

Action Item 40—

Evaluating the Effectiveness of Reclamation’s Training and Development Programs

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Key Organizational Function Interfaces: Regional and Denver Learning Officers, Reclamation managers/supervisors, Reclamation Leadership Team Members

Action

Evaluate the effectiveness of Reclamation’s learning and development programs in supporting succession planning, including leadership development and technical training.

Scope

Evaluate current learning and development activities throughout Reclamation, make recommendations on how to use learning and development programs to meet the competencies required in workforce/succession planning efforts, maintain identified core competencies, make recommendations to close identified gaps, and identify future program direction.

Approach and Methodology

The team reviewed and evaluated the effectiveness of Reclamation’s existing technical, collaborative, and leadership training by identifying the required competencies and determining how well Reclamation’s current training/development activities support those requirements. Regions and the Denver/Washington Offices were queried regarding their ongoing learning/development activities. The team also reviewed program expenditures, reviewed OPM and DOI’s strategic plans, Reclamation’s operating plan and workforce plan, as well as other guidance to determine required competencies, identify gaps, and recommend learning and development program improvements.

Evaluation of Current Learning and Development

As a result of the team’s analysis, the current state of learning and development is as follows:

- Considerable resources are spent on training and development.

- Reclamation has established organized learning and development programs that are tailored to meet critical needs, i.e., apprentice programs, rotation engineer program, Reclamation Leadership Development Program, Student Career Employment program (SCEP) etc.
- Traditionally, Reclamation's focus has been placed on providing technical training (vs. collaboration and leadership).
- Reclamation has employees at every level that are engaged and committed to training and development.
- Competency requirements are not consistently identified and communicated to Reclamation employees. Reclamation has opportunities to improve our training and development effectiveness, including technical, collaboration, and leadership competencies. This would enhance personal success and mission accomplishment as identified in Reclamation's Operating Plan and workforce/succession plan, OPM/DOI Strategic and Human Capital Plans.
- Although there is an established process for utilizing individual development plans (IDP), there is limited effective use of IDP as a corporate training and development planning tool and as a development communication tool between supervisor/employee.
- Formal leadership development programs (RLDP, SESCDP, Regional Programs, etc) are in place and are on-going. There is a need to expand career development opportunities to lower graded employees and to employees earlier in their career.
- Some participants are not prepared or adequately screened for the respective leadership development program. Additionally:
 1. Supervisors are not held accountable for targeting the right employees for development programs or sending employees to the appropriately identified training.
 2. There is a lack of transparent leadership and development program nomination and selection criteria.
 3. Participants of development programs are not being adequately mentored in a meaningful way, and it is a short-term relationship in most cases.
- Programs such as the apprentice or rotation engineer programs target technical skills and lack emphasis on collaborative and leadership skills.
- Reclamation does not have a consistent employee orientation/reorientation program.
- Reclamation has not implemented a method of measuring the return on investment of training expenditures.

- Reclamation has no centralized oversight to ensure consistency of content and quality of learning opportunities; therefore, we do not maximize learning and development funds and fail to realize economies of scale.

Recommendation

There are many areas within Reclamation where technical and leadership training and development programs are in place and are effective. However, what has been lost is a cohesive Reclamation-wide vision and program that provides consistency, a platform for budget planning, and sharing of resources.

- **Develop a corporate approach to training.** Revitalize/rebuild the Learning and Development Office.

The team recommends the Denver Learning and Development Office, in collaboration with the regional offices; take the lead to develop a process that will facilitate this corporate approach. This recommendation is intended to revitalize training and development within Reclamation by placing resources in the right place and support the Regional Offices by allowing them to be a customer of those resources. This effort would be located within and led by the Office of Learning and Development in Denver however the learning offices are pivotal to the success of this recommendation.

The team recommends the following activities to position employees for successful mission execution and to ensure the best use of learning/development dollars.

Background:

Although segments of the organization utilize the services of the learning and development offices, the value the function brings to the delivery of training and the impact on organizational performance is not clearly communicated or understood.

Efforts to tie competency, curriculum, and certification requirements are occurring but could be improved. The learning management system, DOI LEARN, is intended to facilitate the determination of training needs, but this will not occur until the system is fully tested, evaluated, and implemented.

Program managers, who are tasked to ensure employees meet certification and other training requirements, often identify training sources or deliver training without input/advice from the learning officers.

Lack of a corporate approach has led to inefficiencies including duplication of effort, loss of economies of scale, wasted resources, and, in some cases, inadequate design and delivery of training courses.

Action Explanation:

Reclamation should develop a centralized corporate approach for learning and development that capitalizes on efficiencies and supports, but does not replace, localized needs and resources. Throughout Reclamation there exists common training needs such as role based IT security requirements, acquisition certification, project management, and needs generated as a result of initiatives such as the President's Management Agenda and Managing for Excellence, which could be met more effectively through the utilization of a corporate approach. In addition, no training courses should be offered without the consultation and advice of the servicing learning staff.

The team recommends the Denver Learning and Development Office, in collaboration with the regional offices; take the lead to develop a process that will facilitate this corporate approach.

As new Reclamation-wide learning requirements are identified (including mandated certification requirements) the learning offices should be pivotal in identifying competencies and developing curriculum to be used Reclamation wide. This would not only ensure consistency of learning, but would also leverage economies of scale (reduced costs for training a larger number of employees), eliminate the necessity for each region to identify different delivery options, and free regional resources from duplicative efforts.

- **Ensure learning is directed toward collaboration and leadership needs as well as technical competencies.**

Background:

Success in managing our infrastructure and working with our stakeholders and partners requires a combination of technical, collaborative, and leadership competencies. The type and level of competencies required vary by position.

Technical Competencies

Description:

Reclamation has been and continues to be a technical organization. For this reason, technical training will continue to be an important part of any succession management plan. However, it is also vital that employees have some level of leadership and collaborative competencies in order to effectively work with Reclamation employees, customers, stakeholders, and employees of other agencies.

In each technical area, there are varying degrees of expertise required for employees to be successful in carrying out Reclamation's mission. The technical competencies represent the traditional specific competencies of a particular job that are commonly identified in a position description. These competencies may include engineering, planning, budget, finance, science, and trade or craft competencies which have traditionally been associated with Reclamation. Clerical staff, accountants, human resource specialists, and program managers that support the work of others in the organization also need specific technical competencies.

Collaborative Competencies

Description:

Collaborative competencies represent the interpersonal competencies that relate to how we behave, interact, and communicate, rather than the end products we produce. Collaborative competencies include communication skills, developing shared visions, teamwork, developing strategies for achieving goals and objectives, and developing partnerships to support goals and objectives.

These competencies traditionally have not been embraced as mission essential, although they are important because of:

1. The increased focus on customer service and collaboration with partners, both internally and externally
2. Reclamation's role as a facilitator in meeting a diverse range of competing resource needs
3. A more diverse customer base

Leadership Competencies

Description:

Leadership requires vision, strategic planning, identifying and managing resources, and generating commitment toward common goals to achieve results. Leadership competencies are needed not only by supervisors, managers, and executives, but by individual employees throughout the organization. Leadership competencies allow Reclamation to be dynamic and innovative and should be recognized at all levels of the organization. Used in this context, leadership can mean taking the lead role on an individual task (initiating a new approach to a routine process), a team, a group, a program, a division, or a region. Leadership competencies support routine activities or can be activities to implement programs in support of Reclamation's mission.

Action Explanation:

As Reclamation completes its M4E efforts and moves toward a more corporate learning organization, we will need to strike a balance among technical, collaborative, and leadership competencies. With guidance from the Reclamation's Leadership Team and the Multi-Level Advisory Team the Learning and Development Office should develop criteria to determine the appropriate level of needs analysis and performance measurement tools to find this balance.

- **Reclamation should utilize standardized and proven methodologies for evaluating course effectiveness.**

Background:

Currently, standard “end of course” or “smile sheet” evaluations are used to collect information on participant’s satisfaction with a course. It is rare that an evaluation is conducted to determine increased competencies.

It is important to evaluate the extent to which training programs actually increase employee’s individual competencies and performance levels as well as overall organizational performance. GAO and the Department of the Interior recommend that all bureaus and offices evaluate courses using 5 levels of evaluation.

Action Explanation:

Don Kirkpatrick’s and Jack Phillips’ 5 levels of evaluation are the industry’s recommended evaluation models. Reclamation must utilize these evaluation tools to determine the effectiveness of Reclamation’s learning and development courses/programs.

- Level 1 (smile sheets) measures immediate participant reaction to the course
- Level 2 measures whether learning objectives were achieved
- Level 3 measures changes in behaviors, i.e., did learning improve job performance
- Level 4 measures results, i.e., did learning impact organizational performance
- Level 5 measures whether investment in resources was worth impact on personal and organizational performance.

- **Place appropriate emphasis on enhancing strengths rather than focusing only on recognized weaknesses.**

Background:

Reclamation continues to focus on identifying and building on employee shortcomings/weaknesses.

Action Explanation:

Current research, including Gallup's ongoing research on strengths-based development, indicates that organizations must change from identifying weaknesses to identifying and building on employee strengths. Adult learners use their strengths, rather than their weaknesses to solve problems. Martin Seligman, past president of the American Psychological Association, said, "We must remember that casting a critical eye on our weaknesses and working hard to manage them, while sometimes necessary, will only help us prevent failure. It will not help us reach excellence". Employees will reach excellence only by understanding and cultivating individual strengths.

One of the assessment tools Reclamation used in the current Reclamation Leadership Development Program (RLDP) is “Strengthsfinder”. The Western Management Development

Center (provider of leadership courses for RLDP) is a proponent of focusing on strengths. This doesn't replace recognition and actions to enhance weaknesses. Reclamation will continue to determine gaps in competencies, but we need to begin to acknowledge the importance of developing strengths as well.

- **Recognize and act on our duty to select the right people for the right jobs and leadership development programs by providing training on hiring processes and selection tools for all supervisors and managers.**

Background:

Opportunities exist to improve formal development programs to address concerns that:

1. Supervisors are sometimes not accountable for recommending the right person for development programs.
2. Development program participants are not being adequately mentored.
3. Programs such as the apprenticeship or rotation engineer programs often target technical competencies and lack emphasis on collaborative and leadership competencies.

Employees are not regularly encouraged to stretch outside of their comfort zone. Guidance and encouragement are needed to assist employees reach out for advancement, rather than remaining self-limited.

There continues to be some concern that not all candidates selected for leadership programs are the "right candidates." Reclamation has recently taken some steps to enhance the selection process for the RLDP. However, there needs to be a corporate commitment to ensure supervisors and managers are appropriately assessing a candidate's suitability for a program before that candidate applies for the program. This should be done during performance evaluation and IDP development. These leadership and development programs are generally well known and well advertised. There should be no last minute decisions about whether or not an employee should apply.

In addition, managers and supervisors need to place additional emphasis on hiring the right candidate for the right position.

Action Explanation:

Ensure the responsibility of selecting the right people for the development programs resides with management with process support from human resources.

1. Establish a universal requirement for two levels of supervisory approval for all candidates applying for leadership training and development programs. These levels of approval would:

- Reduce the possibility that conflict avoidance will allow a “less than ready” person to apply. First-line supervisors are often reluctant to advise an employee that he/she is not yet prepared to participate in a leadership/development program.
 - Provide a higher degree of management commitment and support for the candidate during and, hopefully, after the training. Reclamation’s evolving emphasis on recognizing and developing core competencies will make a significant difference in developing a better-rounded workforce if it becomes the corporate expectation to do so.
2. Provide managers and supervisors training and development in hiring and promotion “best practices”.
- Establish a toolbox covering hiring practices, options for establishing processes for creating recruitment packages (IE: Right Person Profile), checking references, interviewing, performance based questions. (Refer to Team 41, Workforce and Succession Plan Action Items)
 - **Expand and improve the employee orientation program, and determine the need for a reorientation program, to ensure Reclamation employees are familiar with its history, mission, programs, and strategic goals.**

Background:

Reclamation Instructions state that employees shall be oriented to the extent necessary to bring them to effective productivity as quickly as possible following appointment or position change.

The existing orientation’s purpose is to:

1. Ensure that new employees receive the information and assistance required to effectively adjust to employment with Reclamation.
2. Continue to inform employees about their duties and responsibilities, working conditions and other information necessary for satisfactory job performance, as well as orientation to the Bureau of Reclamation and the Department of the Interior and the benefits associated with working for the Federal Government.

Employee orientation is recognized as an important key to an employee’s understanding of the Federal Government, the Department of the Interior, and Reclamation.

One major component of the existing orientation program entails informing employees as to the organization, mission, and programs of Reclamation and of their office, and acquainting them with the duties, responsibilities, and performance requirements of their positions.

In addition to the Reclamation orientation program, several offices provide orientation unique to their region/office. For example, the Technical Service Center in Denver has developed a “New

Employee Orientation Handbook.” Several regions have developed orientation group meetings, as well as “checklists,” as part of their orientation guides for new employees and transferring employees, to ensure information is conveyed in a personal, consistent, and timely manner that facilitates assimilation into the new organizational family.

Equally important is an employee reorientation program. The purpose is to provide current employees with Reclamation mission essential information and history that they may not have obtained in their existing position(s). A reorientation program would benefit employees at all levels in all stages of their Reclamation career.

Action Explanation:

Establish team to review the best practices Reclamation-wide. Using information from this review, the team should revise Reclamation’s employee orientation program and include reorientation in that program.

- **Expand leadership opportunities to include employees at all grade levels.**

Background:

Leadership competencies are needed, not only by supervisors, managers, and senior leadership, but by individual employees throughout the organization. Leadership competencies allow Reclamation to be dynamic and innovative and should be recognized at all levels of the organization. Used in this context, leadership can mean taking the lead role on an individual task (initiating a new approach to a routine process), a team, a group, a program, a division, or a region. Leadership competencies support routine activities or can be activities to implement programs in support of Reclamation’s mission.

Action Explanation:

Instill the value of having leadership in all levels of the organization and as an element of making Reclamation an employer of choice. This could range from the development of a formal program to utilizing more informal methods such as shadowing, mentoring, details, and other established methods. It also includes laying out the necessary steps for the different career ladders within Reclamation so that employees know what they need to focus on to achieve their career goals. It requires Reclamation to make a culture shift in the way it approaches leadership development.

- **Improve the existing website to communicate the corporate learning and development philosophy and program resources.**

Background:

The HR Program Management Group currently hosts a web site that provides limited information on the Learning & Development function and organizational development programs

provides links to information offered from other sources, offers information on the learning management system, and includes information on IDP development.

Action Explanation:

Expand existing website to:

Ensure that the website can be used by all employees for career development (description of leadership development programs, student programs, details, mentoring opportunities, apprentice programs, IDP development), new employee orientation, resumes and testimonials from participants of past leadership programs, links to certification requirements, etc.

Ensure that the website is the learning community's center of excellence and knowledge management system. This could include a central repository for documents/policies, instructional system design standards, identification of competencies required to be successful in the field and best sources for knowledge/learning, evaluation and testing methodologies, reference materials, tool sets, etc.

- **Require Individual Development Plans (IDPs) for all Reclamation employees.**

Background:

The Department of the Interior has directed that all supervisors have an IDP and SES members of all bureaus/offices work with subordinates in GS-12 through GS-15 supervisory roles to develop IDPs which focus on continually building their leadership competencies. In addition, all SES performance plans contain an element requiring the development of subordinate managers and leaders.

Across Reclamation IDPs have seen sporadic use and the meaning can vary from a simple training communication tool to a more well thought out and executed plan. When developed, IDPs are not always followed due to scheduling and budget constraints and alignment to identified career paths seldom occurs. Even when used, there is no process in place to tie IDPs into corporate learning and development needs analysis and planning. Identified individual job or performance goals tend to be short term and are often not aligned with Reclamation's mission and strategic goals.

Action Explanation:

The IDP planning process should be a collaborative strategy between the employee and supervisor to achieve both organizational and personal growth goals. Requiring IDPs for all employees accomplishes the following:

1. Provides corporate learning and development needs analysis and planning
2. Provides for better alignment with organizational learning plans and budgets

3. Ensures alignment with mission and strategic goals
 4. Communicates the expectations and path to maximize current job performance, identify learning and development needs, and address technical competencies.
 5. Reduces employee uncertainty regarding which training classes are available or the core competencies their supervisor and Reclamation expects them to develop.
- **Standardize a process to identify learning and development needs based on IDPs and regulatory, organizational, and policy requirements to be utilized for planning and budgetary purposes and coordinated with workforce/succession planning efforts.**

Background:

Reclamation currently has no mechanism to roll up training needs for the purpose of prioritizing need and planning for budget. The workforce and succession planning process provides an excellent management tool for prioritizing and budgeting however its focus is purely on types and numbers of people. Reclamation uses this information to ensure Reclamation's ability to maintain a dynamic employee base to anticipate and adapt to change in the business environment. But without establishing resources to ensure that training and development needs keep pace with the changing business environment and water management challenges, Reclamation will less prepared to fulfill its core mission.

Action Explanation:

To be fully successful in managing a productive and efficient workforce, Reclamation should identify consistent Reclamation-wide priorities for training and the budget to sustain these priorities.

It is important to establish a consistent internal expectation for training and development. Reclamation must demonstrate its commitment to maintaining required core competencies by making ongoing training and development a budget priority.

Fully utilize the capabilities of DOI LEARN in identifying training needs to facilitate appropriate learning and development strategies are designed to meet identified priorities. (ERIN) Establish a team to evaluate current processes and recommend a holistic approach to ensure Reclamation has the right tools at the right levels to adequately perform long-range planning for training and development that includes the resources to support the program.

- **Review the provisions of the Rotation Engineer and Apprenticeship Programs to improve the programs and expand these concepts into other technical areas. These programs should also deliver learning related to collaboration and leadership.**

Background:

Rotation Engineering Programs

With a few exceptions, rotational engineering programs don't typically focus on building collaborative and leadership competencies. However, the program does create opportunities for these competencies to be developed if the employees are self-motivated and take advantage of those circumstances as they arise. For example, working in a different office provides opportunities to see issues from a different perspective and to learn how to build relationships where different perspectives can be openly discussed. Likewise, these assignments create opportunities for new employees to demonstrate leadership through sharing new ideas or through taking on tasks that others have not had the time or resources to address.

One exception to the rule is the Pacific Northwest Region Rotation, Resource and Technical Services Office (RRTS) Rotation Program. This program provides a series of rotational opportunities and orientations within the RRTS organization, including the Pacific Northwest Construction Office. The primary purpose is to foster an awareness and understanding of the functions of all the groups within the RRTS organization and their relationship to groups throughout Reclamation. The program also prepares participants to deal with policy, resource, and technical issues. A final objective is to provide an important developmental opportunity for regional office employees and build a skilled staff within the organization. It is a one-year program and is open to any employee with a GS-5 or above grade level and equivalent who have permanent appointments within the Pacific Northwest Regional Office.

While the program primarily addresses technical competencies, the program also intentionally focuses on leadership and collaborative competency development. Participants are able to observe various leadership styles and learn what is effective given a particular situation and group. Collaborative competencies are addressed by allowing the participant to shadow a program manager and attend various team and group meetings to see firsthand how agreements and consensus are reached. A written report is submitted and presented once each quarter, detailing the observations and experiences around these competency areas.

Action Explanation:

Develop a multi-regional/multi-discipline team to update Reclamation's Rotational Engineering Programs. The team would investigate methods of adding leadership and collaboration training and development to the programs. The team would also investigate other technical programs that could benefit from a rotational learning and development program.

Background:

Hydropower Apprentice Programs

Currently, all Reclamation regions have hydropower apprentice programs and are generally satisfied with their effectiveness in technically preparing powerplant employees. However, not all area offices or powerplants within each region are using their apprentice programs. While apprentice programs differ from region to region, they are typically a four year program consisting of a combination of correspondence and on-the-job training. The apprentices are monitored and evaluated by apprentice training committees and supervisors.

Reclamation Apprentice Programs have historically lacked in the following areas:

The programs, where used, are effectively preparing hydropower personnel in the technical competencies needed for their jobs. The programs have traditionally not concentrated on leadership or collaborative competencies; however, the nature of the program does provide for building some collaborative competencies when working with other craftspersons and mentors. The majority of the formal training in the program is via correspondence schools. While this has been effective, the resources are sometimes outdated. It is also proven that, for most individuals, classroom training is more effective than correspondence training.

In some programs, it is not clear to the apprentice if they will have a position after they graduate and upward mobility plans for craftspersons are not developed or communicated.

There is little standardization within Reclamation's Apprentice Programs. Standardization could help improve program effectiveness while decreasing overall costs.

Apprentices working at smaller facilities often do not experience a broad range of work. At smaller facilities, major work (generator overhauls, turbine replacements, etc.) may occur at longer intervals prohibiting the apprentice from learning the skills associated with that type of work during their tenure in the apprentice program.

Action Explanation:

Develop a team within Reclamation to look at the following:

1. Incorporating more classroom training into apprentice programs through local trade and vocational technical schools.
2. Investigate standardizing the core parts of apprentice programs.
3. Incorporate leadership and collaborative competencies in the programs.
4. Investigate whether or not apprentice programs should be expanded into areas other than power.

5. Look at ways to maximize the apprentice training experiences by getting apprentices involved in major O&M work.
6. Review Reclamation's apprentice programs to develop a list of "best practices" and incorporate those into all programs

Pacific Northwest Region, Resource and Technical Services Office (RRTS) Rotation Program

Background:

This program provides a series of rotational opportunities and orientations within the RRTS organization, including the Pacific Northwest Construction Office. The primary purpose is to foster an awareness and understanding of the functions of all the groups within the RRTS organization and their relationship to groups throughout Reclamation. The program also prepares participants to deal with policy, resource, and technical issues. A final objective is to provide an important developmental opportunity for regional office employees and build a skilled staff within the organization.

The program lasts for one year and is open to any employee with a GS-5 or above grade level and equivalent who have permanent appointments within the Pacific Northwest Regional Office. A panel screens candidates' applications. Participation is part time for 12 months and takes approximately 20 percent of the employee's time. Participants increase their awareness of the work performed within the RRTS group and learn how that work is coordinated and accomplished within the region, Reclamation, and DOI. This experience provides the participant "hands on" exposure to the various programs (e.g., lands and recreation, geology, facility operations, etc.).

Individual Rotation Plans are developed by the participants, their supervisor, and a RRTS Program Manager, who serves as a coach. The plans are tailored to the participant's experience, needs, and interests.

While the program primarily addresses technical competencies, the program also intentionally focuses on leadership and collaborative competency development. Participants are able to observe various leadership styles and learn what is effective given a particular situation and group. Collaborative competencies are addressed by allowing the participant to shadow a program manager and attend various team and group meetings to see firsthand how agreements and consensus are reached. A written report is submitted and presented once each quarter, detailing the observations and experiences around these competency areas.

Management recognized a gap in opportunities to develop employees for leadership positions below the GS-13 level. Therefore, they look to this program as a "bridge" for the Regional Liaison position by providing leadership and networking experiences as part of the rotational assignment. Participants also work with Reclamation groups outside of RRTS (e.g., finance) to gain a better understanding of this important relationship. Participants make important contacts and understand the political inferences of various actions taken with different groups. Consideration is also being given to opening a slot for Area Office participants. This rotational

experience provides exposure to key relationship opportunities both within, as well as outside, the regional office.

Action Explanation:

This program should be considered Reclamation-wide to provide broad program exposure to employees who are outside of the engineering career path.

- **Develop a Reclamation-wide Mentor and Coaching Program**

Background:

Within Reclamation there have been some efforts to establish opportunities for employees to establish mentoring and coaching relationships. The current Reclamation Leadership Development Program is testing one approach. The Lower Colorado Region has developed a program of its own. There are some individual efforts to match interested employees with willing and capable mentors.

Action Explanation:

Reclamation needs more than a casual approach to make mentoring and coaching a viable development tool. Reclamation should commit to selecting mentors and coaches carefully, training participants, and evaluating results for individual mentor/coach relationships.

Successful mentoring and coaching programs recognize that not everyone who might want to be a mentor/coach should be. Reclamation should use consistent criteria to select mentors and coaches. At the same time, we need to fully educate employees interested in finding a mentor/coach on what responsibilities there are for both participants, how best to select a mentor/coach, and ways to maintain the relationship that provides the most benefit. The bottom line is that mentoring and coaching, no matter which side you are on, requires commitment and takes work. There are many models available to guide Reclamation in establishing a mentoring and coaching program.

Create a team to research industry best practices and utilize them to develop a Reclamation-wide mentoring and coaching program.

Responsible Lead Office: Reclamation Leadership Team through the Director of Administration and the Office of Learning and Development

Create a multi-level advisory (governance) team to identify learning/development priorities.

Background:

Learning and development activities are occurring without the benefit of guidance from senior leadership outlining Reclamation-wide needs, processes, and priorities. There are managers,

supervisors, and employees determining the appropriate course of action without corporate support or guidance.

Action Explanation:

A multi-level advisory team, represented by all organizational levels (Area Office/Field Office, Regional Office, Denver, and DC representation), should set organizational priorities, ensure policies and processes are followed, guide the Learning and Development Office in the implementation of a corporate wide approach, and provide oversight in the continuous improvement of organizational learning and development . The team would function to resolve conflicts over learning and development priorities.

A multi-level advisory team benefits Reclamation as follows:

1. Senior level staff provides an overall organizational vision to the decision-making process. The multi-level structure ensures the learning and development needs at all levels of the organization are considered.
2. The multi-level structure ensures leadership commitment to fund and support the resources necessary to carry out whatever course Reclamation’s learning and development programs take.
3. An advisory team establishes leadership buy-in to the principle that Reclamation’s culture is based on continuous employee development in line with recognized and meaningful core competencies to meet organizational mission/goals.

Initial tasks of the team include:

- Determine staffing needs required to support Reclamation’s learning and development program.
- Develop an implementation strategy to utilize corporate learning and development services.
- Set organizational learning and development priorities.
- Ensure processes and policies are followed.
- Ensure learning and development programs align with Reclamation strategic plans and organizational priorities
- Examine issues such as how Reclamation can establish and maintain appropriate funding levels that reflects a stand alone line item commitment to employee learning and development.

Responsible Lead Office: Reclamation Leadership Team through the Director of Administration’s Learning and Development Office

Ensure all supervisory performance plans clearly and consistently include an element requiring technical, collaborative skills, and leadership development of subordinates.

Background:

SES performance standards require the development of managers and leaders. Because this is recognized as an important role for executives, managers and supervisors should also be accountable for identifying gaps and developing the technical, collaborative and leadership competencies in each of their subordinates.

Action Explanation:

Some measure of reinforcement will be required until employee development is completely understood and becomes ingrained in Reclamation's culture. Doing so would demonstrate that supervisory involvement is necessary and expected within Reclamation.

Develop a consistent element for each supervisor's performance plan that requires active development of technical, collaborative, and leadership competencies for all employees and the utilization of IDPs as the vehicle for communication, documentation and planning.

Responsible Office Lead: Reclamation Leadership Team through the Director of Administration