



IN REPLY REFER TO:

United States Department of the Interior

NATIONAL PARK SERVICE

1849 C Street, N.W.

Washington, D.C. 20240

NPS LEARNING AND DEVELOPMENT REPORT PUBLISHED

During my confirmation hearing with the US Senate, I included as one of my three key goals preparing the next generation of leaders for the NPS. The 2007 Centennial Initiative Report to the President identified Professional Excellence as a primary theme, and calls for a rededication to the commitment of preparing our current and future NPS leaders. As Director, I believe my goal of preparing new leaders, combined with the Centennial Initiative, will provide an unprecedented opportunity for the Park Service to examine how to strengthen itself to meet the challenges of the next century. A critical element of this work will be to reflect upon and develop new approaches to leadership development in particular and learning and development overall.

In January, 2007, I chartered a Training and Development Steering Committee for the purpose of critically examining how the NPS trains and develops employees. I asked the Steering Committee to make recommendations for improvements based on any findings of the intensive review. The Committee of employees, managers, and subject matter experts from across the NPS worked together for nearly a year, guided closely by the NPS National Leadership Council (NLC), to identify strengths and opportunities within our Training and Development programs.

The work of this committee culminated in January of 2008, with results and findings submitted to me and members of the NLC as the draft "Learning and Development Report." In May, 2008, we signed off on this report and its recommendations for implementing improvements in our professional development arena. The Report is provided here [<http://inside.nps.gov/waso/waso.cfm?prg=63&lv=2>] for your review, in its entirety. Among the highlights of its recommendation are:

- Assuring that all employees have equal access to NPS training and developmental opportunities, based on renewed emphasis on comprehensively assessing training needs and establishing Individual Development Plans for all who want them;
- Reformulation of our scattered leadership development efforts into a national Leadership Development Program that will develop leadership and supervisory competencies Servicewide through a coherent and systematic curriculum of courses and programs ranging from aspiring leaders to the continued development of our experienced managers, supplemented with mentoring, coaching, and developmental work assignments;

- Additional focus on distance learning to bring the training to employees rather than employees to the training;
- A Train-the-Trainer curriculum and certification process to assure that our in-house instructors, where used, are fully trained themselves in how to effectively deliver training to others; and
- Acknowledgement of the need for renewed communication and collaboration among W ASO, Regions, program offices, and parks in the learning and development arena to make our efforts most effective for the benefit of our employees.

There are numerous additional findings and recommendations in the report. In total, they address concerns that the workforce brought to the NPS leadership's attention through your responses to the 2006 Federal Human Capital Survey, as well as other feedback provided throughout recent years. As stakeholders in this plan, it is essential that you are kept informed of our commitment to your professional development needs. As our organization approaches this significant milestone of 100 years of successful service, I want to ensure that our leaders are well-prepared to help make the National Park Service one of the top 10 places to work in the Federal Government.

A handwritten signature in black ink that reads "Mary A. Bomar". The signature is written in a cursive, flowing style.

Mary A. Bomar
Director



LEARNING & DEVELOPMENT REPORT

TO THE

National Leadership Council

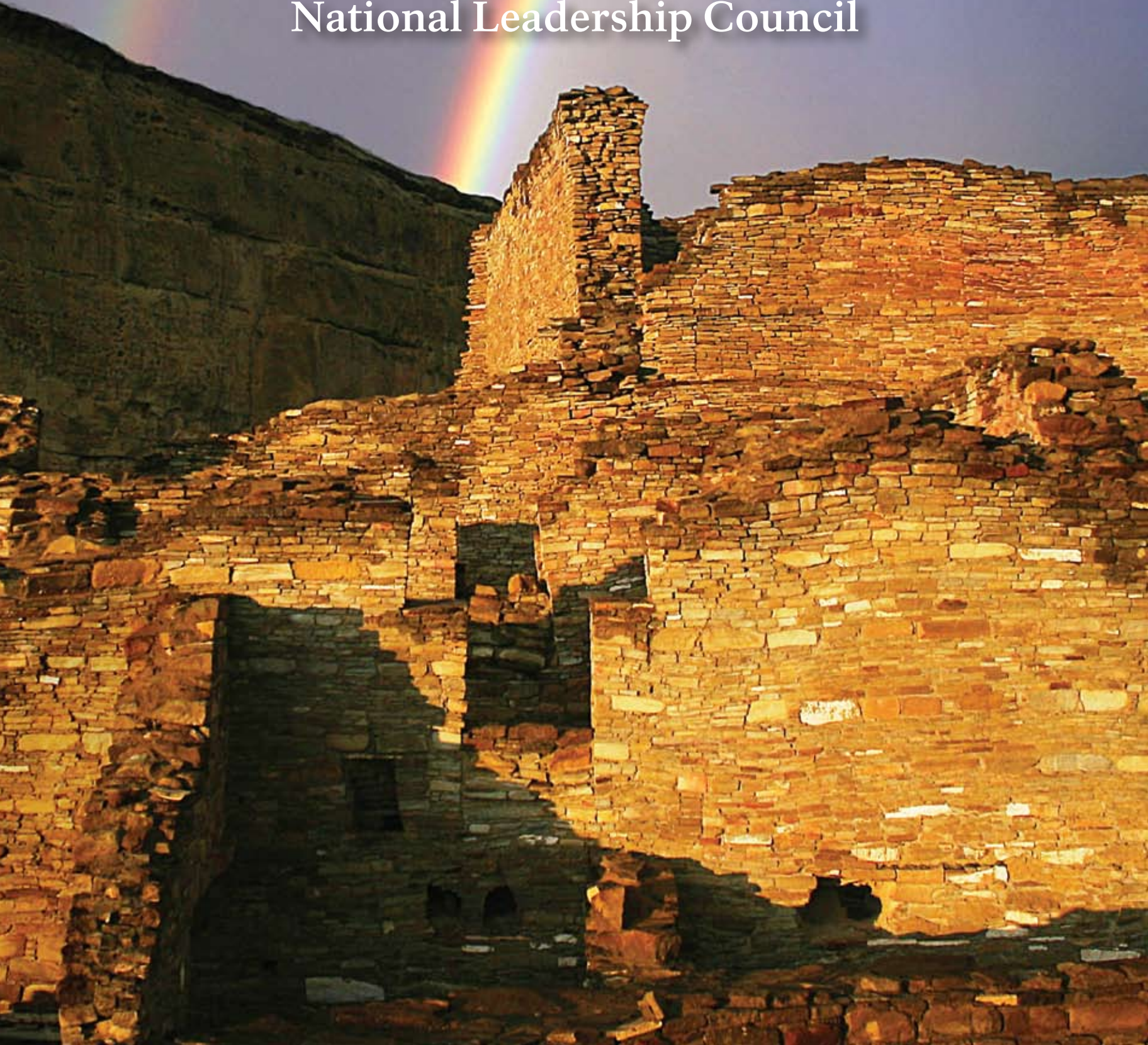


Table of Contents

Steering Committee 2

Executive Summary 4

Organizational Collaboration and Accountability: *A Holistic View of Learning and Employee Development* 7

Learning and Development: A Framework
Proposed NPS Learning and Development Program Model 11

Steering Committee Recommendations 12

SERVICEWIDE LEARNING AND DEVELOPMENT PROGRAMS

- NPS Fundamentals Training Program [TAB 1] 15
- Career Field Foundations Academy [TAB 2] 17

- NPS Leadership Development 20
 - First 80 Hours of Supervision Training [TAB 3]. 20
 - Emerging Leaders Academy (GS 7-12 and WG/WS equivalent) [TAB 4]. 22
 - NPS Leadership Academy (GS 13, 14 & 15 and WS equivalent) [TAB 5]. 24
 - New Superintendents Academy [TAB 6] 26

- Instructor Training and Certification [TAB 7] 28
- Mather Distance Learning Center [TAB 8] 30
- Formal Relationships with Academic Institutions [TAB 9] 33

- NPS Training Facilities 36
- Structures for Increased Communication and Collaboration 41
- Immediate Recommendations for Implementation 43

APPENDIX

Steering Committee’s Preferred Alternative

STEERING COMMITTEE

National Leadership Council Representative

Ernie Quintana Regional Director, MWR

Co-Leads

Jerry Simpson Assistant Director, Workforce Management, WASO
Chrysandra Walter Deputy Regional Director, NER

Members

Betty Boyko Superintendent, Fort Scott National Historic Site
Bob Hickman Superintendent, Prince William Forest Park
Cam Sholly Deputy Associate Director, Visitor & Resource Protection
Colleen Osborne Human Resources Specialist, Intermountain Region
Constantine Dillon Superintendent, Indiana Dunes National Lakeshore (formerly, Supt. HOAL)
George Price Superintendent, Cape Cod National Seashore
Jerry Mitchell Chief, Biological Resources Division, WASO
Jill Hawk Chief Ranger, Northeast Region
Kimberlee Suber Employee Development Officer, Southeast Region
Mike Doherty Facility Management Specialist, National Capital Region
Rick Lemon Director, National Conservation Training Center, USFWS
Robyn Burch Administrative Officer, Yukon-Charley Rivers National Preserve, Gates of the Arctic National Park and Preserve
Rory Westberg Deputy Director, Pacific West Region
Stan Austin Deputy Superintendent, Rocky Mountain National Park
Steve Shackleton Chief Ranger, Yosemite National Park

Staff Support

Sam Fontaine Chief, Organizational Development Branch, WASO T&D
Rich Turk Technical Expert for Value Analysis, WASO
Linda Wright Organization Consultant, Organizational Development Branch, WASO T&D
John Arata Training Manager, Administration, Business Practices, and Concessions Management
Steve Hastings Training Manager, Facilities Management, WASO T&D
Maia Browning Training Manager, Universal Competencies, WASO T&D
Sandy Taylor Training Manager, Supervision, Management and Leadership WASO, T&D
Jeri Hall Training Manager, Natural Resources, WASO T&D
Marcia Schramm Human Resources Specialist, WASO
Dave Dahlen Superintendent, Mather Training Center
David Larsen Training Manager, Interpretation, WASO T&D
Pam Koenig Acting Superintendent, Albright Training Center (Training Manager, Cultural Resources, WASO T&D)
Peggy Sandretzky Training Manager and Liaison, National Conservation Training Center, USFWS
Wendy Boston Secretary, WASO T&D

Consultants/Contractors

Carolyn Davidson Carolyn Davidson and Associates
Sophie Parker Carolyn Davidson and Associates
Sheila Burton Computer Consultant, Contractor, WASO, Human Resources Franchise (Denver)
Joanne Blacoe Acting Assistant Regional Director, Communications, NER
Ron Thomson Writer/Editor, Compass, Whittier, CA
Joan Ross Graphic Specialist, Lowell, MA
Jim Higgins Photographic Specialist, Lowell, MA



LEARNING & DEVELOPMENT REPORT TO THE National Leadership Council

Submitted and Recommended by:


Jerry W. Simpson, Co-Chair


Ernest Quintana, Co-Chair

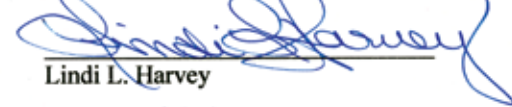
APPROVED:


Mary A. Bomar


Mary Foley (Acting)


Daniel Wenk


Victor Knox (Acting)


Lindi L. Harvey


Michael D. Snyder

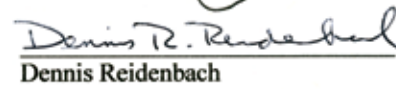

Sue E. Masica


Ernest Quintana


Karen Taylor-Goodrich


Joe Lawler


Christopher K. Jarvi


Dennis Reidenbach


Janet Snyder Matthews


Jonathan B. Jarvis


Stephen Whitesell


David Vela


Bruce Sheaffer



Executive Summary

As the National Park Service prepares to celebrate its 100th anniversary in 2016, it needs well-trained men and women fully capable of implementing the vision described in “The Future of America’s National Parks,” the Secretary of the Interior’s 2007 report to President Bush. It needs employees with the skills and motivation to transform this report’s goals into reality.

The demographics of the current NPS workforce, however, with many seasoned employees nearing retirement, combined with the sobering results of recent employee surveys, indicate that the NPS must immediately and aggressively pursue and sustain leadership and development opportunities for all employees at all levels. With little recent overall guidance for employee learning and development, with declining support, no cohesive national training process, collection of data, or defined responsibilities, it is not surprising that the NPS ranks at the bottom of Department of the Interior bureaus as a good place to work (the NPS also ranks 203 out of 222 government agencies in employee perceptions of training and development). Fewer than half of the NPS employees surveyed in 2006 felt the skill level of their work unit improved in the previous year. Fewer than 30% felt NPS leaders generated high motivation and commitment. More employees had a negative than positive outlook on job opportunity.

In response to existing conditions, NPS Director Mary Bomar created the Training and Development Steering Committee and asked members to take a comprehensive look at how the NPS trains and develops employees.

Concurrently, the Secretary of the Interior’s report to President Bush established clear goals, including several related to professional excellence. By 2016, for example, the NPS will be one of the top 10 places to work in America. Its workforce will reflect U. S. diversity, and employee satisfaction will top federal agencies. Park managers, thanks to a structured professional development curriculum, will demonstrate superior leadership skills.

Director Bomar not only endorses these goals but also is committed to taking them a step farther. As the NPS turns 100, the next generation of leaders will be fully prepared to lead, to engage the American people with their parks, and to meet the challenges of the 21st century by increasing agency capacity, particularly via additional funding. Thanks to the committee that Director Bomar appointed, the NPS has developed its own vision designed to make the NPS the emulated leader in workforce management and development. In order to sustain the NPS in changing times, the core values and cultural strengths that sustain the NPS will be instilled in every employee.

To achieve the director’s goals, the NPS will create a transparent, measurable human resources development strategy that links organizational goals to succession planning and employee development. A key objective of the human resources development strategy is to achieve a culture shift



within the NPS to focus on the employee and the relationship between employee and line supervisor. Development of the next generation of leaders will emphasize supervisory accountability for providing an organizational environment that values lifelong learning and uses good performance communication to identify employee individual development needs. To succeed in attracting and retaining talent for the future, NPS leaders must create and maintain a climate that shows our employees that the NPS values their contributions and through meaningful individual development plans (IDPs) will assure opportunities for employees to grow and develop to meet both the needs of the Service and their own personal career goals.

In the future, a cohesive, integrated, and comprehensive servicewide, content-driven curriculum will be available to all employees via topflight delivery systems. The NPS will support employee career development, evident in the allocation of NPS resources, and empower employees to look for leadership opportunities at all levels.

In order to reach these desired future conditions, the NPS intends to make specific commitments including:

- Creation of a National Leadership Development Program that is funded nationally and delivered, to the maximum extent possible, consistently and equitably to employees across all regions and parks, so that supervision, management, and leadership competencies are developed holistically to meet the leadership and succession needs of the entire NPS. Key programs of a centrally funded National Leadership Development Program will include 80 hours of first-line supervisory training, academies for experienced leaders, emerging leaders, and new superintendents as well as advanced degree and university programs and Senior Executive Training.
- Creation of a Leadership Development Advisory Council to provide guidance to a new National Leadership Development Program.
- Fully funded NPS Fundamentals training for all new permanent employees.
- Re-titling the Training and Employee Development Division to become the Learning and Development Division.
- A Career Field Training Program with seven tracks for natural resources, cultural resources, protection rangers, interpretive rangers, administrators, facility managers, and specialty professions.
- Professional GS-13 learning and development officers in WASO and each region.
- A Training and Development Workgroup to coordinate and advise the WASO Learning and Development Division on the development of training plus Memoranda of Understanding (MOU) with allied universities.
- A center for distance learning at Mather Training Center, a prototype for DOI.
- A Director's Order/Reference Manual for the training and development of NPS employees, a fully functioning learning management system capable of developing individual development plans (IDPs), compiling needs assessments, and recording course data plus a web-based NPS training e-catalog of courses.



- Orientation packages for new employees, partners, concessionaires, and volunteers.
- An NPS Organizational Development capability to help NPS managers understand and more proactively manage how parks, regions, and programs function as groups.
- Communities of Practices (COP) established and supported among the disciplines and program areas, including dedicated web pages or on-line chat rooms.
- A certification program and a strategy to coordinate and deliver specialty train-the-trainer instruction ensuring professional field training.

This renewed commitment to professional excellence will preserve the passion so evident in the NPS workforce during its first 100 years. Rather than rest on the laurels of the past, the Centennial Initiative, along with this new vision of employee development, challenge the NPS collectively and each employee individually to demonstrate the management excellence and unrivaled stewardship worthy of the national treasures entrusted to their care.





Organizational Collaboration and Accountability

A HOLISTIC VIEW OF LEARNING AND EMPLOYEE DEVELOPMENT

The mediocre teacher tells
The good teacher explains
The superior teacher demonstrates
The GREAT TEACHER INSPIRES
— William Arthur Ward

During World War II citizens of the United States of America came together to achieve the most demanding of goals. By working for the war effort in ways and to a degree that is remembered still, they forged a common bond. To ensure the greatest good for the country and for the economy, they made countless personal sacrifices.

Today the National Park Service as an organization sits near the bottom of federal agencies in many areas of employee satisfaction, including training and development. If this is to change, all NPS leaders and employees must come together to regain the stature that the NPS once held among its employees and across the federal government.

While equating the National Park Service's challenge to the national effort required to win World War II would be presumptuous, the ideal of collaboration of the highest order is directly on point. The NPS is in a position to begin inspiring its employees to learn and return the organization to its rightful place as one of the best employers in the federal government. While developing a preferred alternative, Training and Development Comprehensive Review Steering Committee members found that common themes for success were **collaboration, communication, and accountability** at all levels of the organization.

The alternative they recommend in this report reflects an organization committed to providing its employees with the widest range of opportunities for professional growth and development. In this alternative, each employee, supervisor, and leader at every level of the organization has responsibilities. To achieve success and meet the challenges of the 21st century, NPS employees must work together to strengthen internal collaboration, communication, and accountability. To implement this holistic view of learning and employee development, the NPS needs the bold vision described in this report.



DESIRED FUTURE CONDITIONS

The Training and Development Steering Committee appointed by Director Bomar began their work by developing a vision for NPS learning and development.

In the future . . .

- The NPS will be the emulated leader in workforce management and development throughout the entire career life cycle, in federal government and in the global conservation movement.
- The Learning and Development Division, as a key component of NPS workforce management, will be a strategic partner in accomplishing agency goals.
- The core values and cultural strengths that sustain the NPS through changing times will be instilled in every employee, ensuring an agency that thrives and grows with each future generation.

STRATEGIES FOR ACHIEVING THIS DESIRED FUTURE

- The NPS will have a clear human resource development strategy that links organizational goals to succession planning and employee development. Systems will reinforce values and exemplary leadership practices.
- A cohesive, integrated, and comprehensive servicewide curriculum, including cross-divisional and leadership training, will be available to all employees.
- Curriculum will be content-driven and use topflight delivery systems, including distance learning technologies and facilities, to enable state-of-the-art training and development experiences.
- NPS employees will be empowered to look for and engage in leadership opportunities.
- The NPS will support employee career development as evidenced by regular needs assessments, IDPs, access to mentoring, and other instruments.
- Transparent processes will ensure visibility, accessibility, and continued support for training. Measurable as well as intangible results of training will be documented for purposes of accountability and continuous improvement in learning transfer.
- The allocation of NPS resources to training will reflect a strong organizational commitment to employee development. Employees will avail themselves of resources—internal and external, formal and informal, technical and academic—to reach competency goals. Leverage of special emphasis programs (e.g., Centennial Initiative) and non-federal sources will be standard practice.

ANTICIPATED OUTCOMES

- Exceptional training and development opportunities will inspire outstanding individual and agency performance that achieves the NPS mission within a changing environment.
- The core values and cultural strengths that sustain the NPS through changes will be instilled in all new employees within their first two years.



- The expertise of the learning and development community will be recognized and sought by internal and external stakeholders. An integrated training program will thrive within a service-wide organizational framework that is clear and that makes the most of time, talent, and funding. The system will ensure high quality training that is vetted by professional training staff.
- Equal opportunity to attend training, regardless of career field or grade, will result in high employee morale and job competence.
- The NPS will develop its workforce and leaders by providing a developmental path for learning and growth.
- NPS employees will embrace lifelong learning as a core organizational value. Supervisors and employees in partnership will support each other and seek their own continuous development. Supervisors will be a key link in creating this culture and will be equipped with the skills and time to play this critical role.

DESIRED FUTURE IS WITHIN REACH

In order to reach its desired future, the NPS intends to invest in its employees by reaffirming its commitment to train and develop them for the future. Bluntly stated, without that commitment the recommendations in this report will fail. With commitment, as outlined below in the steering committee's recommendations (see page 11), the desired future is well within reach, training and development systems will be redefined, and the goals articulated by Director Bomar will be achieved.

Several breakthroughs achieved by the Steering Committee during its deliberations have had a major influence on the recommendations of this report:

- Greater coherence in the design, development, quality of content, and quality of instruction of training and development opportunities within the NPS is highly desirable. Yet while pursuing that coherence through clarifying and focusing responsibility, it does not follow that all training and development needs to be offered and delivered by NPS instructors, at one central location, nor even through only one delivery method. The Steering Committee recognizes the importance of training being delivered as close to the participants and their workplaces as possible within the bounds of reasonable economy of scale. Centralizing responsibility for design and development of a particular training and development program in one organization does not mean that delivery needs to be centralized.
- Good leadership should be exercised by our supervisors and managers, and leadership skills appropriate to their respective responsibilities are critical to their selection and development as supervisors and managers. Leadership is not the sole province of those formally designated as supervisors and managers; in high-performing organizations leadership may come from anyone at any level, in either a formal or informal manner. Leadership Development is appropriate for employees in a wide range of situations and responsibilities, some of whom may aspire to become supervisors and managers and others of whom may never become formal supervisors but who contribute in real ways to moving the organization forward in accomplishing its mission. A common core of leadership concerns, responsibilities, and competencies



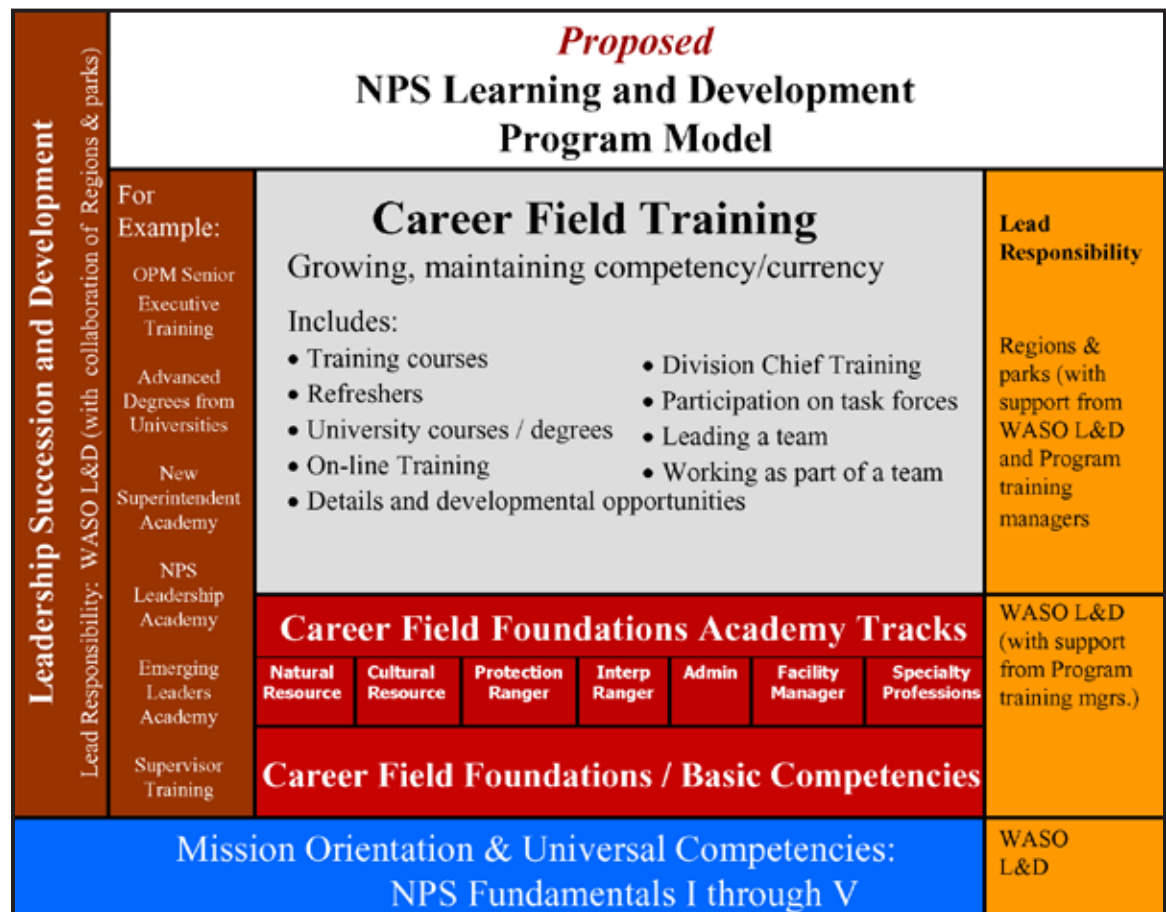
pervades all levels. Leadership Development needs to be provided broadly across the Service and should be seen as a continuum that begins with identifying aspiring future leaders who may be in early stages of their career and continues through skills and competencies development for new supervisors and into continued development and refreshers for experienced and senior managers.

Given that condition, leadership development within the NPS needs to have a national focus in developing and designing specific courses of study and programs so that our current and future leaders are receiving consistent messages and similar developmental experiences no matter which park or office they are working in. This will also give them the opportunity to interact with NPS employees from outside their own region or park. Actual delivery of those courses of study and programs should be dictated by need and be brought to the employees needing the development wherever possible.

- Our Regions need to be equipped to play a stronger and more visible role as the nexus and liaison between training needs, much of which exists out in the parks and first level organizations, and the economies and efficiencies that can be realized through collaboration and sharing of training opportunities. Anticipating continuing intense competition for available resources, provision of training opportunities across the Service must become as efficient as possible, with duplication of courses, and the associated costs of developing/procuring them across regions or programs dramatically curtailed. Regional training and development staff are best situated to serve as a key communication link between parks and WASO—to aggregate and upwardly communicate the needs of the parks and the best ideas that come out of individual park-based efforts while sharing information to parks and identifying synergies and economies that can be exploited across the Service.
- The NPS must have a functioning learning management system (LMS) to achieve required training data collecting and reporting and to support the learning needs of our workforce, e.g., Individual Development Plan creation and training needs aggregation. DOI Learn, the Department of Interior’s mandated LMS, presents opportunities to help knit together the many threads of training activity across the Service but also presents significant implementation and operational challenges within the NPS environment. The NPS needs to mount a serious effort to understand the true nature of issues that are acting as barriers to acceptance and use of the system for all levels of people from employees to supervisors to training coordinators and then deploy the necessary resources to fix or improve anything that is within our NPS control.
- Our choices for organizing within NPS to better provide the world-class learning and development environment envisioned in the future state are not limited to totally decentralized (and chaotic) or centralized (and rigid) structures. Whatever roles and structures are employed to support good communication, collaboration and accountability must build on the strength of our decentralized organizational model.



Learning and Development: A Framework



The model above is a visual depiction of the general roles and responsibilities of the various organizational participants in the NPS training and development function (WASO L&D, Regions, Parks, Programs) that conforms to the narrative description of the Steering Committee’s Preferred Alternative including the Appendices. The Committee recommends the adoption of this model and its accompanying narrative description by the NPS to clarify roles and responsibilities for providing training and development to NPS employees. These are the roles and responsibilities that will be documented in the proposed Director’s Order on Learning and Development. While clarifying the lead roles for various components of the training to be offered to employees, its success depends on renewed commitments to continuous communication and collaboration by all the various participants. This critical communication and collaboration has languished over the years and is not clearly evident today. While lead responsibility clarifies accountability for results and outcomes, collaboration will help to assure relevance and buy in. The several recommended councils (Leadership Development Advisory Council and Employee Development Workgroup) are mechanisms to foster and institutionalize the necessary collaboration and communication.



Steering Committee Recommendations

- In keeping with the proposed overhaul of NPS training and development, and symbolic of entering a new age in workforce development, the WASO Training and Employment Development Division will be re-titled the Learning and Development Division.
- Current NPS leadership development will be overhauled. All NPS sponsored leadership development programs (including those offered by universities, other bureaus, regions, or WASO program areas) will be incorporated into a National Leadership Development Program. All programs will meet required curriculum components and competencies based on the Senior Executive Service Executive Core Qualifications and will emphasize development of leaders who take an active role in assuring the success of their employees. The Learning and Development Division will be assigned lead responsibility for this nationwide program.
- A Leadership Development Advisory Council will provide guidance to the Learning and Development Division regarding the new National Leadership Development Program. The council will include the deputy regional directors, several deputy associate directors, a representative associate regional director for administration, a senior park manager, and the chief of Learning and Development.
- Key programs of the centrally funding National Leadership Development Program will include First 80 Hours of Supervision Training, Emerging Leaders Academy, NPS Leadership Academy (including regional and WASO program offerings), New Superintendents Academy, advanced degree and university programs, and Senior Executive Training.
- On a rotating basis each member of the NLC will present at one or more of the leadership academies and a member of the NLC will be assigned as the primary sponsor for each academy class.
- An enhanced Career Field Basics Training Program will be offered in the major disciplines and career fields of the NPS. Key program elements include Natural Resources, Cultural Resources, Protection Ranger, Interpretive Ranger, Administration and Business Practices, Facility Manager, and Specialty Professions.
- The Career Field Basics Training Program will include a variety of training courses, refreshers, mentorships, university courses and degree programs, on-line training, details and other developmental opportunities, training for career field division chiefs, participation on task forces, and leading and/or working on a team. This will assure that employees in a career field acquire the basic competencies required for performance in that career field.

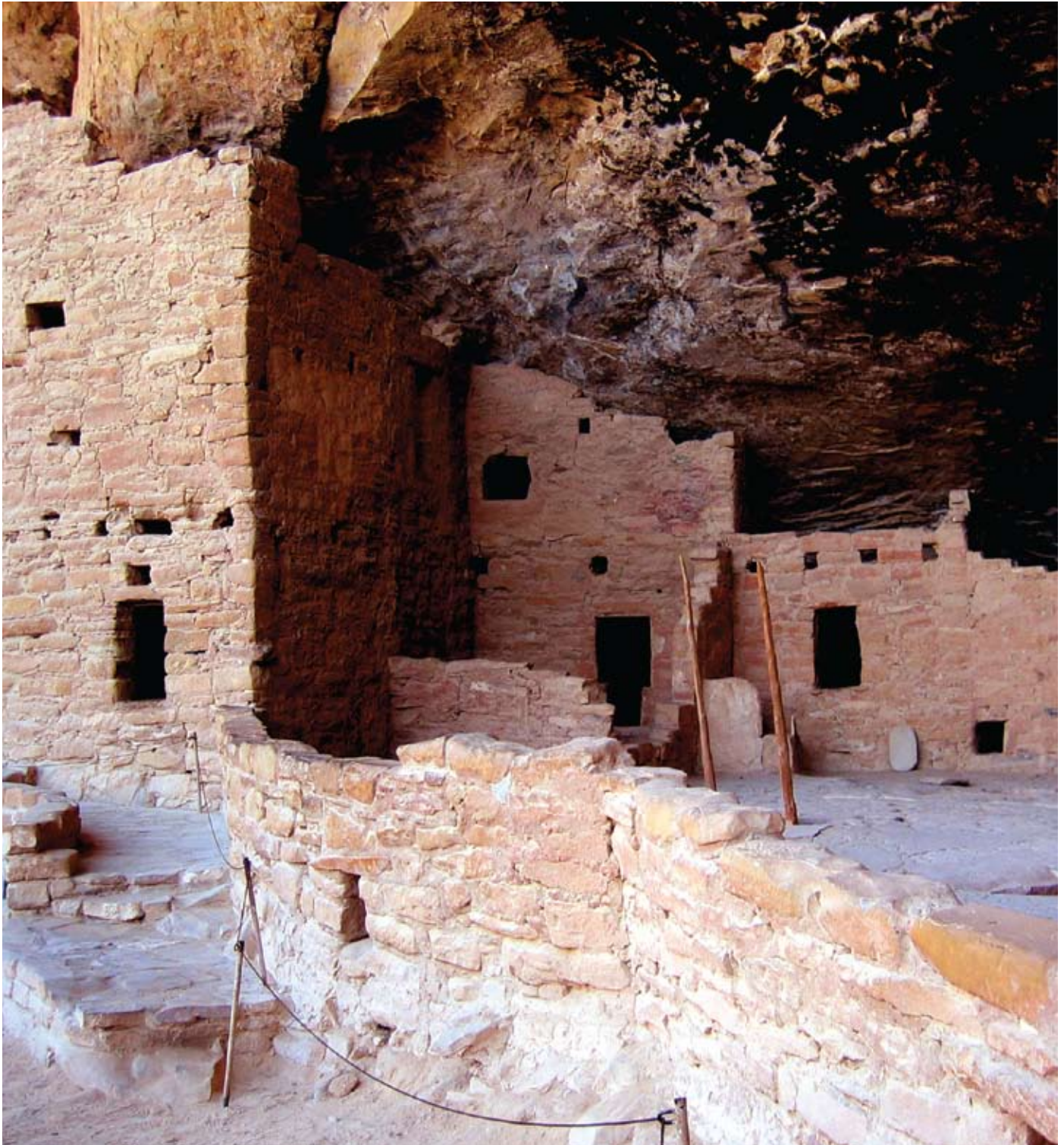


- NPS Fundamentals will be fully funded and required of all new permanent employees. All new term employees will be encouraged to attend as well.
- The Washington Office and each region will employ a full-time professional GS-13 learning and development officer who will coordinate the training provided in their area with WASO's Division of Learning and Development. These positions would be centrally funded and in those instances where positions do not currently exist, funding to create new positions will be requested through the appropriation process.
- A Training and Development Workgroup comprised of the learning and development officers (both in WASO and the regions) will coordinate and advise the WASO Learning and Development Division on the development and delivery of training in both the career fields training and national leadership development programs.
- A committee/roundtable of WASO L&D training center superintendents and WASO and non-WASO managers of training facilities will enhance cooperation, standards, and efficiency across the training and learning landscape within NPS. Chaired by the Chief of Learning and Development, this will reduce confusion and clarify respective roles in the overall range of training and development available to the NPS workforce and its cooperators.
- Over the next two years, the Learning and Development Division will coordinate establishment of MOUs with allied universities. These MOUs will be designed to promote NPS research and learning programs that, in turn, will provide employees with the forward-thinking, scientific management background necessary for current and emerging challenges on a global scale.
- The Mather Training Center will become a center for distance learning, fully developing NPS capabilities for on-line and other distance learning programs. Mather staff will work with the National Conservation Training Center (NCTC), only 15 miles away, to continue to make the most efficient use of both NPS and USFW-NCTC satellite delivery systems.
- A Director's Order/Reference Manual will be written for the training and development of NPS employees.
- The NPS will take proactive steps to fully implement a functional Learning Management System and provide support to take full advantage of its capacity to develop IDPs, compiling needs assessments, and recording course data and other OPM data gathering requirements from the bureaus.
- The NPS will maintain a web-based flexible training e-catalog that can be revised and updated continually with appropriate lists of courses offered by the Learning and Development Division, regions, parks, and program areas.
- The NPS will have a catalog/repository of curricula and a suggested roster of trainers so that regions, parks, and programs can offer or develop courses of consistent content and quality locally, certified by the Learning and Development Division.
- All parks will be required to develop an orientation package for new employees, partners, concessionaires, and volunteers. WASO Learning and Development Division will create down-

loadable information on the NPS that can be combined with local information about the park or office.

- A career guidance and opportunity handbook will be developed for every career field to help guide employee development and career planning.
- The NPS will develop an NPS Organizational Development capability that will include six professional experts in the field of organizational development. These specialists will work with NPS leaders and managers to understand and assess how parks, regions, and programs function as groups, identify what group processes can help employees work together, and assess group impacts on organizational performance and productivity. This program will help leaders and managers learn to enhance teamwork and understand how to accept change and learn from it. It also will lead and facilitate processes that address organizational culture, change management, and conflict management.
- WASO Learning and Development will facilitate the development of Communities of Practice (COP) among the disciplines and program areas. Communities of Practice (COPs) are groups of people in organizations that form to share what they know, to learn from one another regarding some aspects of their work and to provide a social context for that work. Although the term Community of Practice is new, COPs are not. Learning and Development will help COPs use conference calls, NPS TEL services, community web pages and on-line chat rooms, informal networking, and mentoring to improve and strengthen specific disciplines by applying professional standards recognized in each program area.
- The National Park Service will continue to expand access to NPS-developed learning for the general public through ParkTraining.org and other programs. ParkTraining.org., initiated by the Albright Training Center and the Eppley Institute in 2006, currently contains training in NPS Mission and History and in Interpretation. Through this program the NPS can greatly increase its community outreach and improve public engagement. The program would be administered through the Mather Training Center distance learning program in collaboration with partners.
- NPS will develop a certification program and coordinate and deliver specialty train-the-trainer courses (both on-line and in the classroom) to ensure that field training is presented in a professional manner and held to a high standard. The Learning and Development Division will develop standards and criteria for a “tiered” NPS Instructor Certification Course. For example, to deliver ad-hoc training, like *6 Minutes for Safety* or tailgate sessions, no training would be required. But for lengthy and complex sessions, training certification requirements will increase.

NPS Fundamentals Training Program





NPS FUNDAMENTALS TRAINING PROGRAM

NPS Fundamentals is a five-part course of study designed to deliver eight Universal Competencies: mission comprehension, agency orientation, resource stewardship, fundamental values (safety, ethics, accessibility, diversity, health and fitness), NPS operations, communication skills, problem-solving skills, and individual development and planning (career and retirement planning). The curriculum has been developed in collaboration with the Eppley Institute for Parks and Public Lands, Indiana University, which supports the three eCourses in the curriculum. Eppley also provides independent, third-party evaluation and Return on Investment (ROI) data on the program. Continuing education units are awarded for each course.

The five courses are: NPS Mission & History: NPS Fundamentals I; Introduction to NPS Operations: NPS Fundamentals II; NPS Career Management & Retirement Planning: NPS Fundamentals III; Managing Worklife in the NPS: NPS Fundamentals IV; and Building Trust, Teams, and Leaders: NPS Fundamentals V.

Need: The NPS hires approximately 700 new employees annually and has never been fully funded to deliver its program to all employees eligible to attend. The report to the director on the results of the 2006 Federal Human Capital Survey recommended fully funding NPS Fundamentals as a core training program. The NLC agreed with that recommendation and directed that this item be incorporated into the comprehensive review of training and development that it commissioned earlier this year. NPS success hinges on universal employee understanding of the mission of the NPS, and the Fundamentals Training Program communicates both that mission and associated values.

Targeted Audiences: New employees in their first or second year of permanent employment. Fundamentals should be mandatory for all permanent employees. Term and SCEP employees are accepted. Experienced employees are accepted if space is available.

Approximate Length of Study: Two years to complete the full program. Ideally employees complete NPS Fundamentals I & II in the first year and NPS Fundamentals III – V in the second year.

Training Methods: NPS Fundamentals I, III, and IV are eCourses, with a supplementary TELNET module on retirement planning. NPS Fundamentals II is a 64-hour classroom course, with field trip, held at Albright Training Center. Participants reconvene at the Mather Training Center to attend NPS Fundamentals V, a 40-hour classroom course.

Management and Oversight: The training manager for Universal Competencies, with oversight by the superintendent of Albright Training Center, will manage Fundamentals.

Connections to Other Goals, Initiatives, and Programs: NPS Fundamentals provides the foundation for career-long Universal Competencies training at the developmental and full performance levels.

Career Field Foundations Academy

- **Natural Resource Academy**
- **Cultural Resource Academy**
- **Protection Ranger Academy**
- **Interpretation and Education Academy**
- **Administration and Business Practices Academy**
- **Facility Managers Academy**
- **Specialty Professions Academy**



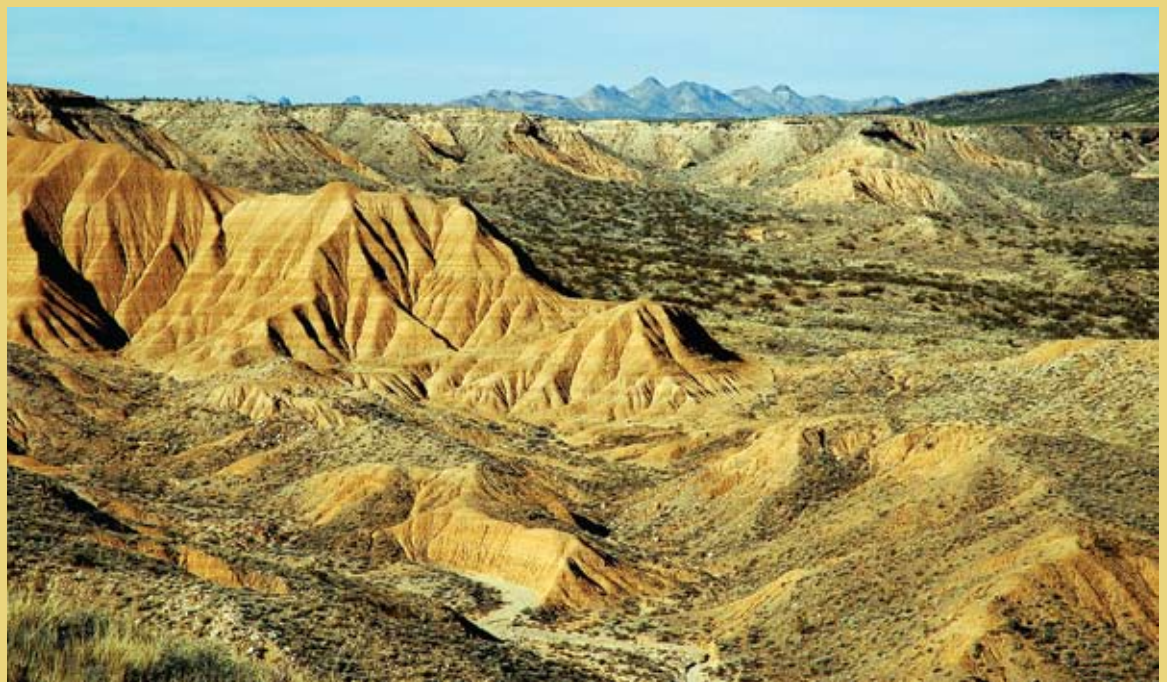


CAREER FIELD FOUNDATIONS ACADEMY

To bridge a current gap between the training in universal competencies that is provided via NPS Fundamentals and the full performance of employees in their respective career fields, and to assure that equal access and consistent content occurs across regions, parks, and programs in career field competencies development, the NPS will refocus its efforts in career field training and development to establish 7 Career Field tracks to provide employees across the Service with basic competencies in their respective career field. These Career Field tracks provide employees early in their careers with NPS (during the 2nd and 3rd years of service, or subsequent to a career field change within NPS) the training and development in the career field basics required to perform acceptably and to progress in their job. The Academy will utilize a variety of learning modes (classroom training, on-line or computer-based learning, mentoring) to equip employees with career field basics that are common to the career field across the National Park Service.

Following is a draft description of one track, Cultural Resources, provided for illustration purposes only (see example, page 18). Full development of the curriculum and content of each track will be developed in close coordination with practitioners and representatives of the respective career field, taking full advantages of coursework and learning tools already developed in certain career fields and assuring seamless transition from the Academy track to more advanced competency development and maintenance efforts that will continue after Academy completion.

The Academy will be managed by the Learning and Development Division, in collaboration with the program training managers for each respective career field. Upon completion of basic competency training through the appropriate Academy track, the employee's development and maintenance of competencies will shift beyond the Academy's scope to ongoing career field training (refreshers, university courses/degrees, on-line training, details and developmental opportunities, Division Chief training, participation on task forces, leading a team, working as part of a team). These more advanced offerings designed to grow and maintain competency currency will be managed collaboratively between Regions and Parks with the support of the program Training Managers.





Cultural Resource

This academy track will be designed to provide an overview of historic preservation laws, policies, programs, and concepts. It will provide students with a working knowledge of the purposes, scope, content, and format of the various NPS cultural resource programs, inventories and related databases, and the NPS offices and other agencies responsible for cultural resource implementation. It will introduce NPS preservation partnership programs, their organization and mandates, and NPS responsibilities for leading the national historic preservation program.

Need: Cultural resource management is core to the NPS mission. We are guardian to the places that define our nation's history, culture, and democracy.

The academy will provide career foundations and basic competencies for individuals working in the field by providing trainees with the ability to interpret and apply current laws, policies, guidelines, standards, and technical information, in the broad framework of cultural resource management. It will impart comprehensive and synergistic knowledge and understanding of all cultural resource management disciplines, including history, architecture, archeology, ethnography, and landscape architecture, as well as curation and management of associated collections. Pertinent resource management issues will be presented to provide an understanding of cultural resources management as part of overall park management. Other needed foundations will be introduced including: life safety, fire and health codes, accessibility, and sustainable design, and their application to project work. This training logically follows completion of NPS Fundamentals.

Targeted Audiences: Newly appointed park cultural resource program managers, and discipline specialists (archeologists, archivists, curators, ethnographers, historians, historical architects, and historic landscape architects) at all levels, with an emphasis on early career competency training. In certain instances, also appropriate for park managers desiring a deeper background in cultural resource protection and management strategy.

Approximate Length: Three to four weeks over a two-year period, depending on the method and type of training.

Training Methods: Methods may include classroom training, conferences and workshops, temporary assignments and details, hands-on project work, shadow assignments, specialized university courses, mentoring, and/or on-line learning.

Management and Oversight: The training will be managed by the Cultural Resources Training Manager. The Cultural Resources Advisory Group will serve as the steering committee and help oversee the development and implementation of the academy.

Connections to Other Goals, Initiatives, and Programs: The curriculum will build upon existing training courses but reflect the management competencies identified for each speciality career field. Information, techniques, and systems specific to the NPS will be provided, along with connectivity to broader goals and programs such as GPRA and legislated mandates.

First 80 Hours of Supervision Training



Servicewide Learning and Development Programs



FIRST 80 HOURS OF SUPERVISION TRAINING

The First 80 Hours of Supervision Training will be designed to prepare NPS supervisors to manage in ways that help the service accomplish its strategic goals and maximize the performance of both individual employees and the organization. This training program also will ensure that NPS supervisors fulfill DOI requirements for supervisory training and possess all of the identified competencies for supervision, management, and leadership. It will consist of two classes, the First 40 (Phase I) and the Second 40 (Phase II) training classes.

Additional options for supervisory training may be developed to provide for continued supervisory growth, development, and refreshers.

Need for First 40 Supervisory Training: New supervisors must meet competency requirements in human capital management, safety leadership, service motivation, partnering, interpersonal skills, leveraging diversity, accountability, integrity/honesty, conflict management, and team building.

Need for Second 40 Supervisory Training: Supervisors who have completed their supervisory probationary period need on-going training to achieve competency requirements in continual learning, influencing/negotiating, customer service, oral communication, flexibility, decisiveness, resilience, problem solving, and written communication.

Targeted Audiences for First 40 Supervisory Training: All new probationary and non-probationary supervisors during their first year in a supervisory position. Although these requirements are not considered mandatory for team leaders (and other unofficial supervisors), the training is strongly recommended for anyone who performs supervisory functions.

Targeted Audiences for Second 40 Supervisory Training: Supervisors who have completed their supervisory probationary period and need or desire further development of supervisory skills and/or competencies. New supervisors should have entry-level proficiency in Phase II competencies by the end of the second year of service in a supervisory position.

Training Methods: May include traditional classroom training, computer- and web-based training, and experiential learning methods. Some regions already may have developed a curriculum that can be modified and adopted for servicewide use.

Management and Oversight: The training manager for Supervision, Management, and Leadership will collaborate with regional employee development officers (EDOs) – coordinating with parks—and develop a First 40 and Second 40 Supervisory Training Curriculum for servicewide use. Regional EDOs will arrange for an appropriate number of courses to meet the needs in their region.

Connections to Other Goals, Initiatives, and Programs: Supervisory training is the foundation for management and leadership development, contributing to the agency's management succession efforts.

Emerging Leaders Academy



Servicewide Learning and Development Programs



EMERGING LEADERS ACADEMY

The Emerging Leaders Academy will instill an understanding of the different functions of leadership and management and promote learning in the foundational leadership competencies by emphasizing creative thinking, planning and evaluation, customer orientation, management controls/integrity, and financial and technology management.

The curriculum design may require a full needs assessment and the development strategy should be flexible, addressing individual leadership competency gaps and formal programs targeted to meet critical organizational needs. The curriculum, while reflecting some of OPM's executive core qualifications, builds on universal and career field competencies obtained through Fundamentals and the Career Field Foundations Academy by exposing participants to other career fields and basic leadership techniques. Importantly this will begin the broadening process, to move employees beyond their initial career field silo toward a fuller inter-disciplinary base necessary for park management. A baseline measurement of individual leadership principles and practices as well as management assessments could be offered to provide specialized support and team development.

Need: In a memorandum to all employees, Director Mary Bomar issued a clear call to “prepare the next generation of leaders.” The director’s call comes at a time when agency accountability for developing leaders has never been more critical, and the responsibilities of federal leaders have never been more complex.

Target Audiences: NPS emerging leaders (GS-7, 9, 11, 12, and WG and WS equivalent).

Approximate Length of Study: 12 months, with continual learning and mentoring beyond programmed instruction.

Training Methods: An interdisciplinary approach will include instructor-led, on-line and satellite interactive seminars, NPS-specific case studies, community of best practices discussion forums, video feedback, university programs, book reviews, podcasting, correspondence courses, details, shadow assignments, and cross-functional training.

Management Oversight: WASO Learning and Development will manage this program, with input from the Leadership Development Advisory Council.

Connections to Other Goals and Initiatives: This will be the employee’s first exposure to formal leadership development and lay the predicate for additional supervisory, management, and leadership learning and training. This element begins to bridge the employee’s initial career field expertise with an interest in leadership, management, and a broader perspective on NPS issues. The steering committee saw this bridging beyond silos as a crucial challenge in the development of tomorrow’s NPS leaders.

It is critical that as we identify employees with leadership potential; we do so with care to ensure that all interested employees are considered. We must ensure that there is diversity in our developmental ranks as we groom our future leaders. A combination of self-nomination and active recruitment may be required to achieve that diversity in a more effective manner.

NPS Leadership Academy



Servicewide Learning and Development Programs



NPS LEADERSHIP ACADEMY

The Leadership Academy will educate leaders for the emerging challenges of the new federal environment. It will instill competencies for in-depth thinking, creative problem-solving, and adaptive management. Employees enrolled in this academy will learn to communicate responsibly during emergencies, inspire motivation toward continual learning, act as mentors and stewards of the national parks, and bring the disciplines of leadership and ethics to every level within the NPS.

Curriculum design will require a full needs assessment but should reflect the OPM Executive Core Qualifications used for the Senior Executive Service Training Program.

Target Audiences: GS-13, 14, and 15, and WG equivalent employees.

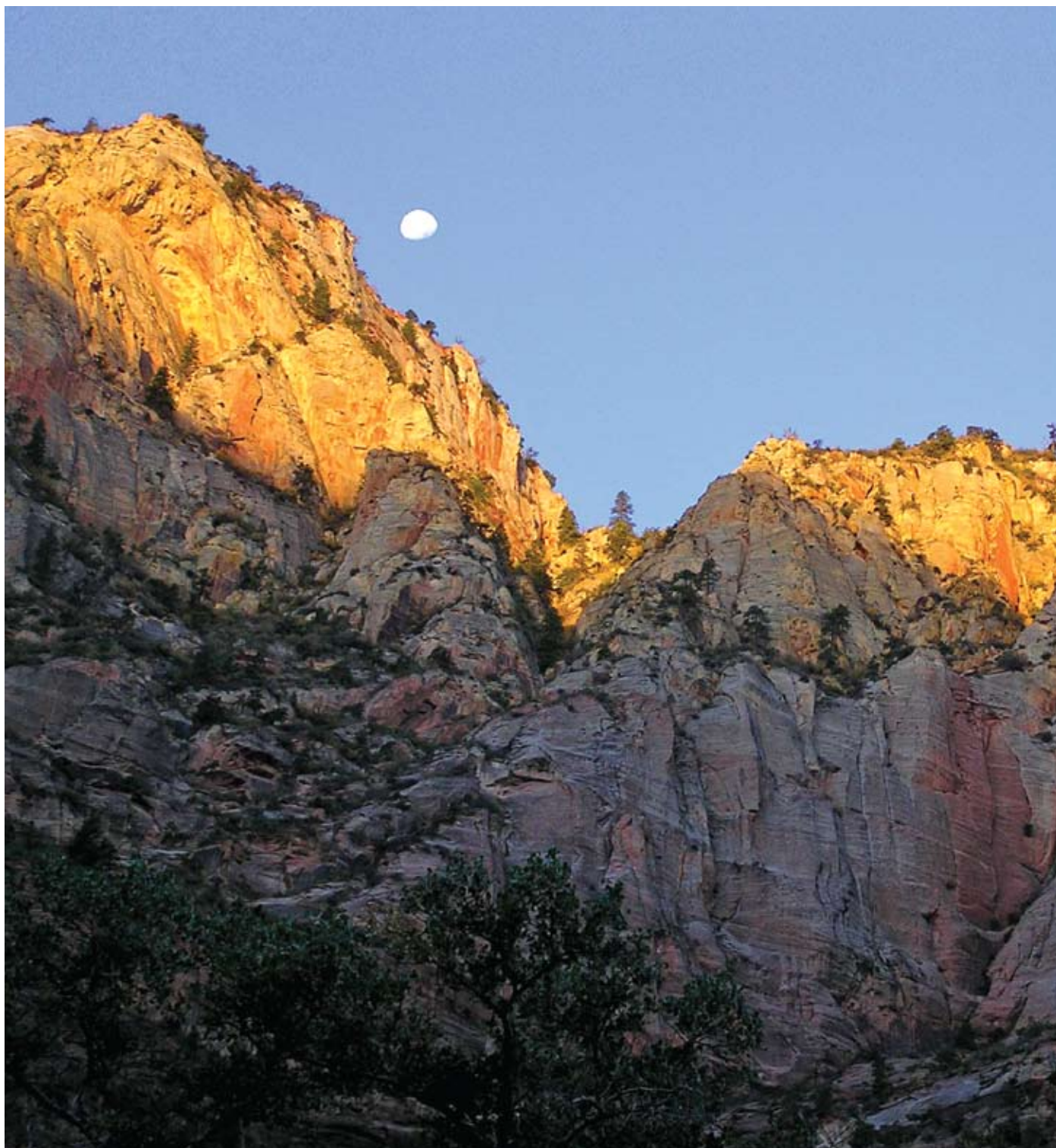
Approximate Length: 12 months, with continual learning and executive coaching interspersed and beyond programmed instruction.

Training Methods: Multidimensional approach will include subject matter specialist and instructor-led instruction, on-line and satellite interactive seminars, NPS-specific case studies, community of best practices discussion forums, video feedback, university programs, and executive coaching.

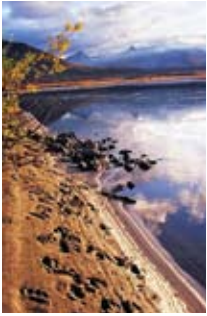
Management Oversight: The assistant director for Workforce Management, the Leadership Development Advisory Council, and a member from the National Leadership Council.



New Superintendents Academy



Servicewide Learning and Development Programs



NEW SUPERINTENDENTS ACADEMY

The New Superintendents Academy will be designed to prepare new superintendents and aspiring superintendents to manage strategically, enhance decision-making, lead others, and build strong safety and risk management capability and effective coalitions to accomplish the NPS mission with an emphasis on issues and knowledge areas, particularly relevant to superintendents. This academy is envisioned as a program consisting of a core curriculum supported by competency-related electives. OPM's Executive Core Qualifications will form the basis of the program, supplemented by career field-specific competencies (as available). For continuity, upon completion of the program, the New Superintendents Academy and the NPS Leadership Academy (see page 24) will collaborate on key areas of concentration.

Need: Many new superintendents are hired from single-discipline backgrounds and lack the complete set of management, supervision, leadership, and self-awareness competencies essential for success. Within a suite of leadership development efforts designed to provide progressively more advanced skills needed in all leadership roles, this academy recognizes and focuses on the particular elements needed to be an effective NPS superintendent.

Targeted Audiences: Newly appointed superintendents and deputy superintendents within their first two years.

Approximate Length of Study: 12-18 months.

Training Methods: Methods will include formal mentoring and coaching as well as program evaluation and ROI. IDPs will tap into a comprehensive range of NPS and external training opportunities that may include face-to-face learning, details, eCourses, NPS TEL courses, teleclasses, web-based forums, and iPod downloads.

Management and Oversight: The program will be developed under the direct supervision of the assistant director for Workforce Management. An advisory board consisting of senior managers and superintendents and possibly key partners will be created. A comprehensive evaluation and return on investment process will be developed for the program and each trainee will be evaluated throughout the program via assessments, assignments, activities, and projects. Regular updates will be provided to the NLC.

Connections to Other Goals, Initiatives, and Programs: This important course of study will be presented as one stepping stone, offered to prepare for advanced leadership at the regional, and national levels. This course will align with other experiential supervisory and leadership efforts, while specifically focusing on the special needs associated with managing park units.

Instructor Training and Certification



Servicewide Learning and Development Programs



INSTRUCTOR TRAINING AND CERTIFICATION

The Train-the-Trainer Instructor Curriculum and Certification addresses the need that employees of the National Park Service should be taught by persons trained, and preferably certified, in Instruction techniques for adult learners.

Need: The NPS currently uses collateral duty trainers at the Servicewide and regional levels as well as at the park level. The agency has a continued need and requirement for training that occurs at the park level. In order to assure that all training is conducted to professional standards, NPS Instructor Certification Courses are needed.

Targeted Audience: Employees who take on, or are assigned the role of instructor for courses within a park, and at all other levels of the organization.

Approximate Length of Study: The length of study will vary depending on the Instructor Course selected. On-line/Basic instruction: 24 hours; Advanced Delivery and Instruction: 32-40 hours

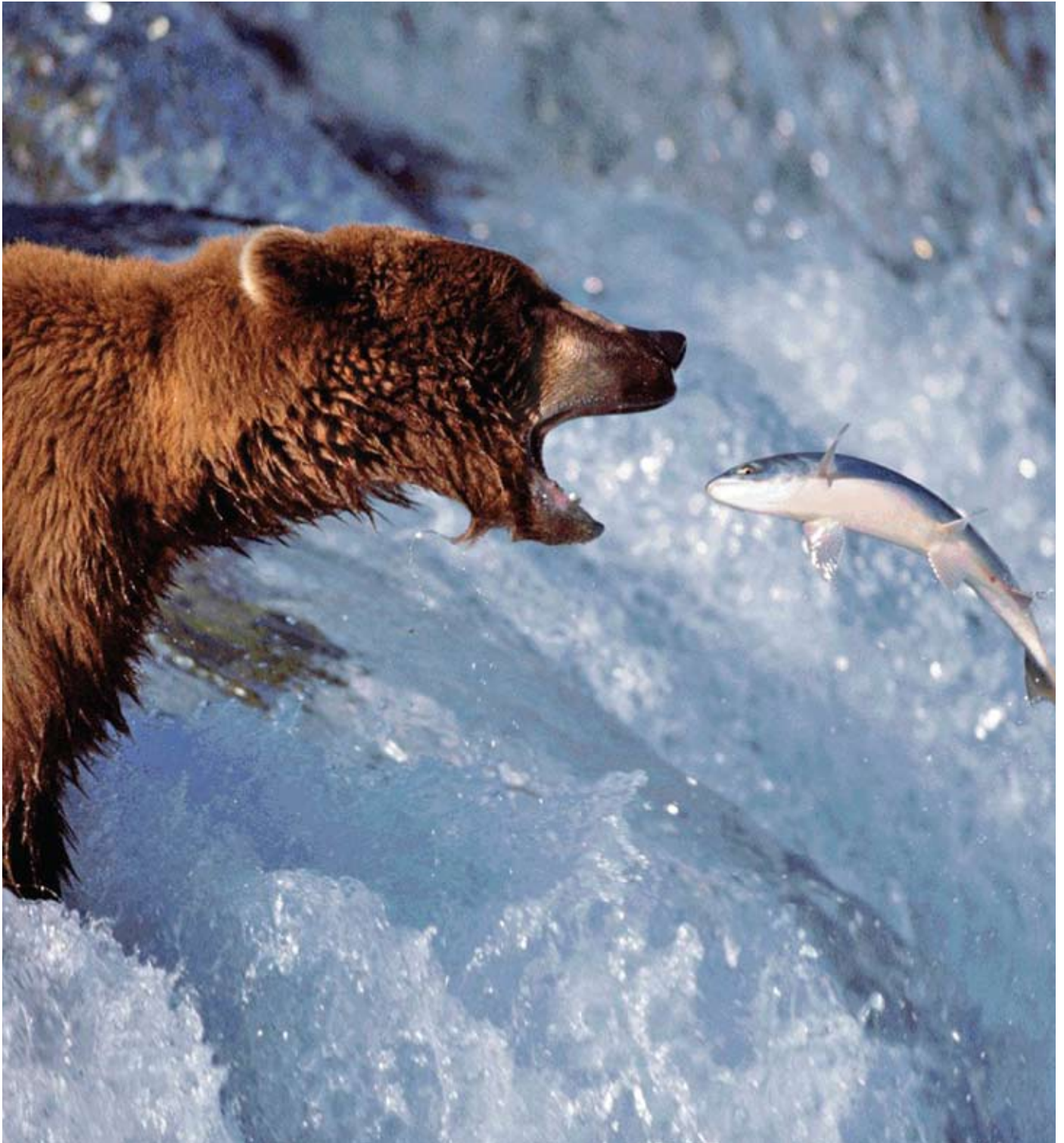
Training Methods: Basic course-self-paced online training (with threaded discussion for the social component), Advanced course-web-based instruction and traditional classroom, conducted in a training cohort. Follow-on coaching to keep current.

Further clarification—For ad-hoc training, such as tailgates, *6 Minutes to Safety*, no training is required. However, as the length and complexity of sessions and training delivery systems increase, so does the training requirement. For all basic sessions beyond the ad-hoc, the on-line TTT will be required. For extensive training instruction beyond the basic session (e.g.-beyond 2-3 hours), certification and attendance at an instructor training will be required.

Management and Oversight: The course of study would be designed by WASO training managers for those employees who are subject matter experts and have been asked, or request to train other employees at the WASO, regional, and field level. WASO Learning and Development would maintain a national database of trainers that would include information from training managers including: course title, approval, approved instructors, and possibly templates for use by other interested park units.

Connections to Other Goals, Initiatives, and Programs: The curriculum would reflect the universal competencies identified for National Park Service employees, building upon existing training courses. Information, techniques, and systems specific to the NPS would be provided, along with connectivity to broader goals and programs such as GPRA goals and legislated mandates. As the core instruction course, the success of this course has relevance to the successful delivery of all other training programs outside the Learning and Development program delivery.

Mather Distance Learning Center





THE DISTANCE LEARNING CENTER CONCEPT: APPLICATIONS FOR THE NPS

Distance learning is generally defined as the process of developing and delivering training outside a classroom. It includes techniques like self-paced computer-delivered training, satellite broadcasts (one-way and interactive), instructor-led computer-based learning, and correspondence courses. Though not all topics are suitable for distance learning, where such training is effective, these techniques can reduce costs in time and travel and allow more scheduling flexibility.

Distance learning often has a high developmental cost and a high (and recurring) investment in equipment like cameras, studios, computers, software, and distribution systems. Distance learning development also requires individuals trained and skilled in media management, computer technology, video production, educational design, and employee development. Not all topics are suitable for distance learning, some need hands-on skills, training that requires extensive student interaction.

The NPS could make much better use of distance learning and should increase its capabilities. Since the equipment, costs, and skills associated with distance learning cannot be readily or effectively supplied by parks or regions, the NPS needs a coordinated center for distance learning development and delivery.

Need: Distance learning will increase as budgets require increased efficiency and newer employees grow up with and expect a progressive employer to use these learning technologies. Distance learning will increase the reach of training dollars for appropriate topics and provide an excellent learning strategy for an organization as geographically dispersed as the NPS.

Mather as the NPS Center for Distance Learning – Historic Role of the Mather Training Center: The Mather Training Center has had a long and storied life as both a college and a center of NPS employee training. However, as it currently operates (without dormitory and food service capabilities), it struggles to compete with the nearby National Conservation Training Center (NCTC), Bolger Center, FEMA’s Emergency Management Institute, and OPM’s Eastern Management Development Center.

A line-item proposal to construct a new dormitory at the Mather Training Center and make other improvements would cost more than seven million dollars. Even with these changes, Mather would have no food service and lack the extensive classroom and support capabilities of the other nearby federal training centers.

Mather as the NPS Center for Distance Learning – Future Program: This proposal recommends that Mather Training Center become the Distance Learning Center for the NPS. The resources of the adjacent Center for Media Services add to the attractiveness of this concept because the two centers would be able to draw upon the resources of each other. Mather would retain the first-floor classroom for limited classroom training and meetings.

Developing a dedicated distance learning center would greatly increase the NPS ability to present quality distance learning and reduce training costs overall. As the only dedicated distance learning center in DOI, Mather would establish the NPS as a leader in distance learning in the federal government.



Costs: The proposed dormitory would not be built. Efforts to obtain needed funding would be directed toward the purchase of computers and network servers, video and satellite production equipment, other distance learning equipment, and the reconfiguration of existing space within the Mather complex. A more detailed proposal should be developed to include estimated costs.

Annual operating costs would depend upon the level and amount of training developed and delivered. It is anticipated that as the center becomes established, opportunities to provide fee-based services for other bureaus would arise.

NPS Fundamentals V: Coincident with the reorientation of Mather's mission, NPS Fundamentals V would continue as a classroom course but be relocated to NCTC. The NPS will need to negotiate with the FWS for office space, classroom capacity, and dormitory use for this course (offered 24 times a year). The four NPS staff assigned to Fundamentals training would be relocated to NCTC.

Management and Oversight: WASO Learning and Development would manage this program under the assistant director for Workforce Management.



Formal Relationships with Academic Institutions



Servicewide Learning and Development Programs



FORMAL RELATIONSHIPS WITH ACADEMIC INSTITUTIONS

Access to institutions of higher learning to prepare and continually reinforce aspiring and current leaders to manage strategically, enhance decision-making, lead others, and build effective coalitions is key to accomplishing the NPS mission. NPS will collaborate through formal agreements with first-class universities and colleges throughout the country to promote NPS leadership and link to the international community of resource stewardship and science. These universities will be characterized by commitment to NPS values, related resource issues, program management areas, and leadership.

Need: Today's NPS managers must continually enhance their ability to lead in an environment of change. They must have a solid base in resource knowledge, relevant law, exceptional levels of communication, and principles of leadership. They must learn to anticipate rather than only react. Because the issues that confront each park are increasingly complex and often stem from influences beyond park boundaries, managers must excel at analyzing trends and building relationships. NPS employees must have access to the same superior levels of development historically recognized and undertaken by other federal agencies, the military, and successful private corporations.

Targeted Audiences: Will vary with the university relationship in question—from enhancement of diverse recruiting at the four-year degree level to the most advanced degree programs and executive seminars for senior managers. Also by subject matter—certain universities will help develop management enhancements that will be specific to certain program areas and, as a result, develop management in those programs.

Approximate Length of Study: Also variable, depending on the audience.

Development Methods:

- **Executive Seminars:** One-week to multi-week seminars in particular leadership, management, and resource areas will be similar to programs currently available, but less specific in relevant content, at Harvard's Kennedy School of Government and Stanford's Executive Leadership Program.
- **Advanced Academic Degrees:** Where commitment and subject matter are deemed beneficial to leadership excellence and agency need, NPS will help promising employees attain advanced degrees. The agency will work with allied universities to develop curricula and, where appropriate, adjunct instruction to ensure the most beneficial linkages between the program of study and application of knowledge gained.
- **Applied Research to Leadership Development:** In certain areas the NPS seeks worldwide leadership in subject-area understanding and capacity to manage. Areas like global climate change may occasionally require the service to grow leaders with particular expertise. This method would provide NPS support for in-house research and align closely with existing CESUs to capitalize on allied research.



- **Think Tank Function:** Cooperating universities would provide forums for managers and academics to study and collaborate on issues that directly develop management capacity to deal with current and predicted issues of special concern.
- **Diversity Enhancement through Cooperation on Four-Year Degrees:** This method would support park efforts to assist employees through existing STEP and SCEP programs and other relationships. By focusing on the development of subject matter knowledge, writing, speaking ability, interpretation of data, powers of analysis, and leadership confidence, it will encourage early professional development ensuring a margin of excellence throughout an employee's career.

Management and Oversight: WASO, regional offices, and individual parks will jointly manage this program. Geographical proximity or programmatic area will dictate which parks or offices take the lead in a particular relationship, but WASO will ensure quality, agreement integrity, and effective distribution of subject matter coverage.



NPS Training Facilities

The Training and Development Steering Committee was asked to clarify which NPS facilities and programs are managed as traditional “training centers” and which facilities, although used for specific elements of NPS training, should not be considered training centers.

There is a misconception that WASO manages many different training centers, but the committee’s analysis does not support that perception. For this review, the Committee adopted a working definition of a training center that it provides a range of program offerings, includes a teaching staff, has asset management responsibility for classroom and library facilities and, in one case, for student housing.

NPS TRAINING CENTERS MANAGED BY WASO LEARNING AND DEVELOPMENT



The Horace M. Albright Training Center, Grand Canyon, AZ

This center opened in Yosemite in 1957 and moved to the Grand Canyon custom-built facilities in 1963. The NPS completed an eight million dollar renovation in 2006. Albright is a full-service training center with a 72-unit lodging facility for students. Kowski Hall contains offices and three classrooms (capacities of 40, 40, and 28), three breakout rooms, satellite downlink, broadband Internet service, and complete audiovisual services. The center includes eight employee residences.



Stephen T. Mather Training Center, Harpers Ferry, WV

Established in 1964, Mather is housed in buildings formerly occupied by Storer College, a historically Black college closed in 1955. Wirth Hall has two classrooms (capacity of 50 and 30), computer lab, offices, broadband Internet service, and complete audiovisual services. TELNET capabilities include a full-function TV studio (without current satellite uplink), video editing, duplication; and two TELNET viewing stations. The building formerly used as a dormitory, Cook Hall, was converted to offices in 2001 when it failed to meet modern standards for housing. Lodging is dependent on local private sector providers.

The Historic Preservation Training Center, Frederick, MD

First established in 1977 as the Williamsport Preservation Training Center, the renamed and relocated HPTC has used park-based preservation projects funded from repair/rehab, cyclic maintenance, and line item construction accounts to train entry level artisans and professionals needed to accomplish historic preservation work on NPS resources around the nation. The leased facility in downtown Frederick houses a carpentry shop and associated functions. The Center’s offices are located in an historic building within Monocacy National Battlefield. The Gambrill House contains 545 square feet of dedicated classroom space with capacity for 25 learners, supported by a NPS TELNET station, broadband Internet service, and full video projection capability. In addi-



tion, the HPTC also has a very complete technical library housed in a separate room at the Gambrell House.

The Capital Training Center, Washington, DC

Located on the second floor of a GSA-leased office building at 1201 Eye Street, the principal site for most NPS offices in Washington, it consists of two small classrooms (capacity of 24 persons each) and a 16-person computer lab. These rooms function as meeting/training rooms primarily for the use of WASO's 1,077 employees. There are no dedicated facilities operating costs managed by WASO L&D for these rooms.

OTHER TRAINING FACILITIES/PROGRAMS MANAGED BY NPS

National Center for Preservation Technology and Training (NCPTT), Natchitoches, LA

This program is managed by the NPS Cultural Resources Directorate and located at Northwestern State University in Louisiana. The 2007 NPS budget allocates \$1.922 million for this center. The stated mission of the NCPTT is to advance “. . . the application of science and technology to historic preservation. Working in the fields of archeology, architecture, landscape architecture and materials conservation . . .,” the NCPTT achieves its goals by providing grants, conducting research, developing and conducting regional training programs and seminars, serving as a clearinghouse and web portal, and providing workshops in heritage education. **It focuses on non-NPS audiences** including local governments, private practitioners, tribes, museums, universities, non-profits, state historic preservation offices, and national historic landmarks. The NPS does not conduct employee training at this site.

Conservation Study Institute, Marsh-Billings-Rockefeller NHS, Woodstock, VT

The NPS established the Conservation Study Institute in 2000 to address critical conservation issues through training, educational programs, and research with an emphasis on cooperation and partnerships. Managed by the Northeast Region but serving a national audience, the institute hosts workshops, public programs, and distance learning opportunities designed to highlight and encourage the best thinking and practice in conservation stewardship. The institute also conducts evaluations, produces vision reports for heritage areas, and conducts superintendent leadership roundtable sessions. There are no on-site classroom facilities.

Olmsted Center for Landscape Preservation, Brookline, MA

The Olmsted Center for Landscape Preservation strengthens the capacity of parks and historic properties to manage cultural landscapes. Managed by the Northeast Region and working in partnership with national parks, universities, government agencies, and non-profit organizations, the Olmsted Center provides a full range of technical assistance in cultural landscape research, planning, stewardship, and education. There are no on-site classroom facilities.

Western Preservation Center, White Grass Ranch, Grand Teton National Park, WY

The National Trust for Historic Preservation and the NPS partnered to create the Western Center for Historic Preservation. Stated purposes include preserving rustic park architecture through work on the deferred maintenance backlog of historic structures in Grand Teton and other parks in the Intermountain Region, and supporting cultural resource research for Grand Teton and the Greater Yellowstone Area. This is primarily a historic preservation program. There are no on-site classroom facilities.



Federal Preservation Institute (FPI)

The Federal Preservation Institute is a “...virtual academy of education and training opportunities in historic preservation for Federal agencies.” The FPI’s mission supports Section 101 (j) of the National Historic Preservation Act that directs the Secretary of the Interior to “implement a comprehensive preservation education and training program.” The Institute is managed by the Cultural Resources Directorate and its programs are conducted with about 65 federal agencies. There are no on-site classroom facilities.

OTHER TRAINING FACILITIES/PROGRAMS SUPPORTED BUT NOT MANAGED BY NPS

The Federal Law Enforcement Training Center (FLETC), Glynco, GA

FLETC is part of the Department of Homeland Security. It supports the law enforcement training needs for over 80 federal agencies. The NPS utilizes FLETC to provide professional training to law enforcement rangers, U.S. park police, and managers.

Arthur Carhart National Wilderness Training Center, University of Montana

Carhart is the national and international leader in the development and implementation of wilderness training, information, and education programs. Their stated mission is “to preserve the values and benefits of wilderness for present and future generations by connecting agency employees and the public with their wilderness heritage through training, information, and education.” Four federal agencies partner to “foster interagency excellence in wilderness stewardship by cultivating knowledgeable, skilled and capable wilderness managers and by improving public understanding of wilderness philosophy, values and processes.” The NPS contributes approximately \$100,000 a year toward operation of the center, and pays for one full-time employee assigned to the center. There are no on-site classroom facilities.

National Conservation Training Center (NCTC), Shepherdstown, WV

NCTC is a U.S. Fish and Wildlife Service training facility that provides most of the training needed by FWS employees. The NPS, along with many other federal agencies, uses these facilities on a space-available basis for meetings and training, paying standard rates for lodging and meals. Per an agreement established when NCTC was created, the NPS contributes \$500,000 per year to the FWS toward NCTC operation.

FACILITIES RECOMMENDATIONS

The steering committee reviewed a number of aspects related to training facilities managed by WASO. Several recommendations surfaced as a result of this review.

1. Increase partnership role with NCTC

Hold discussions with FWS to create increase use of NCTC facilities and increase collaboration in maximizing Technology Enhanced Learning (TEL) capacity. This change would require additional funding and the relocation of some staff to NCTC. If programs such as NPS Fundamentals V were held in this new, more suitable location, the \$7,000,000 dorm construction long envisioned for the Mather Center at its Harpers Ferry site would no longer be necessary.

2. Change Mather Training Center into a distance learning center

If the NCTC partnership can be negotiated, convert the Mather facility and augment/redirect staff to manage a new NPS Distance Learning Center. Fully develop TELNET and on-line learning programs for many of the training needs of the NPS. Neighboring Harpers Ferry Design Center could provide valuable support with graphics and media functions. Additional TELNET support may be necessary, but there could be opportunities to use the excess capacity at NCTC. Although a Business Feasibility Study conducted for the training center in 2007 demonstrated that a new dormitory facility could break even in operating costs, the availability of multiple, full-service (classrooms, lodging, and meal service) federal training facilities located within 30 miles of Harpers Ferry indicates that construction of the planned dormitory at Mather may not be operationally or politically prudent.

3. Provide sufficient operating base to support facilities

The NPS has allowed for the direct allocation of cyclic and repair/rehab funding (\$460k-\$880k) for basic facility operations and maintenance of the training centers. This is not a permanent solution to their operating needs. Just like parks, they need a permanent base allocation to pay for utilities, custodial care, repair, cyclic maintenance, etc. The Albright and Mather training centers should be given an OFS priority in FY'09.

4. Request adequate support from Grand Canyon NP to support Albright.

When the training center was established, Grand Canyon NP received a budget increase to pay for general maintenance, utilities, and other facilities management at Albright. Over the years, this relationship changed. Routine maintenance of the center, utility costs, and other facilities management costs now are borne by WASO. An immediate review of the relationship between





Albright and the park is needed, the responsibilities of each determined, and a new MOU between the two organizations developed. The committee suspects that there would be efficiencies in having the park and Albright engage in a more collaborative facilities management relationship.

Similarly, the committee recommends an updated MOU between Mather and Harpers Ferry National Historical Park.

5. Change how Learning and Development manages training center operations and maintenance.

WASO manages all of the training buildings and grounds it occupies in park areas. Currently the facility assets of Albright, Mather, and HPTC have no consistent operations and maintenance programs.

The facilities subgroup recommends that the assets essential to the learning and development mission be clearly identified in a memorandum of understanding with each host park. A maintenance and operations program and budget should be developed based on the current National Park Service asset management life cycle practices, and competition for project dollars should be performed at the Washington level. Criteria like the asset priority index, even though not critical to project funding yet, should be revisited based on the importance of the L&D-associated asset, not to the mission of the host park, but to the mission of the National Park Service. Deferred maintenance for critical systems, life, health, and safety needs should be identified in detail.

Additionally, Learning and Development should have a single facility management charge which oversees the maintenance budget, asset life cycle management, facility projects, and interfaces directly with the host park for all other operational and maintenance requirements.

6. Create a standing committee/roundtable of training center superintendents and WASO and non-WASO managers of training facilities to improve communication and coordination

This standing committee would enhance cooperation, standards and efficiency across the training and learning landscape within the NPS. Chaired by the Chief of Learning and Development, this will reduce confusion and clarify respective roles in the overall range of training and development available to the NPS workforce and its cooperators.

7. Drop the name of Capital Training Center

The Capital Training Center does not fully meet the working definition of a training center identified above. Further, its main focus (supervision and management career field) will be folded into the national Leadership Development effort which is intended to be managed directly by the WASO L&D Division. Organizationally integrate its staff into the Learning and Development Division, with which it is collocated. Assign responsibility for managing its 2 training rooms and computer training lab to the WASO Employee Development Officer.



Structures for Increased Collaboration and Communication

1. Leadership Development Advisory Council

- a. *Membership:* Deputy Regional Directors, Deputy Associate Directors in WASO, one representative Associate Regional Director for Administration, one senior park manager

- b. *Co-chairs:* Chief Learning and Development Division (permanent co-chair)
One DRD selected by membership for one-year term (rotating co-chair)

- c. *Purpose:* To assure that the content remains relevant to the field and continues to be supported by the leadership across the Service, the Council will advise the WASO L&D Division on the development and operation of the national Leadership Development effort and approve the launch of new elements of the effort.

2. Training and Development Working Group

- a. *Membership:* Regional Employee Development Officers
WASO Employee Development Officer
WASO Training Center Superintendents



b. *Chair:* Chief, Learning and Development Division

c. *Purpose:* To coordinate and advise WASO L&D and the Regions on development and deliver of training, share best practices, address Servicewide issues, and strengthen servicewide communication across the T&D community. Maintain a strong connection between WASO L&D and the field.

3. Training Center/Training Program Managers Roundtable

a. *Membership:* Albright, Mather, HPTC Superintendents
NCPTT Executive Director
CSI Director
FPI Director
NPS—LETC Superintendent
Carhart Director (or NPS Lead)
Olmstead Director(?)
Western Center for Historic Preservation Manager(?)

b. *Chair:* Chief, Learning and Development Division

c. *Purpose:* Enhance communication and cooperation across the entire training landscape within the NPS. Clarify respective training offerings, reduce confusion and overlap, identify best in class where multiple offerings currently exist, refine roles and relationships across time as learning and development needs evolve.



Immediate Recommendations for Implementation

The recommendations that follow will be completed or initiated within the first six months.

- 1.** Continue to fully fund the NPS Fundamentals Program for the approximately 700 new employees hired by the NPS each year.
- 2.** Establish the standing Leadership Development Advisory Council to advise WASO Learning and Development on all NPS Leadership Development Programs.
- 3.** Convene a meeting of the new Leadership Development Advisory Council to review the curriculum for the New Superintendents Academy and make recommendations to the NLC.
- 4.** Appoint a NLC sponsor of the reconstituted New Superintendents Academy scheduled for this spring. The NLC sponsor will speak at the classroom-training portion of the course and attend a portion of the week to interact with the participants.
- 5.** Create a standing committee of WASO training center superintendents and WASO and non-WASO managers of training facilities to enhance cooperation, standards, and efficiency across the training and learning landscape within the NPS. Chaired by the Chief of Learning and Development, this will reduce confusion and clarify respective roles in the overall range of training and development available to the NPS workforce and its cooperators.

Immediate Recommendations for Implementation *(Continued)*

- 6.** Convene a meeting of all regional training officers, program training managers, and WASO Learning and Development representatives in order to implement the recommendations of the Training and Development Steering Committee.
- 7.** Work with DOI to identify and fix inefficiencies in DOI Learn.
- 8.** Assess existing WASO programs and regional leadership offerings so they can be recognized and validated as a component of the larger NPS training and development program. Link, merge, and/or revise existing leadership offerings by convening a coordination meeting of the various directors/program supervisors.
- 9.** Convene a team of training managers and technical specialists to develop a full proposal for turning Mather Training Center into an NPS distance learning center and determine the support requirements to make better use of the TELNET capacity.

Identify a broad-based committee to finalize development of a director's order on NPS training and development.

- 10.** Complete development of a train-the-trainers on-line course and begin servicewide implementation, including a certification process for those who complete the course.
- 11.** Develop a new employee orientation package for all new employees, partners, concessionaires, volunteers, etc. This package will contain universal (downloadable) materials about the NPS and an outline of additional information tailored to the park (or appropriate office/unit) in
- 12.** which an individual will work.