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EXECUTIVE SUMMARY

The APHIS training community, at the request of Cindy Smith, APHIS Administrator, was tasked with conducting a systematic and comprehensive review of the leadership training and development programs in APHIS. The fundamental aspects of this review were to:

- Assess existing leadership training and developmental programs to determine how well they are meeting our workforce and succession planning needs
- Determine if these programs employ competency-based strategies that are aligned with the APHIS Leadership Roadmap
- Identify what changes are needed to ensure that APHIS is developing a deep and able pool of leaders that can demonstrate mastery of the competencies represented in the APHIS Leadership Roadmap
- Develop recommendations that support the changes needed, along with a plan for implementing a comprehensive APHIS Leadership Development Program

The project team was comprised of representatives from the APHIS Training and Development Branch (T&DB), PPQ's Professional Development Center (PDC), and VS' Professional Development Staff (PDS). The team evaluated the programs by using two evaluation methods. The first evaluation method was a *criteria-based* review. This method incorporated criteria, standards, and measurements which were used to analyze the programs. The second evaluation method was Donald Kirkpatrick's Level 1 – Level 3 assessment. This method incorporated a review of program evaluation instruments (level 1) and the design, development, administration, and analysis of a levels 2 and 3 online survey.

The results from the *criteria-based* review indicated that the leadership programs/curricula require realignment with APHIS strategic goals and the fundamentals of an Instructional Systems Design (ISD) Model. The team analysis indicated a significant number of the leadership programs/curricula did not meet the established review criteria:

- 50 percent of the leadership programs/curricula did **not** meet the standard for *Criterion 1: Uses and Engages Positional Leaders*
- 58 percent of leadership programs/curricula did **not** meet the standard for *Criterion 2: Demonstrates Judicious Use of Resources and is Accountable to Taxpayers*
- 75 percent of the leadership programs/curricula did **not** meet the standard for *Criterion 3: Involves Collective Community of Training and Development Resources*
- 83 percent of the leadership programs/curricula did **not** meet the standard for *Criterion 4: Is Systematic and Comprehensive*

- 50 percent of the leadership programs/curricula did **not** meet the standard for *Criterion 5: Demonstrates Best Practices/Innovative Approaches and/or Techniques for Leadership Development*
- 17 percent of the leadership programs/curricula did **not** meet the standard for *Criterion 6: Demonstrates Interchangeability*
- 83 percent of the leadership programs/curricula did **not** meet the standard for *Criterion 7: Addresses Program Unique Leadership Needs*
- 67 percent of the leadership programs/curricula did **not** meet the standard for *Criterion 8: Uses Sound Instructional Systems Design (ISD)*

The results of the level 1 program analysis indicated that program/curriculum level 1 evaluation instruments varied significantly. The lack of standardization prevented the team from determining overall percentages on how the training was received by participants.

In comparison, the results from the online levels 2 and 3 survey indicated that APHIS employees *have* benefitted from the current leadership training. This statement is supported by the respondents' averaged score of "agreed" to the statement "**The program/curriculum provided opportunities for professional growth and development.**" Additionally, the five most selected leadership competencies aligned with the All Employees, Project Manager & Team Leader, and Supervisor levels from the APHIS Leadership Roadmap. This indicates that the programs and curricula benefitted APHIS employees at various levels within the Agency. Also important to note was the selection of workshops/seminars as the most effective method of learning. This selection recognized the importance that employees placed on the learning environment and the opportunity to learn from the experience of the instructor(s) and APHIS colleagues.

The level 3 results indicated that most APHIS employees have had opportunities to apply leadership training. In the online survey, the most significant statement was "**The program/curriculum benefitted the Agency by furthering my professional and personal development.**" As noted in the report, most APHIS employees "agreed" to this statement. The score of 4.06 on a 5.0 scale was the highest score from the averaged scores. While the review has indicated a need for improvement, this score illustrated that the importance of leadership development is recognized by APHIS employees.

As a result of this review, the team determined that five primary recommendations were crucial to the realignment and revitalization of the leadership development training in APHIS. The five primary recommendations are:

- Develop a comprehensive APHIS leadership development strategy which is linked to APHIS strategic goals
- Develop an APHIS workforce and succession plan which will provide critical information such as human resource strategies for the revitalization of APHIS leadership programs/curricula

- Create a leadership development continuum that provides linkages between all leadership programs within the Agency, identifies what programs would require realignment and redesign, and identifies which training staff in APHIS will take the lead to accomplish the work and manage the program in the future.
- Mandate that all training communities adopt and use the instructional systems design model from the American Society for Training and Development (ASTD) and Kirkpatrick's training evaluation model. This includes the standardization of the evaluation instruments.
- Develop and use more programs that specifically target hard to fill/difficult to retain leadership positions

In response to one of the recommendations, the evaluation team developed a Leadership and Supervisory Development Continuum that illustrates how APHIS can develop its leaders at each employee level of the Roadmap, identifies what programs would require realignment and redesign, and identifies which training staff within APHIS would take the lead to accomplish the work. Although a given staff would take the lead on specific curricula/programs other members of the training community would be part of the team tasked with accomplishing the redesign. The Leadership and Supervisory Development Continuum is found in Appendix E.

If APHIS management agrees with and approves the recommendations and the Leadership and Supervisory Development Continuum, it will help ensure that the Agency is developing a deep and able pool of leaders that demonstrate the competencies that are critical to our future success.

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INTRODUCTION

At the request of Cindy Smith, the APHIS Administrator, the Agency's training community was tasked with conducting a systematic and comprehensive evaluation of the leadership training and development programs in APHIS. As part of this review, the training units were to:

- Assess existing leadership training and developmental programs to determine how well they are meeting our workforce and succession planning needs
- Determine if these programs employ competency-based strategies that are aligned with the APHIS Leadership Roadmap
- Identify what changes are needed to ensure that APHIS is developing a deep and able pool of leaders that can demonstrate mastery of the competencies represented in the APHIS Leadership Roadmap
- Develop recommendations that support the changes needed, along with a plan for implementing a comprehensive APHIS Leadership Development Program

Purpose

The purpose of this report is to present the APHIS Management Team (AMT) with recommendations to revitalize and realign APHIS leadership programs/curricula with the APHIS Leadership Roadmap and the fundamentals of an Instructional Systems Design (ISD) Model.

Scope

This report reviews the 15 leadership programs and curricula offered within APHIS. The team was comprised of representatives from the APHIS Training and Development Branch (T&DB), PPQ's Professional Development Center (PDC), and VS' Professional Development Staff (PDS).

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In Table 1 below, the leadership programs and curricula are listed in alphabetical order and the responsible training unit delivering the program/curriculum is identified with an asterisk.

Alphabetical Listing of APHIS Leadership Training	TDB	PDC	PDS
Advancing Leader Program (ALP - Track I)	*		
APHIS International Training Program (AITP)	*		
Assistant Area Veterinarian in Charge Program (AAVIC)			*
BRS Management Development Program**			
Experienced Supervisor Seminar (ESS)		*	
Fundamentals of APHIS Human Resource Management (FAHRM)	*		
Leadership Development Program (LDP – Track II)	*		
Leading in the 21 st Century (L-21)		*	
New Supervisor Seminar (NSS)		*	
Operation Jumpstart II (OJ II)	*		
Preparing APHIS Team-Leaders (PAT)	*		
Support Employees Learning Forum (SELF)	*		
Staff Officer Training (SOT)	*		
VS Career Assistance Team (VSCAT)			*
VS Careers Program (VSCP)			*

** Delivered in-house by Biotechnology Regulatory Services

Table 1: Alphabetical Listing of APHIS Leadership Programs and Curricula

EVALUATION METHODS

As part of the review, the team used two independent methods to evaluate each leadership program/curriculum. The first method used the *criteria* established in the initial APHIS Leadership Development Strategy meeting. The second method used *Donald Kirkpatrick’s¹ Level 1 – Level 3 training evaluation method*.

Section 1: Criteria-Based Review

During the initial APHIS Leadership Development Strategy Meeting in May, criteria were developed to evaluate existing leadership programs/curricula. During the first meeting of the project team in July, team members revised the criteria to establish clear measurements with which to evaluate the programs/curricula. In Table 2 below, the original criteria and the revised/additional criteria are listed.

Original Criteria	Revised/Additional Criteria
Use/engage our own leaders	Uses and Engages positional leaders
Judicious use of resources – taxpayer accountability	Demonstrates Judicious Use of Resources and is Accountable to Taxpayers
Collective/collaborative community of training and development resources	Involves Collective Community of Training and Development Resources
Systematic	Is Systematic and Comprehensive
Comprehensive	
Meet succession planning goals	
Based on APHIS Leadership Roadmap	
Cutting edge	Demonstrates Best Practices/Innovative Approaches and/or Techniques for Leadership Development
Interchangeability	Demonstrates Interchangeability
<i>The team created two additional criteria to address program unique leadership needs and sound instructional systems design.</i>	Addresses Program Unique Leadership Needs (e.g. labor management relations, values, and/or mission)
	Uses Sound Instructional Systems Design (ISD)

Table 2: List of Original Criteria and Revised Criteria

¹ Source: The Four Levels of Evaluation by Donald Kirkpatrick
 January 2007 Info Line: Tips, Tools, and Intelligence for Trainers
 American Society for Training and Development

Once the criteria were finalized, the team established the *standard/goal* for each criterion. The criteria standards provide APHIS with better parameters by which to measure progress and success. Additionally, the team determined that the three VS programs should be removed from consideration since these programs combine leadership components within a technical program. In Table 3 below, the criteria and standards are defined.

Revised Criteria	Standard/Goal
Uses and Engages Positional Leaders	Uses and engages APHIS positional leaders (at appropriate levels) in leadership development programs and curricula when appropriate (e.g., to participate in panels, make presentations, deliver training as SMEs, and make links between the training and APHIS strategic goals, vision, mission, values etc)
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, facilities for training; use of most cost-effective and politically-appropriate location
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)
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
Demonstrates Best Practices/Innovative Approaches and/or Techniques for Leadership Development	Evidence of a link to best practices
Demonstrates Interchangeability	Design, develop, and deliver training to maximize interchangeability between APHIS units in order to reduce redundancy
Addresses Program-Unique Leadership Needs (e.g. labor management relations, values, and/or mission)	Addresses unique program results
Uses Sound Instructional Systems Design (ISD) *program/curriculum is based upon leadership competencies as defined in the APHIS Leadership Roadmap	Programs and curricula are based upon a sound Instructional Systems Design (ISD) model which includes all stages of analysis, design, development, implementation, and evaluation (ADDIE model)

Table 3: List of Criteria and Standard/Goal

Once the standards were developed, the team created measurements for each criterion. The measurements were used to determine if the program/curriculum met the criterion goal or if a gap existed. For the purpose of this review, “gap” is defined as the difference between *where the program/curriculum is presently* and *where it should be* according to the criterion standard.

After establishing the measurements, three sub-teams were assigned to evaluate and provide recommendations for five programs/curricula. At the August team meeting, each team presented their overall recommendations and findings for their assigned group of programs.

The matrix which lists the criteria, definitions, goals/standards, and measurements is in Appendix A: APHIS Leadership Program/Curriculum Evaluation Criteria

Section 2: Kirkpatrick’s Level 1 through Level 3 Analysis

The second method used to evaluate the APHIS leadership development programs/curricula used instruments based upon Donald Kirkpatrick’s Four Evaluation Levels. Kirkpatrick’s measurement and evaluation methods for training include measuring:

- Participants’ reaction to training -- Level 1
- Participants’ learning -- Level 2
- Participants’ application on the job -- Level 3
- Impact on the organization -- Level 4

For the purpose of this review, the team incorporated assessments from Level 1 to Level 3.

Level 1

As part of the analysis, the Level 1 instrument used by each program/curriculum was evaluated against criteria established by Kirkpatrick as *critical* for effective Level 1 assessments. An effective Level 1 assessment must include questions relating to the following:

- Learning objectives
- Structure of the program/curriculum
- Organization of the program/curriculum
- Instructor delivery
- Opportunity to respond to open-ended questions

The APHIS Leadership program/curriculum Level 1 instruments varied significantly from the criteria established by Kirkpatrick’s Four Evaluation Levels.

Level 2 and Level 3 Online Survey

The purpose of a Level 2 evaluation is to determine if learning occurred and by which learning methods. As part of the review, 830 APHIS employees, who had completed a leadership program or curriculum within the past 3 years, were asked to give their impression of the training

using an online survey. Each respondent answered seven survey questions in total. Part one of the survey consisted of five questions investigating whether/how learning had occurred. For question 1, respondents were asked to rate the extent that they agree or disagree with the statement **“The program/curriculum provided opportunities for professional growth and development.”** For question 2, respondents were asked to rate the extent that they agree or disagree with the statement **“The program/curriculum was the appropriate choice for my position.”** The scale for questions 1 and 2 was the Likert Scale of “Strongly Disagree” to “Strongly Agree” as shown below.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)

For question 3, respondents selected which leadership competency(ies) was the basis of the program/curriculum. For questions 4 and 5, respondents selected which learning methods were included in the program/curriculum and which one learning method was the most effective for their learning.

The purpose of a Level 3 evaluation is to determine if the learning was transferred to the performance of work duties; thereby benefitting the Agency. Part two of the survey consisted of two questions designed to determine if training had been applied once the program/curriculum was completed.

For question 6, respondents were asked to rate the extent that they agree or disagree with the statement **“I have had an opportunity to apply the training since completing the program/curriculum.”** For question 7, respondents were asked to rate the extent that they agree or disagree with the statement **“The program/curriculum benefitted the Agency by furthering my professional and personal development.”**

The scale for questions 6 and 7 was the same Likert Scale of “Strongly Disagree” to “Strongly Agree.”

EVALUATION RESULTS – CRITERIA-BASED REVIEW

As noted in Table 4 below, the team analysis indicated a significant number of the leadership programs/curricula have gaps based upon criteria and measurements. The programs/curricula are listed in alphabetical order for each criterion gap.

Criteria	Programs/Curricula with Identified Gaps
Criterion 1: Uses and Engages Positional Leaders	ESS, FAHRM, NSS, PAT, SELF, SOT
Criterion 2: Demonstrates Judicious Use of Resources and is Accountable to Taxpayers	AITP, ALP (Track I), BRS MDP, ESS, FAHRM, LDP (Track II), L-21
Criterion 3: Involves Collective Community of Training and Development Resources	AITP, ALP* (Track I), BRS MDP, ESS, LDP *(Track II), L-21*, OJ II, PAT, SOT * Collaboration occurred in candidate evaluation and selection process
Criterion 4: Is Systematic and Comprehensive	AITP, ALP (Track I), ESS, FAHRM, L-21 LDP (Track II), NSS, OJ II, PAT, SELF
Criterion 5: Demonstrates Best Practices/Innovative Approaches and/or Techniques for Leadership Development	ESS, FAHRM, NSS, PAT, SELF, SOT
Criterion 6: Demonstrates Interchangeability	ESS, NSS
Criterion 7: Addresses Program Unique Leadership Needs	AITP, ALP (Track I), BRS MDP, ESS, FAHRM, LPD (Track II), OJ II, PAT, SELF, SOT
Criterion 8: Uses Sound Instructional Systems Design (ISD)	<i>Programs with no supporting ISD documents:</i> ALP (Track I), BRS MDP, ESS, LDP (Track II), NSS, OJ II, PAT, SOT <i>Programs with minimal, but still insufficient, ISD supporting documents:</i> AITP, FAHRM, L-21, SELF

Table 4: List of Criteria and Programs with Gaps

In addition to reviewing an established set of documents, each sub-team met with the program manager of each leadership program/curriculum. The purpose of the meetings was to give the program managers the opportunity to supplement missing documentation and provide concerns and recommendations to the team. A summary of the comments from the program managers is included in Appendix B: Summary of Team Analysis and Recommendations.

Analysis of Criteria-Based Review

This review illustrated that many of the leadership programs/curricula have gaps.

- 83 percent of the leadership programs/curricula do **not** align with *Criterion 4 – Is Systematic and Comprehensive* and *Criterion 7 – Addresses Program Unique Leadership Needs*. The standard as defined for Criterion 4 is program(s)/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. The standard as defined for Criterion 7 is program(s)/curricula addresses unique program results.
- 75 percent of the leadership programs/curricula do **not** align with the standard for *Criterion 3- Involves Collective Community of Training and Development Resources*. The standard as defined for this criterion is collaboration among units of Training – Design, Development, and Delivery and/or other support (e.g. selection criteria, evaluation, etc)
- 67 percent of the leadership programs/curricula do **not** align with the standard for *Criterion 8 - Uses Sound Instructional Systems Design (ISD)*. The standard as defined for this criterion is program/curriculum are based upon a sound Instructional Systems Design (ISD) model which includes all stages of analysis, design, development, implementation, and evaluation (ADDIE model)
- 58 percent of the leadership programs/curricula do **not** align with the standard for *Criterion 2 – Demonstrates Judicious Use of Resources and is Accountable to Taxpayers*. The standard as defined for this criterion is program/curriculum 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.
- 50 percent of the leadership programs/curricula do **not** align with *Criteria 1 – Uses and Engages Positional Leaders* and *Criteria 5 – Demonstrates Best Practices/Innovative Approaches and/or Techniques for Leadership Development*. The standard as defined for Criterion 1 is program/curriculum uses and engages APHIS positional leaders (at appropriate levels) in leadership development programs and curricula when appropriate (e.g., 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). The standard as defined for Criterion 5 is program/curriculum shows evidence of a link to best practices.
- 17 percent of the leadership programs/curricula do **not** align with the standard for *Criteria 6 – Demonstrates Interchangeability*. The standard as defined for this criterion is design, develop, and deliver training to maximize interchangeability between APHIS units in order to reduce redundancy.

EVALUATION RESULTS – KIRKPATRICK’S LEVEL 1 – 3 ASSESSMENT

Results for Level 1 – Participant Reaction:

Due to the varied instruments used by APHIS leadership programs/curricula, overall percentages citing how the program was received, how the instructor performed, and which learning methods were used cannot be obtained.

Results for Level 2 – Participant Learning:

The response rate for the online survey was 39.6 percent. 329 APHIS employees responded to the survey. In table 5 below, the *averaged* survey results for the 12 selected APHIS leadership programs/curricula are detailed. Individual program/curriculum reports are included in Appendix C: Levels 1 – 3 Analysis Report.

Survey Question	Complete Level 2 Survey Results
1. “ The program/curriculum provided opportunities for professional growth and development”	<ul style="list-style-type: none"> • 4.0 score based on 5.0 Likert scale • The averaged score indicates that survey respondents “agreed” with this statement
2. “ The program/curriculum was the appropriate choice for my position”	<ul style="list-style-type: none"> • 4.05 score based on 5.0 Likert Scale • The averaged score indicates that survey respondents “agreed” with this statement* <p>*This score does not differentiate between optional courses and mandatory courses such as FAHRM for supervisors”</p>
3. Five Most Selected Leadership Competencies	<ol style="list-style-type: none"> 1. Interpersonal Skills 2. Team Building 3. Oral Communication 4. Conflict Management 5. Influencing and Negotiating
4. Five Most Selected Learning Methods	<ol style="list-style-type: none"> 1. Workshops/Seminars 2. Action Learning Project/Team Presentation 3. Assessments 4. Coaching 5. AgLearn Courses
5. Five Most Effective Learning Methods	<ol style="list-style-type: none"> 1. Workshops/Seminars 2. Action Learning Project/Team Presentation 3. Coaching/Developmental Assignments (tied) 4. Assessments/Shadow Assignments (tied)

Table 5: Results of Level 2 Online Survey

Analysis of Level 2 Responses

The level 2 results indicated that most APHIS employees benefitted from their leadership training. This statement is supported by the respondents’ averaged score of 4.0 for the question **“The program/curriculum provided opportunities for professional growth and development.”** Additionally, the five most selected leadership competencies align with the All Employees, Project Manager & Team Leader, and Supervisor levels from the APHIS Leadership Roadmap. This indicated that the programs and curricula benefitted APHIS employees at various levels within the organization. Also important to note is the selection of workshops/seminars as the most effective method of learning. This selection recognized the importance that employees place on the learning environment and the opportunity to learn from the experience of the instructor(s) and APHIS colleagues. The selection of workshop/seminars is also corroborated in the individual program Level 1 – Level 3 reports included in Appendix C.

Results for Level 3 – Training Application:

In table 6 below the *averaged* survey results for the 12 selected APHIS leadership programs and curricula are listed. Individual program/curriculum reports are included in Appendix C: Level 1– Level 3 Analysis Reports.

Survey Question	Complete Level 3 Survey Results
6. “I have had an opportunity to apply the training since completing the program/curriculum”	<ul style="list-style-type: none"> • 3.95 score based on 5.0 Likert scale • The averaged score indicates that survey respondents were “neutral” with this statement
7. “ The program/curriculum benefitted the Agency by furthering my professional and personal development”	<ul style="list-style-type: none"> • 4.06 score based on 5.0 Likert Scale • The averaged score indicates that survey respondents “agreed” with this statement

Table 6: Results of Level 3 Online Survey

Analysis of Level 3 Responses

The level 3 results indicated that most APHIS employees have had opportunities to apply leadership training. This statement was supported by the respondents’ averaged score of 3.95 for the question **“I have had an opportunity to apply the training since completing the program/curriculum”**. While this score was slightly lower than other averaged scores, it is important to realize that other conditions could exist which prevent or inhibit the application of the training.

In the online survey, the most significant question was number 7 – **“The program/curriculum benefitted the Agency by furthering my professional and personal development.”** As noted in table 6, most APHIS employees “agreed” to this statement. The score of 4.06 was the highest score from the averaged scores. While the review has indicated a need for improvement, this score illustrated that the importance of leadership development is recognized by APHIS employees.

RECOMMENDATIONS

As a result of this review, the team has developed two sets of recommendations; primary and program specific. Each of the five primary recommendations is followed by supporting evidence collected by the team. The program specific recommendations are included in Appendix B: Summary of Team Analysis and Recommendations

Primary Recommendations

Recommendation 1

- Develop a comprehensive APHIS leadership development strategy which is linked to APHIS Strategic Goals

Team Evidence for this Recommendation: As noted on page 12 of the report, 83 percent of the current leadership programs/curricula do not show a link to the APHIS strategic goals. This recommendation is also corroborated by the lower score of 3.95 in the survey question which ask respondents if opportunities to apply the training existed. It is likely that more opportunities to apply the training would be apparent to APHIS employees if a comprehensive Agency leadership development strategy showed *how* the program/curriculum is important to the APHIS mission.

Recommendation 2

- Develop an APHIS workforce and succession plan which will provide critical information such as human resource strategies for the revitalization of APHIS leadership programs/curricula

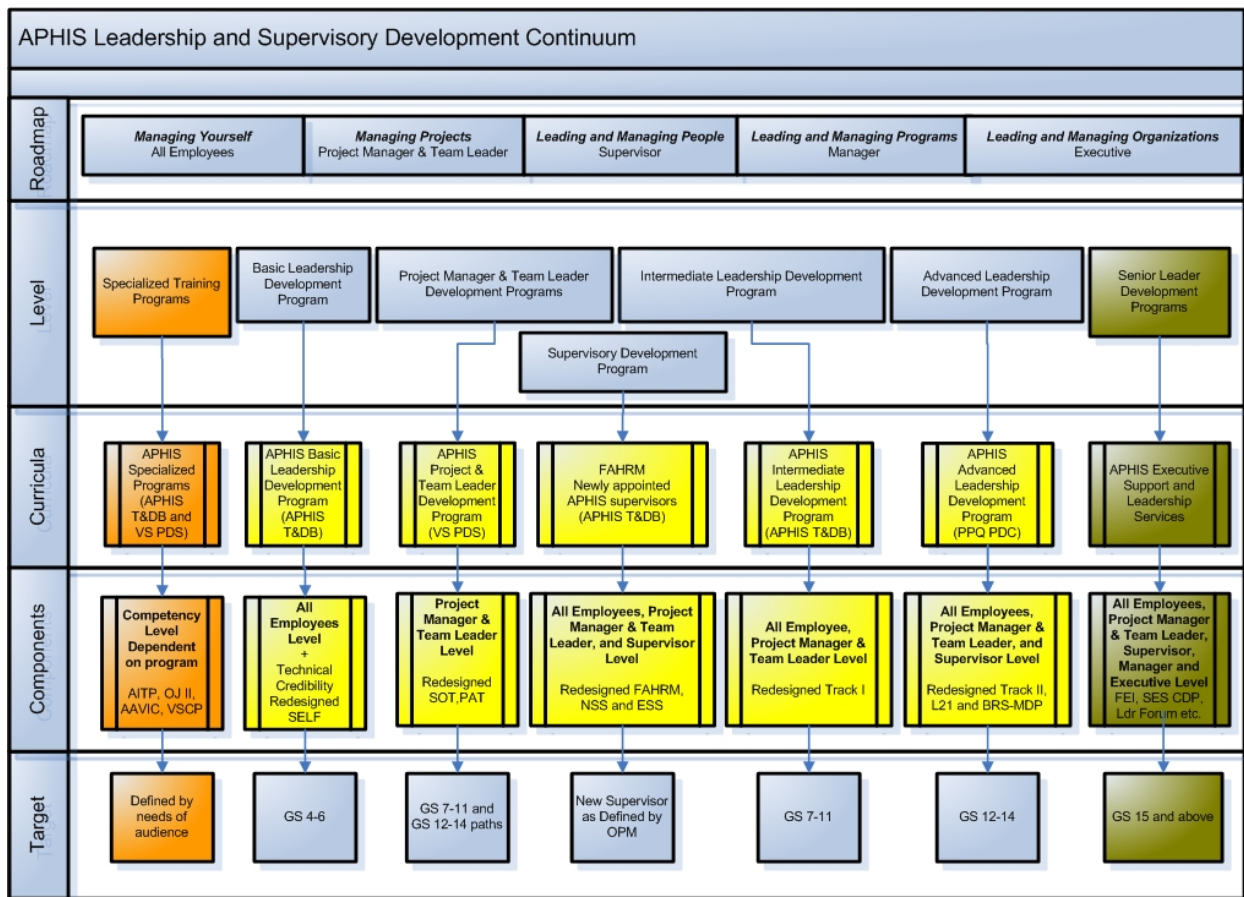
Team Evidence for this Recommendation: As noted on page 13 of the report, *most* APHIS employees agreed that the program/curriculum was the appropriate choice for their positions. However as noted from the online survey results in Appendix D, 25 percent of the programs/curricula scored under 4.0 for this question.

The revitalization of programs/curricula will ensure that APHIS leadership development programs/curricula are clearly aligned to the APHIS workforce and succession plan at every employee level. It is likely that this would clarify the target audience for each leadership program/curriculum.

Recommendation 3

- Create a leadership development continuum that provides linkages between all leadership programs within the Agency, identifies what programs would require realignment and redesign, and identifies which training staff in APHIS will take the lead to accomplish the work and manage the program in the future.

Team Evidence for this Recommendation: As noted on page 12, 67 percent of the leadership programs/curricula do not align with standard for *Criterion 8 - Uses Sound Instructional Systems Design (ISD)*. A fundamental of ISD is to design and develop programs/curricula which are progressive learning opportunities. The leadership development continuum included below illustrates the progressive competency and skill development at every employee level. Additional information on the leadership and supervisory development continuum is in Appendix E: Leadership and Supervisory Development Continuum.



Recommendation 4

- Mandate that all training communities adopt and use the instructional systems design model from the American Society for Training and Development (ASTD) and Kirkpatrick's training evaluation model. This includes the standardization of the evaluation instruments.

Team Evidence for this Recommendation: As noted on page 11 of the report, 8 of the existing leadership programs/curricula do not have supporting ISD documentation. The lack of analysis, design, development, implementation, and evaluation documentation limits the training units' ability to confirm that the content of the training meets the needs of the Agency and APHIS employees. The importance of valid content documentation is corroborated by the individual program Level 1 – Level 3 reports included in Appendix C. In several programs/curricula, survey respondents selected leadership competencies which differ from the training unit's listed leadership competencies for the program/curriculum.

Additionally, in order to foster collaboration in the use of an ISD model, the team recommends the development of an APHIS training resource guide which includes organizational charts, personnel biographies, and contact information for all groups in the training community. This guide would also list the established criteria on use of external training sources for leadership development programs. When contractors are used in any of the instructional systems design stages, APHIS owns the documentation material and retains the decision-making authority for all aspects of the implementation and program management of the leadership development programs.

As noted on page 13 of the report, the evaluation instruments require standardization according to Kirkpatrick's criteria. This standardization would ensure that Level 1, 2, and 3 evaluations are used and the results of the evaluations are appropriately shared with management.

Recommendation 5

- Develop and use more programs that specifically target hard to fill/difficult to retain leadership positions

Team Evidence for this Recommendation: Veterinary Services' Assistant Area Veterinarian in Charge (AAVIC) program targets hard to fill employment areas. This program, although still a pilot, may provide a model which could be useful to other program areas that struggle to fill certain identified leadership positions.

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CONCLUSION

The systematic and comprehensive review of the Agency's leadership development programs/curricula by the APHIS training community has demonstrated the critical need to re-examine the original curricula/course designs to ensure that they:

- Use and engage positional leaders
- Demonstrate judicious use of resources and are accountable to taxpayers
- Involve the collective community of training and development resources
- Are systematic and comprehensive
- Demonstrate best practices/innovative approaches and/or techniques for leadership development
- Demonstrate interchangeability
- Use sound instructional systems design

In addition, it is imperative that these programs employ competency-based strategies that are aligned with APHIS' strategic goals, APHIS' workforce and succession plans and the APHIS Leadership Roadmap.

In response to one of the recommendations, the evaluation team developed a Leadership and Supervisory Development Continuum that illustrates how APHIS can develop its leaders at each employee level of the Roadmap, identifies what programs would require realignment and redesign, and identifies which training staff within APHIS would take the lead to accomplish the work. Although a given staff would take the lead on specific curricula/programs other members of the training community would be part of the team tasked with accomplishing the redesign. The Leadership and Supervisory Development Continuum is found in Appendix E.

If APHIS management agrees with and approves the recommendations and the Leadership and Supervisory Development Continuum, it will help ensure that the Agency is developing a deep and able pool of leaders that demonstrate the competencies that are critical to our future success.

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