Leverage the use of use of (Non Pay) federal/state, etc. facilities for training Continue the use of internal trainers Increase the use of internal APHIS Subject Matter Expert in the delivery of FAHRM modules
3: Involves Collective Community of Training and Development Resources	Collaboration among units of training – design, development, and delivery and/or other support (e.g. selection criteria, evaluation, etc)	Gap: minimal involvement of training community partners in the training course design, development and delivery. No collaboration among units of Training in other aspects of training.	Enhance involvement of training community partners in the training course design, development and delivery. Develop a collaborative effort in other aspects of training (standardize evaluations and analysis of findings)

Criteria	Standard	Gap Identified	Recommendations
4: Is Systematic and Comprehensive	Programs and curricula are linked to the APHIS Leadership Roadmap, APHIS Strategic Goals, Workforce/Succession Plans; competency based; uses variety of learning opportunities, delivery methodologies, assessments, learning relationships, and individual learning goals as appropriate, in order to develop leaders at all levels of the organization	Gap: no linkage to the APHIS Strategy; Limited linkage to the APHIS Leadership Roadmap; No linkage to the APHIS Workforce/Succession Plan; and limited variety of learning opportunities. No coaching or mentoring.	APHIS needs to develop a Leadership Development Strategy, Workforce and Succession Plan - and link to FAHRM Develop learning opportunities. Develop mentoring as part of FAHRM
5: Demonstrates Best Practices/Innovative Approaches and/or Techniques for Leadership Development	Evidence of a link to best practices	Gap: limited use of Federal or private sector best practice(s) or innovation(s) for leadership development programs No evidence of periodic review conducted in order to keep current with what is happening in the field of Leadership	Conduct periodic reviews conducted in order to keep current with what is happening in the field of Leadership/Supervisory training. Develop comprehensive evaluation reports. Benchmark and leverage the use of Federal or private sector best practice(s) or innovation(s) for Leadership/Supervisory training programs NOTE: Audit was conducted in June 2008.
6: Demonstrates Interchangeability	Design, develop, and deliver training to maximize interchangeability between APHIS units in order to reduce redundancy	No Gap	N/A

Criteria	Standard	Gap Identified	Recommendations
7: Addresses program unique leadership needs (e.g. labor management relations, values, and/or mission)	Addresses unique program results	No material in this program addresses program unique needs	N/A
8:Uses Sound Instructional System Design (ISD) *program/curriculum is based upon leadership competencies as defined in the APHIS Leadership Roadmap	Programs and curricula are based upon sound Instructional System Design (ISD) which includes all stages of analysis, design, development, implementation, and evaluation (ADDIE model)	Gap: comprehensive analysis and design. FAHRM program/curriculum is not designed using the ASTD model of ISD (documentation). **NOTE: ASTD Model was just introduced to the staff this year.	Conduct a more through Analysis, Design and Development of FAHRM using the ASTD ISD model. Convert existing documentation into the ASTD ISD documents to create a standardized ISD process. In future revisions use the ASTD ISD model for FAHRM Develop a standardized evaluation report.

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Program: Leadership Development Program (Track II)

Criteria	Standard	Gap Identified	Recommendations
1: Uses and Engages Positional Leaders	Uses and engages APHIS positional leaders (at appropriate levels) in leadership development programs and curricula when appropriate to participate in panels, make presentations, and deliver training as SMEs and make links between the training and APHIS strategic goals (vision, mission, values etc)	No Gap: approximately 8 leaders used (GS15 and SES): 2 half-day panels (what future leaders need to know) and leaders speaking on their preferred area of expertise (about 1.5 hours per topic).	Review use of leaders on whether used most effectively.
2: Demonstrates Judicious Use of Resources and is Accountable to Taxpayers	Provides cost effective training which means uses 80% internal resources, 20% external contractors; use of (Non Pay) federal/state, etc facilities for training; use of most cost effective and politically appropriate location	Gap: 18-month and then 15-month program. 1/6 or 17% internal and 5/6 or 83% contractor; Locations were all politically appropriate; most sessions at Riverdale; beginning to use other hubs. One session away from hubs because contractor can get good deals with hotels there.	Develop capacity to do more in-house. Investigate doing some away from Riverdale to save per diem
3: Involves Collective Community of Training and Development Resources	Collaboration among units of training – design, development, and delivery and/or other support (e.g. selection criteria, evaluation, etc)	Gap: only collaboration was in evaluating the applicants	Look into collaboration in delivery as a means of reducing the use of contractors

Criteria	Standard	Gap Identified	Recommendations
4: Is Systematic and Comprehensive	Programs and curricula are linked to the APHIS Leadership Roadmap, APHIS Strategic Goals, Workforce/Succession Plans; competency based; uses variety of learning opportunities, delivery methodologies, assessments, learning relationships, and individual learning goals as appropriate, in order to develop leaders at all levels of the organization	No Gap: same 18 competencies for Track I & Track II, but addressed at different behavior levels. Good variety of learning opportunities: assessments (MBTI, FiroB, pre and post 360, Style under Stress, Seven Habits 360, De-railer), coaching, classroom, TDY, shadowing, action learning projects (larger scale with 5 people per team), optional mentoring, individual learning contracts (must be completed to graduate). Only delivery method for whole-group sessions is face-to-face classroom; other delivery methods only occur in what is arranged in the Learning Contract (where can use other methodologies like online in AgLearn or reading).	Link more intentionally to succession needs of APHIS. Assess needs for this level of leadership program and match competencies addressed to needs. Investigate possibilities on other delivery methods for some sessions and perhaps can shorten in-class sessions from 5-days to 3-days and eliminate travel on weekends and comp time

Criteria	Standard	Gap Identified	Recommendations
5: Demonstrates Best Practices/Innovative Approaches and/or Techniques for Leadership Development	Evidence of a link to best practices	No Gap: have coaching, assessments, mentoring, action learning projects, leadership panels, level 2 & 3 assessments. The contractor is in contact with OPM and syncing this program with OPM's (e.g., including ethics and working with the media were added when contractor was seeing these outside of APHIS).	If more is done internally, a system for scanning for best practices and new directions will have to be put in place
6: Demonstrates Interchangeability	Design, develop, and deliver training to maximize interchangeability between APHIS units in order to reduce redundancy	No Gap: all is interchangeable; even panels have a mix of leaders from each program	None.
7: Addresses program unique leadership needs (e.g. labor management relations, values, and/or mission)	Addresses unique program results	No material in this program addresses program unique needs Projects are suggested by leaders of the APHIS programs. Leaders are selected from across APHIS programs. Details and shadowing are within program or within APHIS.	Fine as is.

Criteria	Standard	Gap Identified	Recommendations
8:Uses Sound Instructional System Design (ISD) *program/curriculum is based upon leadership competencies as defined in the APHIS Leadership Roadmap	Programs and curricula are based upon sound Instructional System Design (ISD) which includes all stages of analysis, design, development, implementation, and evaluation (ADDIE model)	Gap: unknown as this is done by the contractor; program manager is contacting the contractor to find out this information.	When more to greater percent of in-house delivery, be sure to use ASTD model of instructional design and require contractor to provide documentation to APHIS.

Program: Leading in the 21st Century (L-21)

Criteria	Standard	Gap Identified	Recommendations
1: Uses and Engages Positional Leaders	Uses and engages APHIS positional leaders (at appropriate levels) in leadership development programs and curricula when appropriate to participate in panels, make presentations, and deliver training as SMEs and make links between the training and APHIS strategic goals (vision, mission, values etc)	No Gap: used in majority of leadership forums or panels.	Use in the delivery of content if effective
2: Demonstrates judicious use of resources and is accountable to taxpayers	Provides cost effective training which means uses 80% internal resources, 20% external contractors; use of (Non Pay) federal/state, etc facilities for training; use of most cost effective and politically appropriate location	Gap: 30% of training conducted externally- however all program logistics and 360 assessment and evaluations conducted internally	Reduce to 20% by using APHIS resources for all contracted out modules except for Influencing course
3: Involves collective community of training and development resources	Collaboration among units of training – design, development, and delivery and/or other support (e.g. selection criteria, evaluation, etc)	Gap: collaboration only in the participant selection process	Collaborate in training delivery to reduce contractor costs, if effective & in leadership components of coaching, details, shadowing to ensure consistency

Criteria	Standard	Gap Identified	Recommendations
4: Is Systematic and Comprehensive	Programs and curricula are linked to the APHIS Leadership Roadmap, APHIS Strategic Goals, Workforce/Succession Plans; competency based; uses variety of learning opportunities, delivery methodologies, assessments, learning relationships, and individual learning goals as appropriate, in order to develop leaders at all levels of the organization	Gap: delivery classroom primarily, majority of comps at lower level, no details or shadowing, and no variety of leadership practitioners.	Use on-line or webseminars if appropriate, focus comps at higher levels on Roadmap, use more on the job experiences, and incorporate more variety of leadership practitioners -Kotter, Senge, Covey, and etc.
5: Demonstrates Best Practices/Innovative Approaches and/or Techniques for Leadership Development	Evidence of a link to best practices	No Gap.	Use on-line or webseminars if appropriate, focus comps at higher levels on Roadmap, use more on the job experiences, and incorporate more variety of leadership practitioners -Kotter, Senge, Covey, and etc.
6: Demonstrates Interchangeability	Design, develop, and deliver training to maximize interchangeability between APHIS units in order to reduce redundancy	Majority is interchangeable but three PPQ specific modules - No significant gap.	With minor modifications; revisions to PPQ specific modules with other program units' examples would be interchangeable.

Criteria	Standard	Gap Identified	Recommendations
7: Addresses program unique leadership needs (e.g. labor management relations, values, and/or mission)	Addresses unique program results	No material in this program addresses program unique needs	Fine as is.
8: Uses Sound Instructional System Design (ISD) *program/curriculum is based upon leadership competencies as defined in the APHIS Leadership Roadmap	Programs and curricula are based upon sound Instructional System Design (ISD) which includes all stages of analysis, design, development, implementation, and evaluation (ADDIE model)	Gap: variety of documentation exists in the Design, Development, and Implementation phase of ADDIE however, lacking Front End Analysis documentation and Levels 2 for ADDIE model.	Conduct a thorough documentation for all stages of ADDIE and develop and implement evaluations for levels 2 and 3 for program.

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Program: New Supervisor Seminar (NSS)

Criteria	Standard	Gap Identified	Recommendations
1: Uses and Engages Positional Leaders	Uses and engages APHIS positional leaders (at appropriate levels) in leadership development programs and curricula when appropriate to participate in panels, make presentations, and deliver training as SMEs and make links between the training and APHIS strategic goals (vision, mission, values etc)	Gap: there is a lack of learning objectives for module content and linkage between the training and APHIS strategic goals (vision, mission, values, etc.)	Develop module learning objectives for module content & link them to the APHIS strategic goals (vision, mission, values, etc.)
2: Demonstrates judicious use of resources and is accountable to taxpayers	Provides cost effective training which means uses 80% internal resources, 20% external contractors; use of (Non Pay) federal/state, etc facilities for training; use of most cost effective and politically appropriate location	No gaps identified. NSS used 80% internal resources and 20% external; meeting the criterion goal.	None
3: Involves collective community of training and development resources	Collaboration among units of training – design, development, and delivery and/or other support (e.g. selection criteria, evaluation, etc)	Gap: minimal involvement of training community partners in the training course design, development and delivery. No collaboration among units of Training in other aspects of training.	Enhance involvement of training community partners in the training course design, development and delivery. Develop a collaborative effort in other aspects of training (standardize evaluations and analysis of findings)
4: Is Systematic and Comprehensive	Programs and curricula are linked to the APHIS Leadership Roadmap, APHIS Strategic Goals, Workforce/Succession Plans;	Gap: no linkage to the APHIS Strategy; No linkage to the APHIS Workforce/Succession Plans; Limited variety of learning	APHIS needs to develop a Leadership Development Strategy; APHIS needs to develop a Workforce/Succession plans and

Criteria	Standard	Gap Identified	Recommendations
	competency based; uses variety of learning opportunities, delivery methodologies, assessments, learning relationships, and individual learning goals as appropriate, in order to develop leaders at all levels of the organization	opportunities; Limited variety of delivery methodologies; No assessments used; No coaching or mentoring.	link the Succession Plan to Leadership Development Programs; Develop learning opportunities (i.e. shadowing, reading and mandated self-development). Develop a blended learning approach (case studies, experiential learning small groups). Identify and use the most effective assessment(s) to complement the learning objectives. Design mentoring into NSS.
5: Demonstrates Best Practices/Innovative Approaches and/or Techniques for Leadership Development	Evidence of a link to best practices	Gap: due to the design and length of the course, there is a lack of innovation. **NOTE: The design and development of NSS took into account FAHRM as a mandatory course	Due to the length of NSS, it is recommended the content be integrated into a "Supervisory Development Program" that would allow the use of innovated approaches and best practices.
6: Demonstrates Interchangeability	Design, develop, and deliver training to maximize interchangeability between APHIS units in order to reduce redundancy	Gap: no leveraging of interchangeable throughout APHIS	Coordinate and identify, with training community program managers, modules that could be developed to leverage interchangeability. Have a training community team develop Conflict Management; Generational Differences; and Aglearn Training in a manner that could be interchangeable throughout APHIS.
7: Addresses program unique	Addresses unique program results	No material in this program addresses program unique needs	N/A

Criteria	Standard	Gap Identified	Recommendations
leadership needs (e.g. labor management relations, values, and/or mission)			
8: Uses Sound Instructional System Design (ISD) *program/curriculum is based upon leadership competencies as defined in the APHIS Leadership Roadmap	Programs and curricula are based upon sound Instructional System Design (ISD) which includes all stages of analysis, design, development, implementation, and evaluation (ADDIE model)	Gap: NSS program/curriculum is not designed using the ASTD model of ISD (documentation). **NOTE: ASTD Model was just introduced to the staff this year.	Convert existing documentation into the ASTD ISD documents to create a standardized ISD process. In future revisions use the ASTD ISD model for NSS

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Program: Operation Jumpstart II

Criteria	Standard	Gap Identified	Recommendations
1: Uses and Engages Positional Leaders	Uses and engages APHIS positional leaders (at appropriate levels) in leadership development programs and curricula when appropriate to participate in panels, make presentations, and deliver training as SMEs and make links between the training and APHIS strategic goals (vision, mission, values etc)	No Gap: APHIS leaders are tapped for the program orientation, APHIS Leadership Roadmap presentation and round table discussions.	Although we have identified no gap for this criterion, APHIS leadership may be able to take a more substantial role in this program. Possible contributions may include participation in the modules Building Self-Esteem, Describing Professional Characteristics and in laying out APHIS structure and employee roles and responsibilities.
2: Demonstrates judicious use of resources and is accountable to taxpayers	Provides cost effective training which means uses 80% internal resources, 20% external contractors; use of (Non Pay) federal/state, etc facilities for training; use of most cost effective and politically appropriate location	No Gap: the current course meets our 80-20 standard.	Perform an assessment review to ascertain the number of support employees that are hired by APHIS annually and compare that to the number of trainees prepared through the Operation Jumpstart program to determine annual training needs. Also, when classes aren't full open training modules up to interested participants outside of the OJ II program. Some examples might include, FOCUS, Crucial Conversations, Starweb training, MBTI, Effective Business Writing, etc.
3: Involves collective community of	Collaboration among units of training – design, development, and delivery and/or other support	Gap: there is currently no collaboration between the training units.	OJ Program managers should reach out to various training units for assistance in training design,

Criteria	Standard	Gap Identified	Recommendations
training and development resources	(e.g. selection criteria, evaluation, etc)		development, implementation and assessment as needed during periodic reviews.
4: Is Systematic and Comprehensive	Programs and curricula are linked to the APHIS Leadership Roadmap, APHIS Strategic Goals, Workforce/Succession Plans; competency based; uses variety of learning opportunities, delivery methodologies, assessments, learning relationships, and individual learning goals as appropriate, in order to develop leaders at all levels of the organization	Moderate gaps (i.e. link to workforce/succession plan and use of a individual learning plan)	The OJ II program may benefit from a review of APHIS workforce plans to ascertain the number of support employees that are needed within APHIS on an annual basis. The participants in the OJ II program may also benefit from the incorporation of individual learning goals/plans.
5: Demonstrates Best Practices/Innovative Approaches and/or Techniques for Leadership Development	Evidence of a link to best practices	No Gap	During periodic review process a literature review or scan of best practices in leadership development should be conducted to ensure that course methods are current.
6:Demonstrates Interchangeability	Design, develop, and deliver training to maximize interchangeability between APHIS units in order to reduce redundancy	No Gap. This program is designed to prepare entry level support employees across APHIS program areas	
7:Addresses program unique leadership needs (e.g. labor	Addresses unique program results	The OJ II program develops support employees to work across program units. There are no	No recommendation at this time.

Criteria	Standard	Gap Identified	Recommendations
management relations, values, and/or mission)		program unit specific needs addressed.	
8:Uses Sound Instructional System Design (ISD) *program/curriculum is based upon leadership competencies as defined in the APHIS Leadership Roadmap	Programs and curricula are based upon sound Instructional System Design (ISD) which includes all stages of analysis, design, development, implementation, and evaluation (ADDIE model)	The OJ II program was designed using an ISD model other than the ASTD model. Many of the ASTD components are not incorporated into the program design.	As the OJ II program undergoes periodic review, program managers can incorporate the applicable or most helpful elements of the ASTD instructional design model. This may be a good opportunity to reach out to the training community for design and evaluation consultation.

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Program: Preparing APHIS Team-Leaders

Criteria	Standard	Gap Identified	Recommendations
1: Uses and Engages Positional Leaders	Uses and engages APHIS positional leaders (at appropriate levels) in leadership development programs and curricula when appropriate to participate in panels, make presentations, and deliver training as SMEs and make links between the training and APHIS strategic goals (vision, mission, values etc)	Gap: leaders do not participate in panels, make presentations, and deliver training as SMEs and make links between the training and APHIS strategic goals (vision, mission, values, etc.)	Include APHIS leaders to participate in panels, make presentations, and deliver training as SMEs and make links between the training and APHIS strategic goals (vision, mission, values, etc.) where appropriate. Get Administrative Officers, Resource Managers, experienced program managers/project managers etc. to participate in the delivery of PAT
2: Demonstrates judicious use of resources and is accountable to taxpayers	Provides cost effective training which means uses 80% internal resources, 20% external contractors; use of (Non Pay) federal/state, etc facilities for training; use of most cost effective and politically appropriate location	No Gap. The program uses solely internal resources.	N/A
3: Involves collective community of training and development resources	Collaboration among units of training – design, development, and delivery and/or other support (e.g. selection criteria, evaluation, etc)	Gap: no involvement of training community partners in the training course design, development and delivery. No collaboration among units of Training in other aspects of training.	Include the APHIS training community partners in the training course design, development and delivery. Develop a collaborative effort in other aspects of training (standardize evaluations and analysis of findings).
4: Is Systematic and Comprehensive	Programs and curricula are linked to the APHIS Leadership Roadmap, APHIS Strategic Goals,	Gap: due to length of course there is not a variety of learning opportunities. Note: Target	Align target audience with the Leadership Development Roadmap. Ensure there is linkage to the

Criteria	Standard	Gap Identified	Recommendations
	Workforce/Succession Plans; competency based; uses variety of learning opportunities, delivery methodologies, assessments, learning relationships, and individual learning goals as appropriate, in order to develop leaders at all levels of the organization	audience is Project Managers, Administrative Officers & Assistants, and Team Leads	Roadmap in curriculum & marketing materials. APHIS needs to develop a Leadership Development Strategy; APHIS needs to develop a Workforce/Succession plans and link the Succession Plan to Leadership Development Programs
5: Demonstrates Best Practices/Innovative Approaches and/or Techniques for Leadership Development	Evidence of a link to best practices	Gap: no research and application, Best Practices/Innovative Approaches and/or Techniques for Leadership Development No periodic review to keep current with what is happening in the field of Leadership Development	Scan industry and Federal sectors to identify Best Practices/Innovative Approaches and/or Techniques for Leadership Development Conduct a collaborative and comprehensive review to keep current with what is happening in the field of Leadership Development
6:Demonstrates Interchangeability	Design, develop, and deliver training to maximize interchangeability between APHIS units in order to reduce redundancy	No Gap	Coordinate and identify, with training community program managers, modules that could be developed to leverage interchangeability
7:Addresses program unique leadership needs (e.g. labor management relations, values, and/or mission)	Addresses unique program results	No material in this program addresses program unique needs	N/A
8:Uses Sound Instructional System	Programs and curricula are based upon sound Instructional System	Gap: PAT program/curriculum is not designed using the ASTD	Conduct analysis and needs assessment in alignment with

Criteria	Standard	Gap Identified	Recommendations
Design (ISD) *program/curriculum is based upon leadership competencies as defined in the APHIS Leadership Roadmap	Design (ISD) which includes all stages of analysis, design, development, implementation, and evaluation (ADDIE model)	model of ISD (documentation). **NOTE: ASTD Model was just introduced to the staff this year. Incomplete analysis & needs assessment for the target audience	APHIS Leadership Development Roadmap & appropriate target level. Convert existing documentation into the ASTD ISD documents to create a standardized ISD process. In future revisions uses the ASTD ISD model for PAT.

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Program: Staff Officer Training (SOT)

Criteria	Standard	Gap Identified	Recommendations
1: Uses and Engages Positional Leaders	Uses and engages APHIS positional leaders (at appropriate levels) in leadership development programs and curricula when appropriate to participate in panels, make presentations, and deliver training as SMEs and make links between the training and APHIS strategic goals (vision, mission, values etc)	Gap: no apparent linkage between training and APHIS strategic goals.	Include a linkage between the training and APHIS strategic goals
2: Demonstrates judicious use of resources and is accountable to taxpayers	Provides cost effective training which means uses 80% internal resources, 20% external contractors; use of (Non Pay) federal/state, etc facilities for training; use of most cost effective and politically appropriate location	No Gap	N/A
3: Involves collective community of training and development resources	Collaboration among units of training – design, development, and delivery and/or other support (e.g. selection criteria, evaluation, etc)	Gap: there is no collaboration among units of Training - Design, Development, and Delivery and/other support (e,g, selection criteria, evaluation, etc.	Note: The program manager worked with Training & Development Supervisor & Dr. Sharon Coursey to design, develop, and delivered SOT in 2008. Increase collaboration among units of Training - Design, Development, and Delivery and/other support (e.g., selection criteria, evaluation, etc.
4: Is Systematic and	Programs and curricula are linked	Gap: not a clear linkage to	Ensure there is linkage to the

Criteria	Standard	Gap Identified	Recommendations
Comprehensive	to the APHIS Leadership Roadmap, APHIS Strategic Goals, Workforce/Succession Plans; competency based; uses variety of learning opportunities, delivery methodologies, assessments, learning relationships, and individual learning goals as appropriate, in order to develop leaders at all levels of the organization	Roadmap, because the program was developed prior to the Roadmap, no linkage to APHIS Strategic Plan. No linkage to the APHIS Workforce/Succession Plans	Roadmap in curriculum & marketing materials. APHIS needs to develop a Leadership Development Strategy; APHIS needs to develop a Workforce/Succession plans and link the Succession Plan to Leadership Development Programs; Per program manager, based on the program's objectives, research whether mentoring or coaching would be the most appropriate learning opportunity for SOT participants
5: Demonstrates Best Practices/Innovative Approaches and/or Techniques for Leadership Development	Evidence of a link to best practices	Gap: there has been no best practice or innovation(s) for leadership development	Look at other federal agencies and industry for best practices/innovations for leadership development No review gap noted
6:Demonstrates Interchangeability	Design, develop, and deliver training to maximize interchangeability between APHIS units in order to reduce redundancy	No Gap	N/A
7:Addresses program unique leadership needs (e.g. labor management	Addresses unique program results	No material in this program addresses program unique needs	N/A

Criteria	Standard	Gap Identified	Recommendations
relations, values, and/or mission)			
8:Uses Sound Instructional System Design (ISD) *program/curriculum is based upon leadership competencies as defined in the APHIS Leadership Roadmap	Programs and curricula are based upon sound Instructional System Design (ISD) which includes all stages of analysis, design, development, implementation, and evaluation (ADDIE model)	Gap: SOT program/curriculum is not designed using the ASTD model of ISD (documentation). **NOTE: ASTD Model was just introduced to the staff this year. We need to conduct an analysis to identify proper target audience and learner level (audience too broad) No systematic design No knowledge management used in the design of SOT	Conduct a comprehensive analysis and design. Convert existing documentation into the ASTD ISD documents to create a standardized ISD process. In future revisions use the ASTD ISD model for SOT. Also, include knowledge management

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Program: Support Employees Learning Forum

Criteria	Standard	Gap Identified	Recommendations
1: Uses and Engages Positional Leaders	Uses and engages APHIS positional leaders (at appropriate levels) in leadership development programs and curricula when appropriate to participate in panels, make presentations, and deliver training as SMEs and make links between the training and APHIS strategic goals (vision, mission, values etc)	Gap: APHIS leaders are tapped only for the program introduction. They are not directly involved in specific modules.	APHIS leadership, along with the SME's and past SELF participants that are currently used, should be more closely involved in delivery of appropriate modules of the self curricula. (i.e. All About APHIS, Self Improvement, Leadership Skills, Professional Image...)
2: Demonstrates judicious use of resources and is accountable to taxpayers	Provides cost effective training which means uses 80% internal resources, 20% external contractors; use of (Non Pay) federal/state, etc facilities for training; use of most cost effective and politically appropriate location	No Gap: the course meets our 80-20 standard.	Explore internal resources to lead modules that are currently contracted out (Self-Esteem and Time Management). This may be an opportunity to reach out to other training units.
3: Involves collective community of training and development resources	Collaboration among units of training – design, development, and delivery and/or other support (e.g. selection criteria, evaluation, etc)	Gap: the SELF program was not designed, delivered or evaluated in collaboration with other APHIS training units.	As the SELF program undergoes periodic redesign and review, work closely with OJ II management to ensure that there is a progression in skill level for shared competencies. The training community may be able to provide support in several areas of course design and evaluation, as well as, help to provide linkages between leadership courses.

Criteria	Standard	Gap Identified	Recommendations
4: Is Systematic and Comprehensive	Programs and curricula are linked to the APHIS Leadership Roadmap, APHIS Strategic Goals, Workforce/Succession Plans; competency based; uses variety of learning opportunities, delivery methodologies, assessments, learning relationships, and individual learning goals as appropriate, in order to develop leaders at all levels of the organization	Gap: while the SELF program is linked to the APHIS strategy of retaining technically inclined employees, there is no clear link to APHIS leadership development goals or program unit succession plans. This appears to be as much of a function of the succession plan as it is to program design.	To grow leaders from the support employee level APHIS needs to provide a leadership training progression from the earliest levels. Ideally, program unit succession plans should anticipate needs in the support arena.
5: Demonstrates Best Practices/Innovative Approaches and/or Techniques for Leadership Development	Evidence of a link to best practices	Gap: it's difficult to recognize key themes and week to week progression in the SELF program design.	Within the SELF program there should be a logical progression in competency development from week to week throughout the course. There should also be linkages from this course to both prior (OJ II) and future programs along a leadership continuum.
6:Demonstrates Interchangeability	Design, develop, and deliver training to maximize interchangeability between APHIS units in order to reduce redundancy	No Gap: the SELF program is designed to prepare support employees across APHIS program areas.	
7:Addresses program unique leadership needs (e.g. labor management relations, values,	Addresses unique program results	The SELF program develops support employees to work across program units. There are no a program unit specific needs addressed	

Criteria	Standard	Gap Identified	Recommendations
and/or mission)			
8:Uses Sound Instructional System Design (ISD) *program/curriculum is based upon leadership competencies as defined in the APHIS Leadership Roadmap	Programs and curricula are based upon sound Instructional System Design (ISD) which includes all stages of analysis, design, development, implementation, and evaluation (ADDIE model)	Minimal Gaps - The ASTD model of instructional design was used during the current design of the SELF program.	In future course reviews and redesigns continue to ASTD instructional design methods where applicable to ensure consistent documentation, design and ensure institutional memory is preserved. Also, create linkages to other programs when considering instructional strategy

Overall Recommendations for Individual Groups of Programs/Curricula
Overall Recommendations included comments and feedback from Program Managers

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Operation Jumpstart II (OJ II)
Support Employees Learning Forum (SELF)

This suite of training programs consisted mainly of technical skills building courses that have segments targeted toward developing leadership competencies. Two of the programs, SELF and OJ II, are designed for entry level and support personnel and are applicable across APHIS program units. The other three programs, VS Career Assistance Team, VS Careers Program, and the Assistant AVIC program are designed specifically for VS employees at various career levels, and linked specifically to VS succession planning goals. Although they are program specific theses courses do have some components that may be used throughout the agency. In reviewing this suite of programs, using the criteria developed by the Leadership Program Evaluation Team, several themes emerged:

1. APHIS needs to develop a comprehensive leadership development strategy, across program units that progressively builds on skills and competencies gained at the earliest levels and continues throughout an employee's career.

2. Workforce and succession plans from APHIS program units need to be linked to leadership and development programs at all levels.

3. The ASTD model of instructional design should be incorporated into the design, development, implementation and evaluation of all leadership development programs across APHIS to ensure consistent design and documentation and to enhance institutional memory.

4. APHIS should ideally decide at what grade levels we begin to develop leaders. If we are truly committed to growing leaders from the entry level (OJ II), then support employees should be included in succession planning goals and strategy across the agency.

5. Develop a document including organizational charts, biosketches, and contact information for all groups in the training community to foster collaboration in program design and development. Training specialists in the various training communities may be more willing to reach out to internal resources, rather than contractors, if they know where to look for specific training expertise.

6. Consider more programs that specifically target hard to fill/difficult to retain leadership positions. The Assistant Area Veterinarian in Charge program provides a model that has already been vetted, in collaboration with HR, to accomplish this task.

7. Create a leadership development continuum that provides linkages between all leadership programs within the agency. The Leadership Roadmap might be used as a template, but may need to be expanded to be more inclusive of all programs.

Preparing APHIS Team Leaders (PAT)
Staff Officer Training (SOT)
Fundamentals of APHIS Human Resource Management (FAHRM)
New Supervisor Seminar (NSS)
Experienced Supervisor Seminar

1. Staff Officer Training:
SOT is a valuable program for APHIS.
Conduct an analysis and design. (Note: We hypothesize with a proper analysis and design the course will be designed in a manner that target various needs of the audience)
PAT and SOT should be analyzed and reviewed to ensure clarity of target audience.
Define and identify APHIS Staff Officer's, Team Leaders and Project Managers and;
Conduct an needs assessment for each target audience.
APHIS should consider developing a "Project Manager and Team Leader" training course to be aligned with the Roadmap.
This course targets too many competencies for too broad an audience in its current design.

NOTES from the PAT Program Manager:
Budget

Initially, the program was designed and budgeted for 25 participants. Between the design and delivery phase participant numbers dropped for a variety of reasons; scheduling conflicts, etc., so the program had 21 participants. Vendors were paid based on the initial participant numbers, which was not cost effective. Also, the payment process is extremely lengthy. The drop in attendance impacted the end of program administrative costs, because there was a funding shortfall. Recommendation: SOT needs to have a separate budget to ensure better controls and there needs to be a more stringent cancellation policy to minimize wasteful spending.

SOT Program

During the Effective Communication and Project Management modules, participants prepare work samples and they receive individual feedback, so smaller classes might be more conducive to their learning environment. Also, the program manager has been collaborating with internal subject matter experts to possibly deliver of the following modules: Data Collection & Analysis and Project Management.

Mentoring Component

Although, the program mentoring component is a valuable learning opportunity for the SOT participants there are some challenges that need to be

addressed since this program is only 6 months. Traditionally, it takes a period of time for mentorees and a mentors to form a relationship and the program manager was faced some challenges in mentor selection, time constraints, and mission needs. She would like to explore coaching opportunities, which might better assist participants in working on specific personal and learning development goals.

Overall Program Recommendations

Due to the program costs, there needs to be more of a commitment and support from SOT participants' supervisors. Also, field locations are now hiring Staff Officers, so we might have to assess whether the program should be offered at field locations based on our customers needs and whether it is cost effective. Also, there are a variety of distractions with the program being conducted at the Riverdale location.

Definition of Staff Officers

Over the course of the program there have been frequent discussions on the definition of the Staff Officer (there is no official Staff Officer job series). Even senior leadership has different definitions of staff officers, so a recommendation is to provide one definition to alleviate confusion in identifying the target audience, marketing, and delivering future programs. Presently, Doctors of Veterinary Medicine, plant pathologists, agriculturists, manual writers, Specialist Assistants to the Director, secretaries, and regulatory writers have participated in the 2008 program.

Remarks: Majority of target audience participate in trade negotiations with foreign service and international focus, so that is a learning need.

2. Preparing APHIS Team Leaders (PAT)
PAT and SOT should be analyzed and reviewed to ensure clarity of target audience.
Define and identify APHIS Staff Officer's, Team Leaders and Project Managers and;
Conduct an needs assessment for each target.
APHIS should consider developing a "Project Manager and Team Leader" training course to be aligned with the Roadmap.

FAHRM program recognized a training need from participant feedback s and designed the PAT program.

The PAT program manager learned that administrative Officers do appraisals with administrative staff. They supervise whether formally or informally. AOs should be included in FAHRM course. It might require an additional analysis of their job.

PAT program manager would like to research other learning methodologies for the PAT program, i.e.. Shadowing & rotational assignments, TDYs. PAT program manager explained that there is a difference in the PAT target audience and the curriculum. First, the PAT program is for Team Leads, Project Managers, and Administrative Officers. Project Managers should be included, because not all Project Managers have the opportunity to attend SOT. Also, SOT is mainly focused on the HQ Staff Officers.

3. New Supervisor Seminar
Observation:
In our opinion there is a fundamental difference between supervisory training and leadership development. Currently FAHRM addresses limited skills based topics and NSS addresses limited leadership development based topics. It is our opinion APHIS should offer supervisors comprehensive skills training and leadership development concurrently based on individual needs of the supervisor.

Overall recommendations:
NSS should no longer be offered as a stand alone course.

NSS should be integrated into a larger Supervisory Program

NSS modules could be offered to supervisors using a catalog format or vignettes, which is similar to academia's offerings. This could also appeal to younger generations in the workforce. In addition, new supervisors would be able to take courses based on their individual development needs.

Mentoring could be used in the NSS. It is our opinion an APHIS new supervisor would benefit most from a mentoring relationship Coaching Services are offered in the L21 program.
See APHIS Supervisory Program recommendation (See attached)

4. Fundamentals of APHIS Human Resource Management
Observation:
In our opinion there is a fundamental difference between supervisory training and leadership development. Currently FAHRM addresses limited skills based topics and other programs address limited leadership development based topics. It is our opinion APHIS should offer supervisors comprehensive skills training and leadership development concurrently based on individual needs of the supervisor.

Overall recommendations:
Identify the skills and behaviors of all (continuum) supervisors

FAHRM should no longer be offered as a stand alone course.

FAHRM should be integrated into a larger Supervisory Program

FAHRM modules could be offered to supervisors using a catalog format or vignettes, which is similar to academia's offerings. This could also appeal to younger generations in the workforce. In addition, experienced supervisors would be able to take courses based on their individual development needs.

Criteria 1, Question 3.
Program Objectives: Technical Creditability, Please provide examples on how the FAHRM course addresses/aligns with that competency

Departmental Regulation on Performance Management (4040-430) provides the training requirements for probationary supervisors; specifically they must be competent in HR areas, i.e. position management, classification, staffing, recruitment, performance management, and pay and leave. These areas are introduced in FAHRM's 40-hour Blended Learning Course and supervisors have the opportunity to enhance their knowledge, skills, and abilities. The instructor-led course focuses on the Performance Management system/cycle: planning, monitoring, developing, evaluating, recognizing & rewarding, and addressing unacceptable performance.

In addition, OPM emphasizes business acumen and leading people competencies, (ECQs), and technical skills-performance plans aligned with mission. Presently, the ECQs are deemphasized at APHIS, because it is geared towards SES and the competencies are confusing at the all employee level.

Additional individual development in a specific technical area is the responsibility of each participant.

Criteria 2, Question 3B.
Cost Effectiveness: Use of Federal/State Facilities, Was there cost analysis completed for FAHRM programs (2005-2008)? If so, please provide us with cost analysis

The program manager took over the FAHRM course in 1995. Initially, the course was 8 a.m. – 5 p.m. and provided too much information. Betsy utilized innovative technology and initiated web seminars, so there was less information in the classroom and a variety of delivery methodologies were offered in the course.

Although there was no cost analysis done, the selection of the course location was based on division of time zones. Each course was offered in a variety of geographic areas and it was arranged, so it would encourage maximum participation. If SMEs were out of Minneapolis, the course would be offered in the local area. Also, the course was conducted in Riverdale.

Please provide us with information on the FAHRM's blended learning approach? How long has the program been using blended learning? In 1999-blended learning included the following web seminars: HR Workplace Violence Prevention and Response Training, Conflict Management, and Safety, Health Welfare. Now the blended learning courses are in Aglearn. The following courses are assigned to the probationary supervisors' learning plan prior to the 40-hour course: Position Management and Classification, Staffing, Recruitment, and Hiring, Writing Multi level Performance Plans, Policies for Pay, Leave, and Tours of Duty, Workplace Violence Prevention and Response Training. The 40-hour instructor led course focuses on the Performance Management system.

Criteria 3, Question 3A.
Was there collaboration with the training community in the design, development and delivery?

Yes and no, the program manager did contact PDC and PDS. She received feedback from APHIS Training & Development Branch colleagues who represented each program area and I made revisions based on their feedback. In addition, she had met with Betty (PPQ) to discuss the FAHRM curricula.

Criteria 4, Question 3.
Does the FAHRM program link to the Roadmap/Succession Planning, USDA directive 4040 and APHIS 4315?

FAHRM links to the 5 competencies of the Roadmap and it aligns with Departmental Regulation on Performance Management (4040-430). Due to the length of the course, it does not provide practical application for the participants. The purpose of the course is to provide probationary supervisors with an overview. The training course does underscore the Administrator's vision. Do supervisors get trained on succession planning/workforce planning? The course only raises their awareness.

Criteria 8, Question 3F.
Do you have any analysis of the Level 1 evaluations from 2005-2008 FAHRM programs? An analysis report was not a part of our process-our supervisor only required the copulation/raw data.

What type of Level II evaluation was completed for FAHRM?

2 years of level II (2006, 2007, and 2008)

Program Manager Recommendations

FAHRM is somewhat of an awareness course to assist new supervisors in understanding the topic areas, but not practical application. With a limited amount of instruction time (40-hours) you can not do honor to the topics. In the future, there are other areas/components that need to have depth, because presently the course focuses on breath, i.e. Performance Management System. The overview of the Performance Management System should be a course on Aglearn and the 40-hour FAHRM course should focus on the practical application.

In regards to the APHIS Leadership Roadmap, the program manager thought FAHRM needs to underscore the previous competencies. All lower competencies should not be taken for granted and assumed that new supervisors already possesses these skills, i.e. Self-Awareness and Self Management, so these skills should be focused and/or highlighted during the FAHRM course. In addition, we should offer Financial

Management and Project Management for supervisors. Depending on their program and/or responsibility, i.e. Labor Relations. (PPQ and VS supervisors need to have Labor Relations).

We should not focus on just competencies below and above the supervisor level, because there is a possibility that a supervisor might have a skill gap in a particular area, so program(s)/course(s) could meet their specific training needs. We should offer 3 – 4 day courses. Also, tie/link FAHRM course to international services, because increasingly supervisors have to work in a global environment.

Leveraging Diversity competency-I would like to see Conflict Dynamics Profile used in the FAHRM course. The course could use a better assessment tool. FAHRM needs to be linked with a Mentoring Program; new supervisors should be assigned a mentor.
A probationary supervisor should be able to manage people in managing conflict and how supervisors manage their own conflict. Currently, we address conflict management in the Myers Briggs module. We should look into introducing the certification-CDP. Her recommendation is based on her intuition and on a compilation of Level 1 evaluations feedback

The checklist could be a part of their continual learning in their performance element

FAHRM should be 80-hours of learning. There should be a portion which addresses the experiential learning and links the blended into the classroom.

1st week-increasing their cognitive level
2nd week-applying-performance based, which could impact their affective level and including Emotional Intelligence.

Should there be any prerequisites for FAHRM? We already have Aglearn courses assigned to them prior to them coming to FAHRM.

Additional Note: Continue to offer training courses in Spanish. I did FAHRM training Mexico & taken some of modules to meet IS needs.

See APHIS Supervisory Program recommendation (See attached)

5. Experienced Supervisor Seminar
Observation:
In our opinion there is a fundamental difference between supervisory training and leadership development. Currently FAHRM addresses limited skills based topics and ESS addresses limited leadership development based topics. It is our opinion APHIS should offer supervisors comprehensive skills training and leadership development concurrently based on individual needs of the experienced supervisor.

Overall recommendations:

Identify the skills and behaviors of the experienced supervisors (learner analysis)

ESS should no longer be offered as a stand alone course.

ESS should be integrated into a larger Supervisory Program

ESS modules could be offered to supervisors using a catalog format or vignettes, which is similar to academia's offerings. This could also appeal to younger generations in the workforce. In addition, experienced supervisors would be able to take courses based on their individual development needs.

Coaching should be used in the ESS. It is our opinion an APHIS experienced supervisors would benefit most from a coaching relationship.
See APHIS Supervisory Program recommendation (See attached)

APHIS International Training Program (AITP)
Advancing Leader Program (ALP – Track I)
Leadership Development Program (LDP – Track II)
Leading in the 21st Century (L-21)
BRS' Management Development Program (BRS MDP)

Combine L-21, BRS-MDP, Track I and Track II programs into 2 APHIS-level programs with levels for each to be determined after further investigation (possibly GS 7 - new GS11, high performing GS11 - GS13). More closely investigate the content of AITP to see how in could be incorporated, such as offering program-unique components repeatedly for all leadership participants in other courses, thereby training more APHIS employees in intercultural skills for the same level of contractor costs.

In the merging efforts, investigate closely the content of each of leadership courses. Need to examine course materials/binders more closely in that effort. Retain the best practices currently used in the suite of courses and assess if others should be introduced. Assess unique program needs and design a way those needs can be met in a cost-efficient manner possibly as optional modules. Ensure the content of the training uses a variety of leadership practitioners and subject matter experts and is performance based in the design and the development of the training. All competency development in the suite of leadership programs need to be at the appropriate employee level and introduce competencies at the next level based on the Roadmap.

Establish criteria for the Training community when contracting out is acceptable and provide consistent language on Statement of Works on documentation of programs to meet the sound instructional design criterion is met.

Develop an APHIS Leadership Development Strategy to address the approach used to implement and evaluate future programs which should be based on Agency standards, expectations, and indicators. Develop an APHIS succession plan to ensure the leadership programs are developing the competencies for the targeted leadership positions (should be the consistent with the Radome) with the adequate numbers of participants.

Have program unit specific programs deliver in current fashion for FY09-- develop agreements between Training communities for resource requirements in the redesign of an APHIS leadership development program targeted for the following Employee Levels 1, 2, and 3. Assess and develop capacity within APHIS training units for design and delivery of the new programs. Develop an implementation plan for priority settings. Determine a goal for developing internal capacity. Overall is approximately 50% internal right now. Aim at first new program to be launched in October 2009 with 60% internal and increased to 80% internal over the following 2-year period.