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Department of  
Agriculture

# APHIS Leadership Program Evaluation Report

Marketing and  
Regulatory  
Programs

Animal and  
Plant Health  
Inspection  
Service

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## ACKNOWLEDGEMENTS

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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 <sup>st</sup> 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’s<sup>1</sup> 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

<sup>1</sup> 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"> <li>• 4.0 score based on 5.0 Likert scale</li> <li>• The averaged score indicates that survey respondents “agreed” with this statement</li> </ul>
2. “ The program/curriculum was the appropriate choice for my position”	<ul style="list-style-type: none"> <li>• 4.05 score based on 5.0 Likert Scale</li> <li>• The averaged score indicates that survey respondents “agreed” with this statement*</li> </ul> <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"> <li>1. Interpersonal Skills</li> <li>2. Team Building</li> <li>3. Oral Communication</li> <li>4. Conflict Management</li> <li>5. Influencing and Negotiating</li> </ol>
4. Five Most Selected Learning Methods	<ol style="list-style-type: none"> <li>1. Workshops/Seminars</li> <li>2. Action Learning Project/Team Presentation</li> <li>3. Assessments</li> <li>4. Coaching</li> <li>5. AgLearn Courses</li> </ol>
5. Five Most Effective Learning Methods	<ol style="list-style-type: none"> <li>1. Workshops/Seminars</li> <li>2. Action Learning Project/Team Presentation</li> <li>3. Coaching/Developmental Assignments (tied)</li> <li>4. Assessments/Shadow Assignments (tied)</li> </ol>

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"> <li>• 3.95 score based on 5.0 Likert scale</li> <li>• The averaged score indicates that survey respondents were “neutral” with this statement</li> </ul>
7. “ The program/curriculum benefitted the Agency by furthering my professional and personal development”	<ul style="list-style-type: none"> <li>• 4.06 score based on 5.0 Likert Scale</li> <li>• The averaged score indicates that survey respondents “agreed” with this statement</li> </ul>

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

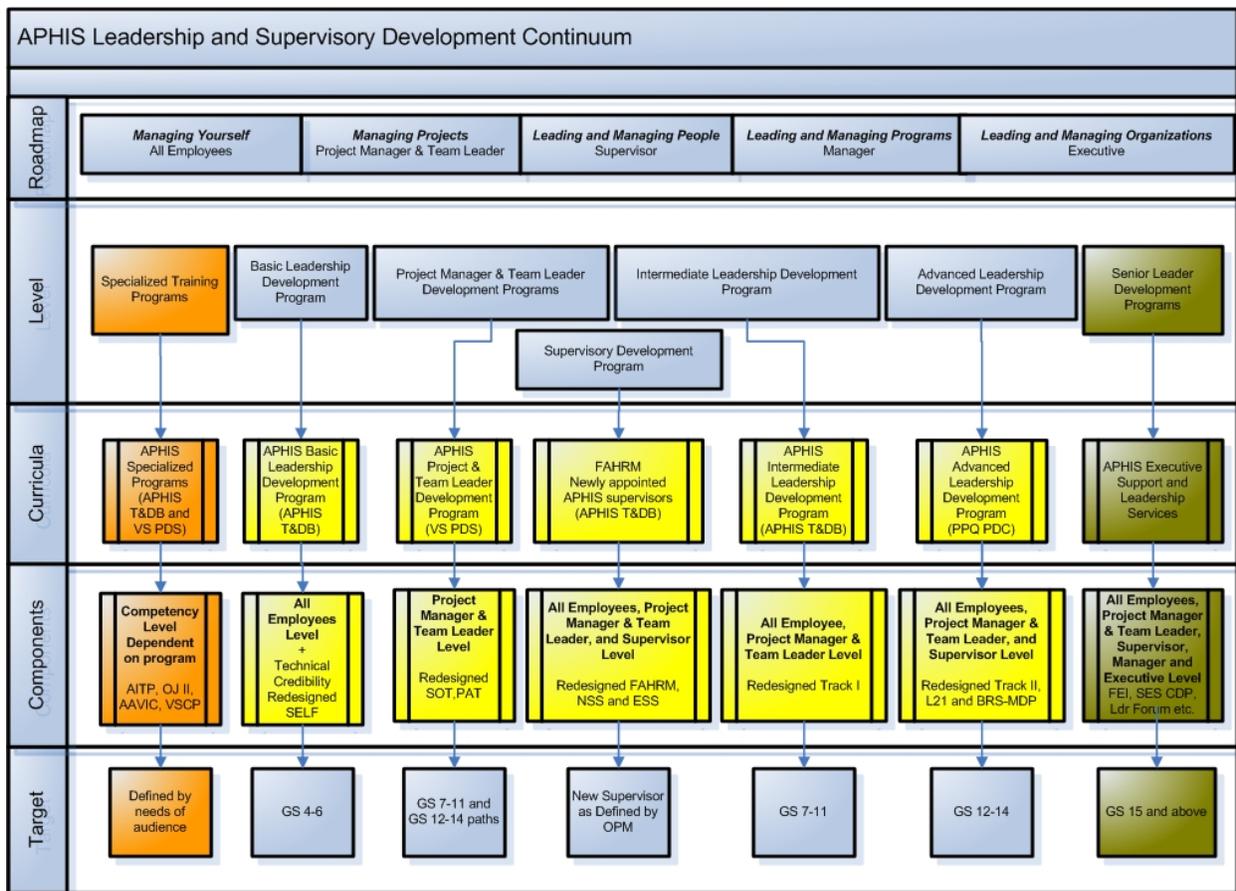
*Team Evidence for this Recommendation:* As noted on page 13 of the report, *most* APHIS employees agreed that the program/curriculum was the appropriate choice for their positions. However as noted from the online survey results in Appendix D, 25 percent of the programs/curricula scored under 4.0 for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

### **Criteria Based Evaluation Method**

The criteria based evaluation method was one of two independent methods used to evaluate the leadership programs/curricula. As part of this evaluation method, the team created an evaluation matrix which listed the definition, goal/standard, and measurement for each criterion. The development of the evaluation matrix is detailed below. The complete criteria matrix begins on page A-3.

#### *Development of Evaluation Matrix*

During the first meeting, team members revised the criteria established in the initial APHIS Leadership Development Strategy meeting. In addition, the team established a definition for each revised criterion, as shown in example 1 below.

<b>Criteria</b>	<b>Definition</b>
1. Uses and Engages Positional Leaders	<p>Uses positional leaders at the appropriate levels in learning by</p> <p>Participating in programs, asking &amp; answering questions from participants and serve as subject matter experts/ instructors who make links to organization goals, strategies, vision, values, etc.</p>

*Example 1: Revised Criterion and Definition*

After the criteria and definitions were developed, the team created goal/standard for each criterion, as shown in example 2 below.

<b>Criteria</b>	<b>Definition</b>	<b>Goal/Standard</b>
1. Uses and Engages Positional Leaders	<p>Uses positional leaders at the appropriate levels in learning by</p> <p>Participating in programs, asking &amp; answering questions from participants and serve as subject matter experts/ instructors who make links to organization goals, strategies, vision, values, etc.</p>	<p>Program/curriculum uses and engages APHIS positional leaders (at appropriate levels) in leadership development programs and curricula when appropriate to participate in panels, make presentations, and deliver training as SMEs and make links between the training and APHIS strategic goals (vision, mission, values, and etc.)</p>

*Example 2: Criterion, Definition, and Goal/Standard*

Once each criterion was defined and a goal/standard established, the team created measurements to determine if a gap existed in the program/curriculum, as shown in example 3 below.

<b>Criteria</b>	<b>Definition</b>	<b>Goal/Standard</b>	<b>Measurement</b>
1. Uses and Engages Positional Leaders	<p>Uses positional leaders at the appropriate levels in learning by</p> <p>Participating in programs, asking &amp; answering questions from participants and serve as subject matter experts/instructors who make links to organization goals, strategies, vision, values, etc.</p>	<p>List Objective(s)</p> <p>Program/curriculum uses and engages APHIS positional leaders (at appropriate levels) in leadership development programs and curricula when appropriate to participate in panels, make presentations, and deliver training as SMEs and make links between the training and APHIS strategic goals (vision, mission, values, and etc.)</p>	<p>Question A) Are the leaders on the training schedule? Yes/No</p> <p>Question B) Are the leaders' involvements directly supporting learning objective(s)?</p> <p>List Course(s) List Module(s) List Objectives</p>

*Example 3: Portion of Criteria Matrix relating to Criterion 1*

**APHIS Leadership Programs/Curricula Evaluation Criteria**

Criteria	Definition	Goal/Standard	Measurement
1. Uses and Engages Positional Leaders	<p>Uses positional leaders at the appropriate levels in learning by</p> <p>Participating in programs, asking &amp; answering questions from participants and serve as subject matter experts/ instructors who make links to organization goals, strategies, vision, values, etc.</p>	<p>List Objective(s)</p> <p>Program/curriculum uses and engages APHIS positional leaders (at appropriate levels) in leadership development programs and curricula when appropriate to participate in panels, make presentations, and deliver training as SMEs and make links between the training and APHIS strategic goals (vision, mission, values, and etc.)</p>	<p>Question A) Are the leaders on the training schedule? Yes/No</p> <p>Question B) Are the leaders' involvements directly supporting learning objective(s)?</p> <p>List Course(s) List Module(s)</p>
2. Demonstrates Judicious Use of Resources & Is Accountable to Tax Payers	<p>Provides cost effective training which uses 80 percent internal resources; 20 percent external contractors; uses non pay federal/state and etc. facilities for training; and uses most cost effective &amp; politically appropriate location</p>	<p>Program/curriculum provides cost effective training which uses a) 80 percent internal resources; 20 percent external contractors, b) (non pay) federal, state, and etc facilities for training and c) most cost effective &amp; politically appropriate location.</p>	<p>Question A) Number and title of courses/programs/curricula which used internal resources and/or contractors</p> <p>Question A1) Cost of contractor(s) per program</p> <p>Question B) Was a location cost analysis conducted to ensure training location was the most cost efficient? Yes/No If no, please explain</p> <p>Question B1) Was location politically appropriate (not a resort)? Yes/No If no, please explain</p>

Criteria	Definition	Goal/Standard	Measurement
3. Involves Collective Community of Training and Development Resources	Ensures collaboration among training units on Training, Design, Development & Delivery and/or other support activities e.g. selection criteria, evaluation, etc.	Program/curriculum uses the best resources from among units of Training - Design, Development, and Delivery and/or other support (e.g. selection criteria, evaluation, etc.)	<p>Question A) Is collaboration occurring in Training Design – Yes/No List all occurrences</p> <p>Question B) Is collaboration occurring in Training Development – Yes/No List all occurrences</p> <p>Question C) Is collaboration occurring in Training Delivery – Yes/No List all occurrences</p> <p>Question D) Is collaboration occurring in other aspects of training (e.g. standardization of evaluation methods) – Yes/No List all occurrences</p>
4. Is Systematic and Comprehensive	Links 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	Program/curriculum is systematic and comprehensive 100 percent of time for all measurement criteria	<p>Question A) Is the training program/curriculum linked to the APHIS Leadership Roadmap? – Yes/No How – is program/curriculum listed on the Roadmap?</p> <p>Question B) Is the training program/curriculum linked to the APHS Strategy and Goal for Leadership Development – Yes/No</p>

Criteria	Definition	Goal/Standard	Measurement
<p>4. Is Systematic and Comprehensive <i>continued</i></p>			<p>Question C) Is the training program/curriculum linked to the Workforce/Succession Plans – Yes/No Supports Workforce or Succession Plan Goal of</p> <p>Question D) Is the training program/curriculum competency based – Yes/No</p> <p>Question E) Does program/curriculum incorporate:</p> <p>Variety of learning opportunities - Yes/No</p> <ul style="list-style-type: none"> <li>• If yes, which learning experiences?</li> </ul> <p>Variety of delivery methodologies – Yes/No</p> <ul style="list-style-type: none"> <li>• If yes, which delivery methodologies?</li> </ul> <p>Assessments used? – Yes/No</p> <ul style="list-style-type: none"> <li>• If yes, what assessments are used?</li> </ul> <p>Coaching? – Yes/No</p> <p>Mentoring? – Yes/No</p>

Criteria	Definition	Goal/Standard	Measurement
			Participants' development of individual learning goals? – Yes/No
5. Demonstrates Best Practices/Innovative Approaches/Techniques for Leadership Development	<p>Uses best practices/ innovations for leadership development found in Federal and private sector.</p> <p>Conducts periodic reviews to keep current with what is happening in the field of Leadership Development</p>	Program/curriculum shows evidence of a link to best practices	<p>Question A) Was a Federal or private sector best practice(s) or innovation(s) for leadership development used? If yes, what was it and how was it used?</p> <p>Question B) Was a periodic review conducted in order to keep current with what is happening in the field of Leadership Development? If yes, what was the methodology and how was the course changed?</p>
6. Demonstrates Interchangeability	<p>Program/curriculum applies across all of APHIS</p> <p>Modules in a particular program/curriculum can be used for another <i>level</i> of leadership development</p>	Program/curriculum is designed, developed, and delivered to maximize interchangeability between APHIS units	<p>Question A) Which components of your program/curriculum are interchangeable in order to reduce redundancy across APHIS units?</p> <p>Question B) Which components of your program/curriculum are interchangeable across employee levels based upon the APHIS Leadership Roadmap?</p>
7. Addresses Program Unique Leadership Needs	Training programs modules designed to meet specific/unique program Leadership needs (for example: LMR (Labor	Program/curriculum addresses unique program results	Are there unique program leadership needs in the program/curriculum?

Criteria	Definition	Goal/Standard	Measurement
	Management Relation/ Collective Bargaining Unit); operational plan/strategic goals; values; mission statement; international relations or negotiations; inter-cultural communications		If yes, what are the unique needs?
8. Uses sound Instructional System Design (ISD)	Uses ISD model of Analysis, Design, Development, Implementation, and Evaluation	Program/curriculum is based upon sound instruction system design (ISD) which includes all stages of Analysis, Design, Development, Implementation, and Evaluation (ADDIE).	<p>Question A) Is program/curriculum designed using the ASTD model of ISD?</p> <p>Yes/No</p> <p>Question B) Check which <i>Analysis</i> documents are available?</p> <ul style="list-style-type: none"> <li>• Record of training request</li> <li>• Alignment of training to Strategic Goal</li> <li>• Analysis of Learner</li> <li>• Instructional analysis</li> </ul> <p>Question C) Check which <i>Design</i> documents are available?</p> <ul style="list-style-type: none"> <li>• Instructional Strategy</li> <li>• Course Format and Prerequisites</li> <li>• Design Documents including objectives, length of program/curriculum, length of individual units</li> </ul> <p>Question D) Check which <i>Development</i> documents are</p>

Criteria	Definition	Goal/Standard	Measurement
<p>8. Uses sound Instructional System Design <i>continued</i></p>			<p>available? Program/Curriculum materials</p> <ul style="list-style-type: none"> <li>• Instructional Methods/Media</li> <li>• Instructor/Facilitator Guide</li> <li>• Appendices/Attachments</li> </ul> <p>Question E) Check which <i>Implementation</i> documents are available?</p> <ul style="list-style-type: none"> <li>• Results of Pilot</li> <li>• Marketing of program/curriculum</li> <li>• Rollout of program/curriculum</li> </ul> <p>Question F) Check which <i>Evaluation</i> documents are available?</p> <p>Evaluation Guide</p> <ul style="list-style-type: none"> <li>• List of all applicable levels of evaluation based upon Kirkpatrick’s Five Levels</li> <li>• List of all applicable questions for each level of evaluation</li> </ul>
<p><b>Optional Worksheet</b> Additional Information not covered in criteria 1-8</p>			

## **APPENDIX B: SUMMARY OF TEAM ANALYSIS AND RECOMMENDATIONS**

### **Criteria Based Evaluation Method – Team Results**

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

#### **Team Assignments**

Team 1: Donna Williams and Tom Scott

##### Programs/Curricula

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

Team 2: Van Pichler and Marilyn Miller

##### Programs/Curricula

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

Team 3: David Cummings and Will Bostwick

##### Programs/Curricula

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

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

**Team Results for Individual Programs/Curricula**

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

Program/Curriculum _____	Target Audience _____
Competencies Targeted _____	
<b>1. Evaluation Criterion - Uses and Engages Positional Leaders</b>	
<b>2. Criterion Goal/Standard - Uses and engages APHIS positional leaders (at appropriate levels) in leadership development programs and curricula when appropriate to participate in panels, make presentations, and deliver training as SMEs and make links between the training and APHIS strategic goals (vision, mission, values, etc.)</b>	
<b>3. Measurement and Review Results</b>	
A. Are the leaders on the training schedule? _____	
B. Are the leaders' involvement directly supporting learning objective(s)? _____	
- List Course(s)	_____
- Identify Module(s)	_____
- List Objective(s)	_____
<b>4. Gap(s)</b>	
<i>The difference between 2 (where we need to go) and 3 (where we are) = Gap</i>	
_____	
<b>5. Recommendations to close the Gap(s).</b>	
_____	

*Example 1: Criterion 1 worksheet*

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

**Program: Advancing Leaders Program (ALP – Track I)**

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

*Example 2: Portion of Team Result for ALP*

**Program: Advancing Leaders Program (ALP – Track I)**

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

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

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

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**Program: APHIS International Training Program (AITP II)**

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

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

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

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**Program: BRS Management Development Program**

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

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

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

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**Program: Experienced Supervisor Seminar (ESS)**

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

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

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

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**Program: Fundamentals of APHIS Human Resource Management (FAHRM)**

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

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

Appendix B: Summary of Team Analysis and Recommendations Fundamentals of APHIS Human Resource Management (FAHRM)

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

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**Program: Leadership Development Program (Track II)**

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

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

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

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

**Program: Leading in the 21<sup>st</sup> Century (L-21)**

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

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

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

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**Program: New Supervisor Seminar (NSS)**

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

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

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

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**Program: Operation Jumpstart II**

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

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

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

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**Program: Preparing APHIS Team-Leaders**

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

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

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

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**Program: Staff Officer Training (SOT)**

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

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

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

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**Program: Support Employees Learning Forum**

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

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

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

**Overall Recommendations for Individual Groups of Programs/Curricula**

*Overall Recommendations included comments and feedback from Program Managers*

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

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

1. APHIS needs to develop a comprehensive leadership development strategy, across program units that progressively builds on skills and competencies gained at the earliest levels and continues throughout an employee's career.
2. Workforce and succession plans from APHIS program units need to be linked to leadership and development programs at all levels.
3. The ASTD model of instructional design should be incorporated into the design, development, implementation and evaluation of all leadership development programs across APHIS to ensure consistent design and documentation and to enhance institutional memory.
4. APHIS should ideally decide at what grade levels we begin to develop leaders. If we are truly committed to growing leaders from the entry level (OJ II), then support employees should be included in succession planning goals and strategy across the agency.
5. Develop a document including organizational charts, biosketches, and contact information for all groups in the training community to foster collaboration in program design and development. Training specialists in the various training communities may be more willing to reach out to internal resources, rather than contractors, if they know where to look for specific training expertise.
6. Consider more programs that specifically target hard to fill/difficult to retain leadership positions. The Assistant Area Veterinarian in Charge program provides a model that has already been vetted, in collaboration with HR, to accomplish this task.
7. Create a leadership development continuum that provides linkages between all leadership programs within the agency. The Leadership Roadmap might be used as a template, but may need to be expanded to be more inclusive of all programs.

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

## 1. Staff Officer Training:

SOT is a valuable program for APHIS.

Conduct an analysis and design. (Note: We hypothesize with a proper analysis and design the course will be designed in a manner that target various needs of the audience)

PAT and SOT should be analyzed and reviewed to ensure clarity of target audience.

Define and identify APHIS Staff Officer's, Team Leaders and Project Managers and;

Conduct a needs assessment for each target audience.

APHIS should consider developing a "Project Manager and Team Leader" training course to be aligned with the Roadmap.

This course targets too many competencies for too broad an audience in its current design.

## NOTES from the PAT Program Manager:

## Budget

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

## SOT Program

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

## Mentoring Component

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

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

#### Overall Program Recommendations

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

#### Definition of Staff Officers

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

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

#### 2. Preparing APHIS Team Leaders (PAT)

PAT and SOT should be analyzed and reviewed to ensure clarity of target audience.

Define and identify APHIS Staff Officer's, Team Leaders and Project Managers and;

Conduct an needs assessment for each target.

APHIS should consider developing a "Project Manager and Team Leader" training course to be aligned with the Roadmap.

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

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

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

### 3. New Supervisor Seminar

#### Observation:

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

#### Overall recommendations:

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

NSS should be integrated into a larger Supervisory Program

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

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

See APHIS Supervisory Program recommendation (See attached)

### 4. Fundamentals of APHIS Human Resource Management

#### Observation:

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

#### Overall recommendations:

Identify the skills and behaviors of all (continuum) supervisors

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

FAHRM should be integrated into a larger Supervisory Program

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

Criteria 1, Question 3.

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

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

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

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

Criteria 2, Question 3B.

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

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

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

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

Criteria 3, Question 3A.

Was there collaboration with the training community in the design, development and delivery?

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

Criteria 4, Question 3.

Does the FAHRM program link to the Roadmap/Succession Planning, USDA directive 4040 and APHIS 4315?

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

Criteria 8, Question 3F.

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

What type of Level II evaluation was completed for FAHRM?

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

Program Manager Recommendations

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

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

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

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

Leveraging Diversity competency-I would like to see Conflict Dynamics Profile used in the FAHRM course. The course could use a better assessment tool. FAHRM needs to be linked with a Mentoring Program; new supervisors should be assigned a mentor.

A probationary supervisor should be able to manage people in managing conflict and how supervisors manage their own conflict. Currently, we address conflict management in the Myers Briggs module. We should look into introducing the certification-CDP. Her recommendation is based on her intuition and on a compilation of Level 1 evaluations feedback

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

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

1st week-increasing their cognitive level

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

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

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

See APHIS Supervisory Program recommendation (See attached)

#### 5. Experienced Supervisor Seminar

Observation:

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

Overall recommendations:

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

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

ESS should be integrated into a larger Supervisory Program

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

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

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

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

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

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

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

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

## APPENDIX C: LEVELS 1 – 3 ANALYSIS REPORT

### Kirkpatrick's Level 1 – Level 3 Training Evaluation Method

In addition to evaluating the leadership programs/curricula through the criteria based evaluation method; the team also evaluated the programs/curricula by the Kirkpatrick's Level 1 – Level 3 training method. This portion of the review was conducted by Andrea Simao.

#### Level 1

As part of this training evaluation method, each program level 1 instrument was evaluated against criteria determined by Kirkpatrick as critical for effective level 1 assessments. The criteria required in an effective level 1 assessment include questions on:

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

Each program/curriculum level 1 instrument was assessed using the questions as shown in Table 1.

<b>Level 1 Evaluation Form</b>	<b>Yes</b>	<b>No</b>	<b>No Evidence</b>
<i>Participants had opportunity to comment on whether learning objectives were stated.</i>			
<i>Participants had opportunity to comment on whether learning objectives were accomplished.</i>			
<i>Participants had opportunity to comment on the structure and organization of the program/curriculum.</i>			
<i>Participants had opportunity to comment on whether the learning aids/materials were helpful.</i>			
<i>Participants had opportunity to comment on whether the instructor conveyed knowledge of the material.</i>			
<i>Participants had opportunity to comment on whether instructor appeared well prepared.</i>			
<i>Participants had opportunity to comment on whether the instructor responded to questions or need for help.</i>			
<i>Participants had opportunity to comment on whether the instructor presented a positive image of the Agency.</i>			
<i>Participants had opportunity to respond to open ended questions.</i>			

*Table 1: Example of Program Level 1 Analysis*

## Level 2

The next step was to create an online survey to determine if learning occurred and by which learning methods. The survey asked seven questions for each leadership program/curricula. The first part of the survey contained five questions based upon level 2 criteria, as shown in Table 2.

Questions for Level 2 Survey
1: The program/curriculum provided opportunities for professional growth and development
2: The program/curriculum was the appropriate choice for my position
3: Select which leadership competencies were the bases of the program/curriculum
4: Select which learning methods were included in the program/curriculum
5: Select the one learning method which was most effective for respondent's learning

*Table 2: Questions for Level 2 Survey*

## Level 3

The second part of the online survey was to determine if the learning was transferred to the performance of work duties; thereby benefitting the Agency. This portion of the survey contained two questions based upon level 3 criteria, as shown in Table 3.

Questions for Level 3 Survey
1: I have had an opportunity to apply the training since completing the program/curriculum
2: The program/curriculum benefitted the Agency by furthering my professional and personal development.

*Table 3: Questions for Level 3 Survey*

Individual programs/curricula Level 1 – Level 3 analysis reports begin on page C-3. A program/curriculum report is organized in the following manner:

- Introduction
- Comparison of program Level 1 evaluation with Kirkpatrick's evaluation criteria and numerical results from program Level 1 evaluations
- Results and analysis of Level 2 online survey
- Results and analysis of Level 3 online survey
- Preliminary recommendations

## Advancing Leaders Program (Track I)

### Introduction

The Advancing Leaders Program (Track I) began in 2003 and is coordinated by the APHIS Training and Development Branch (TDB). The TDB conducts the program in collaboration with the contractor, Organizational Assessment & Development (OAD).

Track I is intended for APHIS employees at the GS 7 -11 who are interested in moving into higher level leadership positions.

Percentage of training delivered by:

- APHIS TDB – 33%
- OAD – 67%

Track I focuses on the following leadership competencies; Accountability, Conflict Management, Continual Learning, Creativity and Innovation, Customer Service, Decisiveness, External Awareness, Flexibility, Human Resources Management, Influencing/Negotiating Integrity/Honesty, Interpersonal Skills , Oral Communication, Partnering, Problem Solving, Resilience, Team Building, and Written Communication.

The analysis of Track I is divided into four sections:

- Comparison of program Level 1 evaluation with Kirkpatrick’s evaluation criteria and numerical results from program Level 1 evaluations
- Results and analysis of Level 2 online survey
- Results and analysis of Level 3 online survey
- Preliminary recommendations

### Analysis Methods

#### **Section 1: Analysis of Level 1 Evaluation Form:**

The purpose of Level 1 evaluation is to measure participants’ reaction to the training. This section compares Kirkpatrick’s criteria for level 1 evaluation to the *program* level 1 evaluation to determine if program evaluation incorporates all critical sections.

<b>Track I Level 1 Evaluation Form</b>	<b>Yes</b>	<b>No</b>	<b>No Evidence</b>
<i>Participants had opportunity to comment on whether learning objectives were stated.</i>		•	
<i>Participants had opportunity to comment on whether learning objectives were accomplished.</i>		•	
<i>Participants had opportunity to comment on the structure and organization of the program/curriculum.</i>	•		
<i>Participants had opportunity to comment on whether the learning aids/materials were helpful.</i>	•		
<i>Participants had opportunity to comment on whether the</i>	•		

<b>Track I Level 1 Evaluation Form</b>	<b>Yes</b>	<b>No</b>	<b>No Evidence</b>
<i>instructor conveyed knowledge of the material.</i>			
<i>Participants had opportunity to comment on whether instructor appeared well prepared.</i>	•		
<i>Participants had opportunity to comment on whether the instructor responded to questions or need for help.</i>	•		
<i>Participants had opportunity to comment on whether the instructor presented a positive image of the Agency.</i>			•
<i>Participants had opportunity to respond to open ended questions.</i>	•		

Numerical Results from Track I Level 1 Evaluation–Track I was primarily conducted in Riverdale, Maryland for approximately 95 participants. The table below illustrates participant response on critical evaluation sections including learning objectives, relevance to current position, training design, and instructor delivery.

Comment: Level 1 evaluation for Track I do not clearly align with the criteria listed in the table below. Track I uses the following Likert Scale:

***Very Relevant***    ***Relevant***    ***Fairly Relevant***    ***Not Very Relevant***    ***Not at all Relevant***  
 (5)                      (4)                      (3)                      (2)                      (1)

<b>Evaluation Criteria</b>	<b>2006</b>	<b>2008</b>
Percentage of participants that strongly agreed or agreed that workshop learning objectives were achieved.	*	*
Percentage of participants that strongly agreed or agreed that workshop content and materials were relevant to leadership development.	93%**	97%**
Percentage of participants that strongly agreed or agreed that the pace and length of the workshop was just right.	*	*
Percentage of participants who strongly agreed or agreed on the following statements on instructor <ul style="list-style-type: none"> <li>• Displayed a thorough knowledge of material presented</li> <li>• Responsive to questions or need for help</li> <li>• Presented the subject in a clear and concise manner</li> </ul>	93%**	96%**

\* *This question is not clearly stated in the evaluation.*

\*\* *Percentage is derived from 13 courses given over 3 workshops.*

Participant Comments–The written comments for the Track I program are positive. Participants appreciate the developmental assignments, workshops, and opportunities to meet APHIS management and program representatives.

In class 2006, 100 percent of the participants rated the likelihood that they would recommend Track I to others as *high*. In class 2008, 81 percent of the participants rated the likelihood that they would recommend Track I to others as *high*.

## Section 2: Analysis of Level 2 Evaluation

The purpose of Level 2 evaluation is to determine if learning occurred and by which learning methods. As part of the review, participants, who completed a leadership program or curriculum within the past 3 years, were asked to give their impression of the training using an online survey. Part one of the survey consisted of five questions designed to determine if training occurred and by which learning methods.

A total of 62 respondents answered the Level 2 and Level 3 Survey for Track I.

### Section 2 addresses Survey Questions 1 through 5

*For Questions 1 and 2, participants were asked to rate the extent that they agree or disagree with the following statements using the Likert Scale of 1 to 5 with the descriptions as noted below:*

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

Question 1	Rating Average
The program/curriculum provided opportunities for professional growth and development.	4.42

90.3 percent of the respondents either strongly agreed or agreed that Track I provided opportunities for professional growth and development.

Question 2	Rating Average
The program/curriculum was the appropriate choice for my position.	4.35

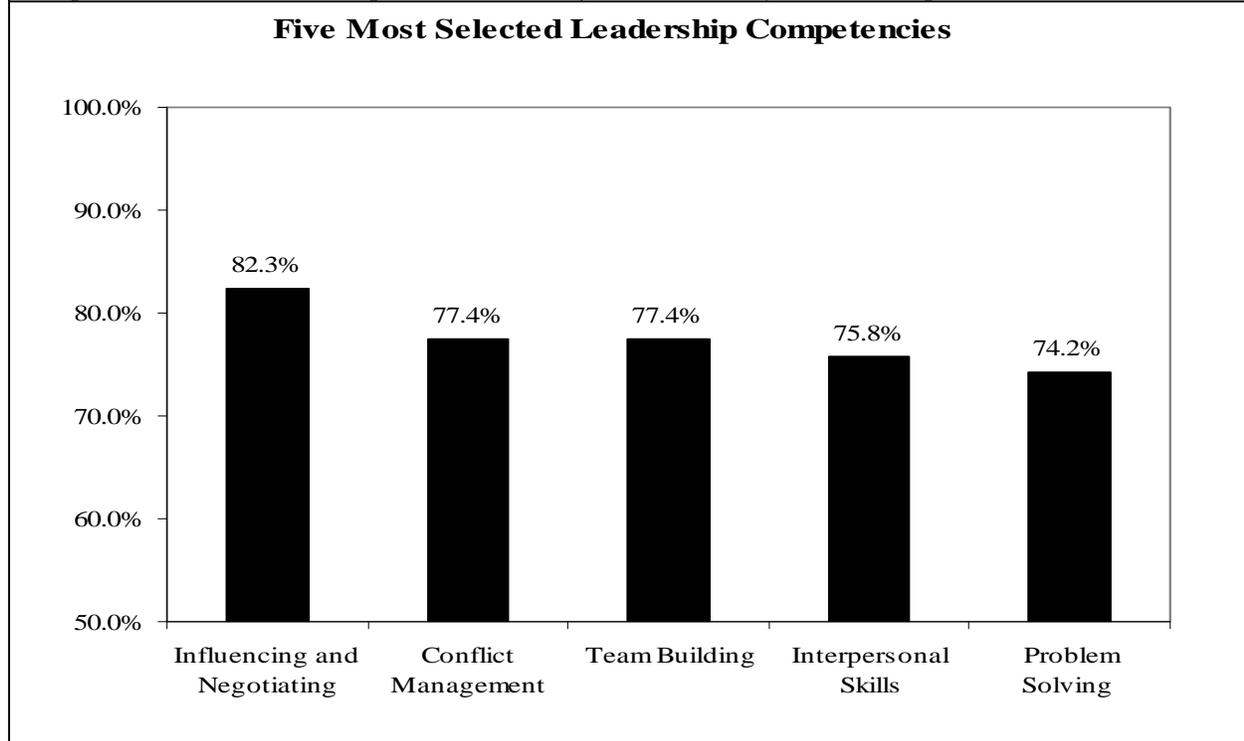
90.3 percent of the respondents either strongly agreed or agreed that Track I was the appropriate choice for their positions.

*For Questions 3 – 5, participants were asked to select their answers from a list of options for each question.*

**Question 3**

By your understanding, which leadership competencies were the bases for the program/curriculum?

*Graph illustrates the 5 competencies most often selected by Track I respondents.*



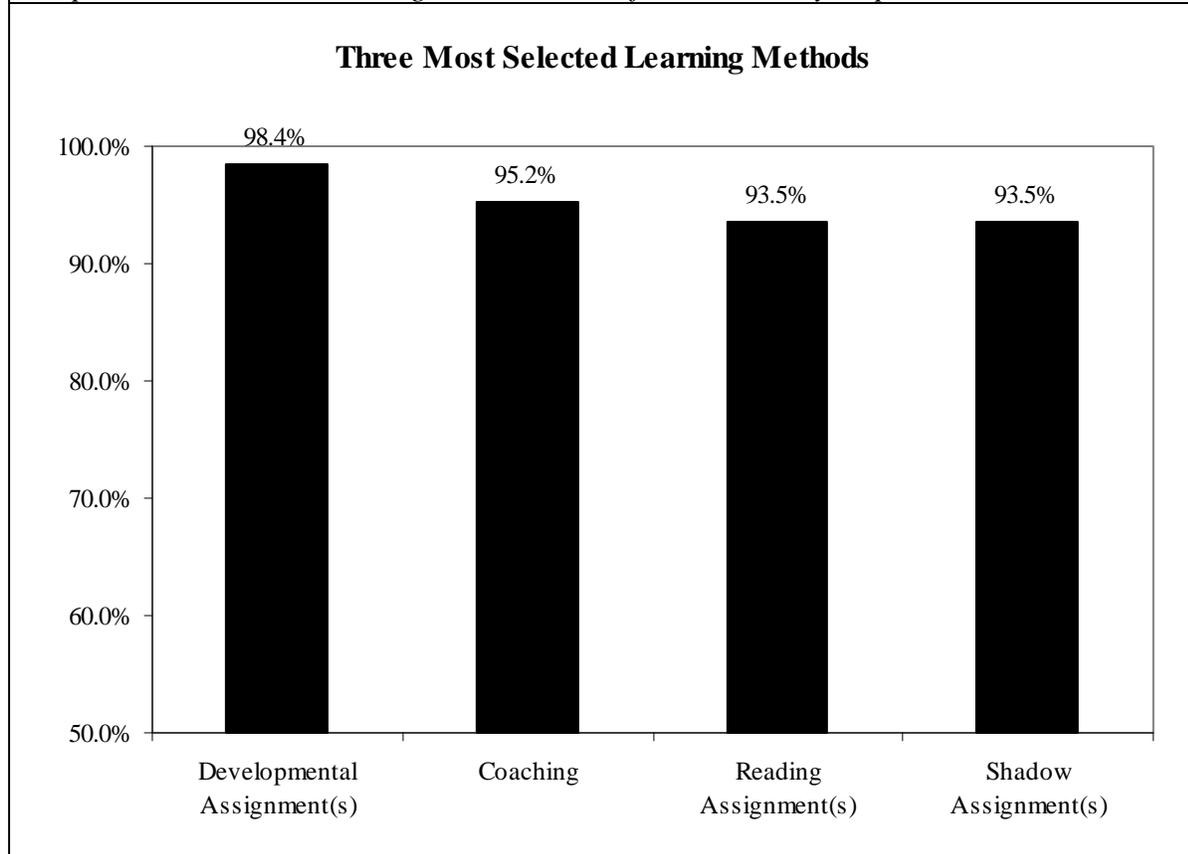
While the five most selected leadership competencies are illustrated in the graph, it is important to note that every leadership competency was selected as being included in the Track I program.

The selection of Influencing and Negotiating was the most selected leadership competency. A reason for this might be that many of Track I participants are field personnel who interact with stakeholders on a routine basis. Conflict Management and Team Building could have been selected since both competencies are used on a routine basis by APHIS regulatory personnel. Interpersonal Skills and Problem Solving may have been selected since both competencies are integral to Influencing and Negotiating.

**Question 4**

Which learning methods were utilized in the program/curriculum?

*Graph illustrates the 3 learning methods most often selected by respondents.*

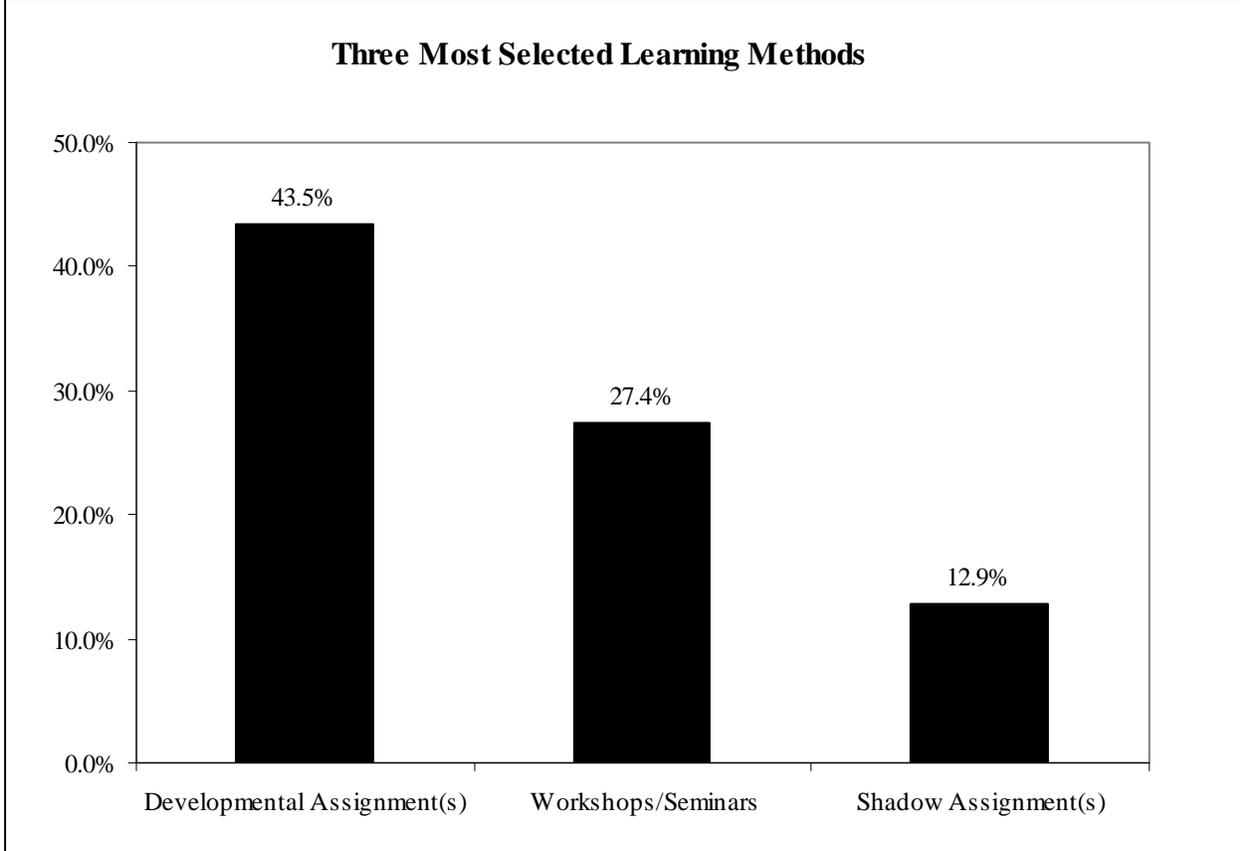


As noted in the graph, developmental assignments and coaching were selected most frequently by respondents. The third most selected learning method was tied between reading assignment(s) and shadow assignment(s). The importance that respondents placed on all four learning methods may be because program participants *choose* their developmental and shadow assignments, coaches, and reading assignments for themselves. This allows for participants to individualize their learning experience and therefore perhaps benefit more from a personalized program.

**Question 5**

In your opinion, which learning methods were the most effective for your learning?

*Graph illustrates the 3 learning methods most often selected by respondents.*



As noted in the graph, over 40 percent of the respondents selected developmental assignments as the most effective Track I learning method. Over 25 percent selected workshops/seminars as the most effective Track I learning method.

Both selections highlight the importance of participant input into the learning process. Program participants selected their own developmental assignments and provided input into the courses for each workshop.

### Section 3: Analysis of Level 3 Evaluation

The purpose of 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 program was completed and therefore benefitting the Agency.

Section 3 addresses **Survey Questions 6 & 7**

*For Questions 6 and 7, participants were asked to rate the extent that they agree or disagree with the following statements using the Likert Scale of Strongly Disagree to Strongly Agree.*

<b>Question 6</b>	<b>Rating Average</b>
I have had an opportunity to apply the training since completing the program/curriculum	4.24

87 percent of the respondents either strongly agreed or agreed that they had an opportunity to apply the training since completing the program/curriculum.

The rating average of 4.24 illustrates that because Track I covers every leadership competency most respondents have applied the training.

<b>Question 7</b>	<b>Rating Average</b>
The program/curriculum benefitted the Agency by furthering my professional and personal development.	4.39

90.3 percent of the respondents either strongly agreed or agreed that the program/curriculum benefitted the Agency by furthering by professional and personal development.

The rating average of 4.39 demonstrates that respondents believe that the Track I benefitted themselves and the Agency.

### Section 4: Preliminary Recommendations

As a result of conducting this analysis, a suggestion to consider is to create a level 1 template to ensure consistent program evaluation. A second suggestion is for APHIS training units to create a level 1 report template which would ensure consistent program reports.

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## APHIS International Training Program (AITP II)

### Introduction

The APHIS International Training Program (AITP) began in 2006 and is coordinated by the APHIS Training and Development Branch (TDB). The TDB conducts the program in collaboration with the contractor, GilDeane Group, Inc. AITP is designed to develop a cadre of APHIS employees at the GS 12 -15 grade level who can carry out APHIS international responsibilities.

Percentage of training delivered by:

- GilDeane Group, Inc. - 100%

AITP focuses on the following leadership competencies: Creativity/Innovation, Diplomacy, External Awareness, Flexibility, Influencing, Integrity/Honesty, Intercultural Awareness (Cross Cultural Interactions), Interpersonal Skills, and Team Building.

The analysis of AITP is divided into four sections:

- Comparison of program Level 1 evaluation with Kirkpatrick's evaluation criteria and numerical results from program Level 1 evaluations
- Results and analysis of Level 2 online survey
- Results and analysis of Level 3 online survey
- Preliminary recommendations

### Analysis Methods

#### **Section 1: Analysis of Level 1 Evaluation Form:**

The purpose of Level 1 evaluation is to measure participant reaction to the training. The table below compares Kirkpatrick's criteria for level 1 evaluation to the *program* level 1 evaluation to determine if program evaluation incorporates all critical sections.

Comment: Level 1 evaluation report for AITP does not include the criteria listed in the table below.

<b>AITP Level 1 Evaluation Form</b>	<b>Yes</b>	<b>No</b>	<b>No Evidence</b>
<i>Participants had opportunity to comment on whether learning objectives were stated.</i>			•
<i>Participants had opportunity to comment on whether learning objectives were accomplished.</i>			•
<i>Participants had opportunity to comment on the structure and organization of the program/curriculum.</i>			•
<i>Participants had opportunity to comment on whether the learning aids/materials were helpful.</i>			•
<i>Participants had opportunity to comment on whether the instructor conveyed knowledge of the material.</i>			•

<b>AITP Level 1 Evaluation Form</b>	<b>Yes</b>	<b>No</b>	<b>No Evidence</b>
<i>Participants had opportunity to comment on whether instructor appeared well prepared.</i>			•
<i>Participants had opportunity to comment on whether the instructor responded to questions or need for help.</i>			•
<i>Participants had opportunity to comment on whether the instructor presented a positive image of the Agency.</i>			•
<i>Participants had opportunity to respond to open ended questions.</i>			•

Numerical Results from AITP II Level 1 Evaluation—AITP was conducted in Riverdale, Maryland for 46 participants. The table below illustrates participant response on critical evaluation sections including learning objectives, relevance to current position, training design, and instructor delivery.

Comment: The only submitted document for this review was the report submitted by the contractor.

<b>Evaluation Criteria</b>	
Percentage of participants that strongly agreed or agreed that workshop learning objectives were achieved.	The AITP report does not clearly address these criteria.
Percentage of participants that strongly agreed or agreed that workshop content and materials were relevant to leadership development.	
Percentage of participants that strongly agreed or agreed that the pace and length of the workshop was just right.	
Percentage of participants who strongly agreed or agreed on the following statements on instructor <ul style="list-style-type: none"> <li>• Displayed a thorough knowledge of material presented</li> <li>• Responsive to questions or need for help</li> <li>• Presented the subject in a clear and concise manner</li> </ul>	

Participant Comments—GilDeane Group final AITP report quoted participants’ feedback as very positive and constructive.

## Section 2: Analysis of Level 2 Evaluation

The purpose of Level 2 evaluation is to determine if learning occurred and by which learning methods. As part of the review, participants, who completed a leadership program or curriculum within the past 3 years, were asked to give their impression of the training using an online survey. Part one of the survey consisted of five questions designed to determine if training occurred and by which learning methods.

A total of nine participants responded to the survey for AITP.\*

Section 2 addresses **Survey Questions 1 through 5**

*For Questions 1 and 2, participants were asked to rate the extent that they agree or disagree with the following statements using the Likert Scale of Strongly Disagree to Strongly Agree.*

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

<b>Question 1</b>	<b>Rating Average</b>
The program/curriculum provided opportunities for professional growth and development.	4.11

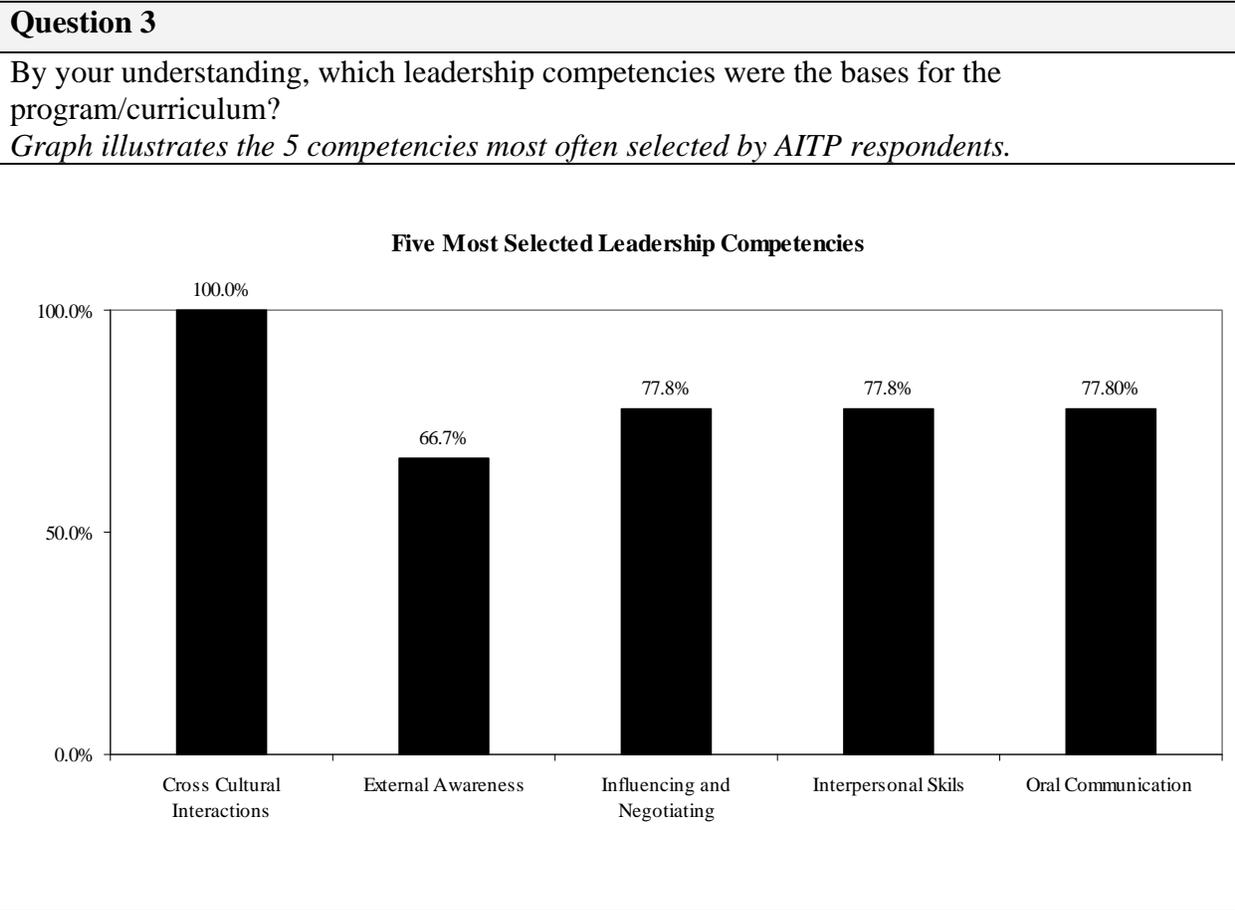
78 percent of respondents either strongly agreed or agreed that AITP provided opportunities for professional growth and development.

<b>Question 2</b>	<b>Rating Average</b>
The program/curriculum was the appropriate choice for my position.	4.22

89 percent of respondents either strongly agreed or agreed that AITP was the appropriate choice for my position.

*\* Because the response for this program/curriculum was small, the results for AITP are not statistically valid. However, the information represents the best evidence available, and show clear trends.*

*For Questions 3 – 5, participants were asked to select their answers from a list of options for each question.*



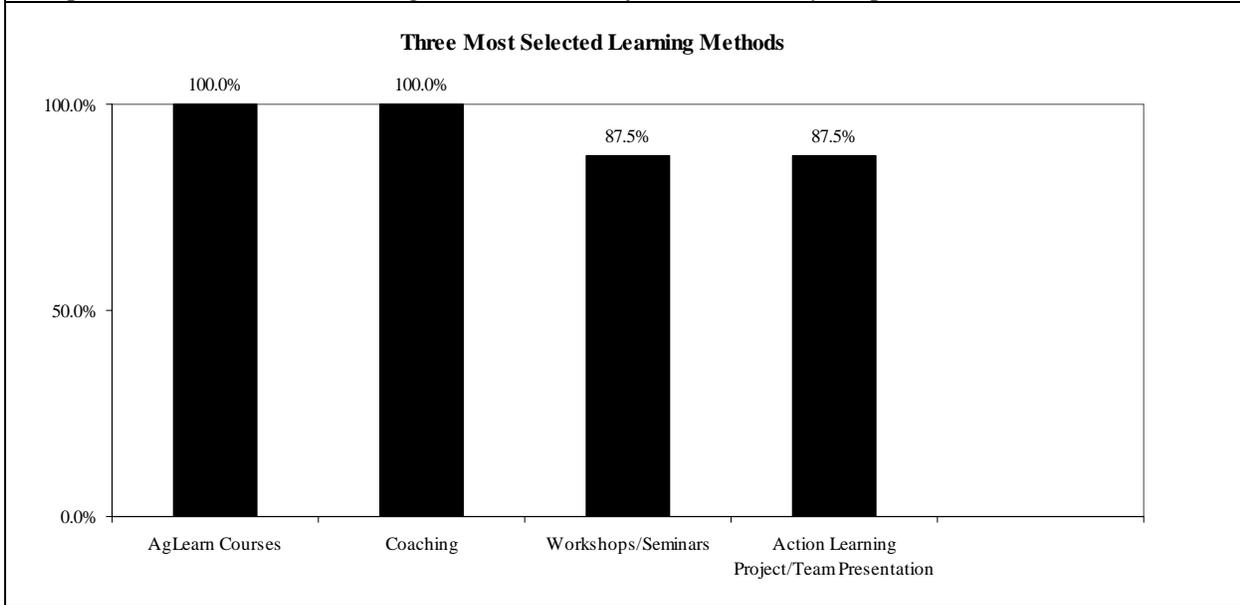
As noted in the graph, Cross Cultural Interactions was the most selected leadership competency. Influencing/Negotiating, Interpersonal Skills, and Oral Communication were the next most selected leadership competencies. External Awareness was the final most selected leadership competency.

The selection of these leadership competencies are aligned with the listed competencies for AITP. The competencies Influencing and Negotiating, Interpersonal Skills, and Oral Communication are the foundation for successful Cross Cultural Interactions.

**Question 4**

Which learning methods were utilized in the program/curriculum?

*Graph illustrates the 3 learning methods most often selected by respondents.*

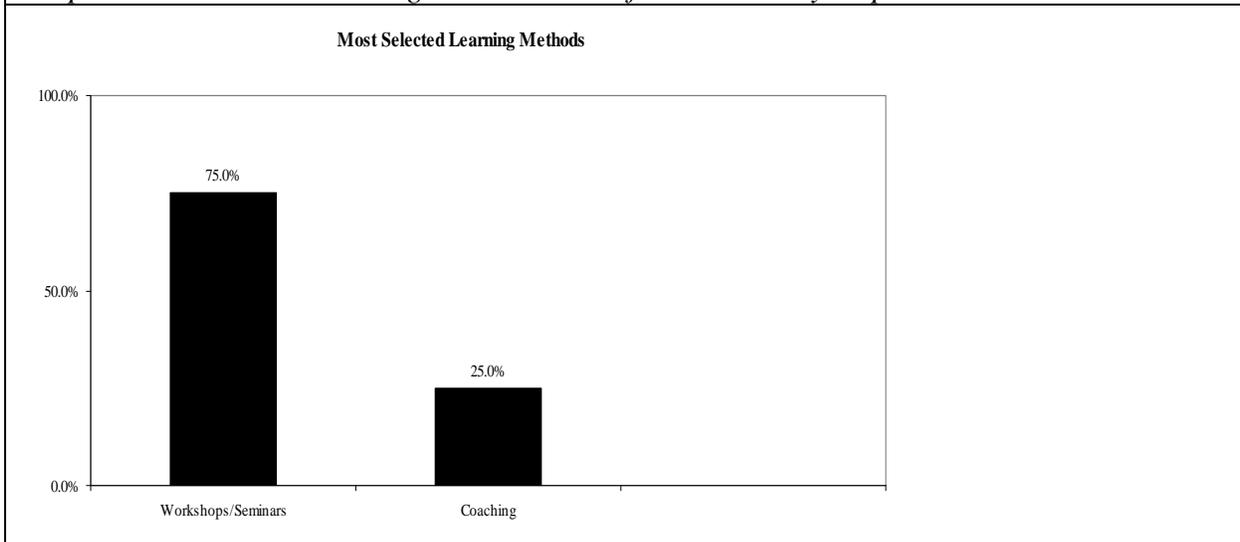


As noted in the graph, Aglearn courses and Coaching were the most selected learning methods. The third most selected learning method was tied between Workshops/Seminars and Action Learning Project/Team Presentation. This demonstrates that AITP incorporated different adult learning methods.

**Question 5**

In your opinion, which learning methods were the most effective for your learning?

*Graph illustrates the 3 learning methods most often selected by respondents.*



As noted in the graph, 75 percent of respondents selected workshops/seminars as the most effective learning method used in AITP. The second most effective learning method used in AITP was coaching.

The selection of workshops/seminars as the most important learning method highlights that learning occurs *best* for most people in “face to face” situations. Workshops/Seminars allow participants to learn from the instructor/facilitator and other participants. The importance of Workshops/Seminars is corroborated in the GilDeane report.

**Section 3: Analysis of Level 3 Evaluation**

The purpose of 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 program was completed and therefore benefitting the Agency.

Section 3 addresses **Survey Questions 6 & 7**

Comment: only 8 respondents completed the survey.

*For Questions 6 and 7, participants were asked to rate the extent that they agree or disagree with the following statements using the Likert Scale of Strongly Disagree to Strongly Agree.*

Question 6	Rating Average
I have had an opportunity to apply the training since completing the program/curriculum	4.25

100 percent of respondents have applied the AITP training in their current positions. This percentage suggests that AITP is targeted to the correct audience within APHIS.

Question 7	Rating Average
The program/curriculum benefitted the Agency by furthering my professional and personal development.	4.25

87.5 percent of respondents believed that AITP benefitted the Agency by furthering their professional and personal development.

**Section 4: Preliminary Recommendations**

As a result of conducting this analysis, a suggestion to consider is to create a level 1 template to ensure consistent program evaluation. Another suggestion is for APHIS training units to create a level 1 report template which would ensure consistent program reports.

## BRS Management Development Program

### Introduction

The Biotechnology Regulatory Services' (BRS) Management Development Program began in 2006. The program is designed as an opportunity to enhance core competencies of employees in current positions and meet the developmental needs of potential leaders.

Percentage of Training delivered by contractor is not known.

BRS Management Development Program focuses on the following leadership competencies: Accountability, Conflict Management, Continual Learning, Influencing and Negotiating, Interpersonal Skills, Resilience, Self-Awareness, and Team Building.

The analysis of BRS is divided into four sections:

- Comparison of program Level 1 evaluation with Kirkpatrick's evaluation criteria and numerical results from program Level 1 evaluations
- Results and analysis of Level 2 online survey
- Results and analysis of Level 3 online survey
- Preliminary recommendations

### Analysis Methods

#### **Section 1: Analysis of Level 1 Evaluation Form:**

The purpose of Level 1 evaluation is to measure participants' reaction to the training. This section compares Kirkpatrick's criteria for level 1 evaluation to the *program* level 1 evaluation to determine if program evaluation incorporates all critical sections. Comment: Level 1 report does not include the criteria listed in the table below

<b>BRS Level 1 Evaluation Form</b>	<b>Yes</b>	<b>No</b>	<b>No Evidence</b>
<i>Participants had opportunity to comment on whether learning objectives were stated.</i>			•
<i>Participants had opportunity to comment on whether learning objectives were accomplished.</i>			•
<i>Participants had opportunity to comment on the structure and organization of the program/curriculum.</i>			•
<i>Participants had opportunity to comment on whether the learning aids/materials were helpful.</i>			•
<i>Participants had opportunity to comment on whether the instructor conveyed knowledge of the material.</i>			•
<i>Participants had opportunity to comment on whether instructor appeared well prepared.</i>			•
<i>Participants had opportunity to comment on whether the instructor responded to questions or need for help.</i>			•

<b>BRS Level 1 Evaluation Form</b>	<b>Yes</b>	<b>No</b>	<b>No Evidence</b>
<i>Participants had opportunity to comment on whether the instructor presented a positive image of the Agency.</i>			•
<i>Participants had opportunity to respond to open ended questions.</i>			•

Numerical Results from BRS Level 1 Evaluation–BRS Management Development Program was conducted in Riverdale for 11 participants. The table below illustrates participant response on critical evaluation sections including learning objectives, relevance to current position, training design, and instructor delivery.

<b>Evaluation Criteria</b>	<b>2006 – 2007 Class</b>
Percentage of participants that strongly agreed or agreed that workshop learning objectives were achieved.	BRS report does not clearly address these criteria.
Percentage of participants that strongly agreed or agreed that workshop content and materials were relevant to leadership development.	
Percentage of participants that strongly agreed or agreed that the pace and length of the workshop was just right.	
Percentage of participants who strongly agreed or agreed on the following statements on instructor <ul style="list-style-type: none"> <li>• Displayed a thorough knowledge of material presented</li> <li>• Responsive to questions or need for help</li> <li>• Presented the subject in a clear and concise manner</li> </ul>	

Participant Comments–BRS program report indicates that participants from the initial class provided feedback. The feedback was the basis for modify program for the second class.

## Section 2: Analysis of Level 2 Evaluation

The purpose of Level 2 evaluation is to determine if learning occurred and by which learning methods. As part of the review, participants, who completed a leadership program or curriculum within the past 3 years, were asked to give their impression of the training using an online survey. Part one of the survey consisted of five questions designed to determine if training occurred and by which learning methods.

A total of eight respondents answered the Level 2 and Level 3 Survey for BRS.\*

Section 2 addresses **Survey Questions 1 through 5**

*For Questions 1 and 2, participants were asked to rate the extent that they agree or disagree with the following statements using the Likert Scale of Strongly Disagree to Strongly Agree.*

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

<b>Question 1</b>	<b>Rating Average</b>
The program/curriculum provided opportunities for professional growth and development.	4.13

87.5 percent of the respondents either strongly agreed or agreed that the management program provided opportunities for professional growth and development.

<b>Question 2</b>	<b>Rating Average</b>
The program/curriculum was the appropriate choice for my position.	4.00

75 percent of the respondents either strongly agreed or agreed that the management program was the appropriate choice for their positions.

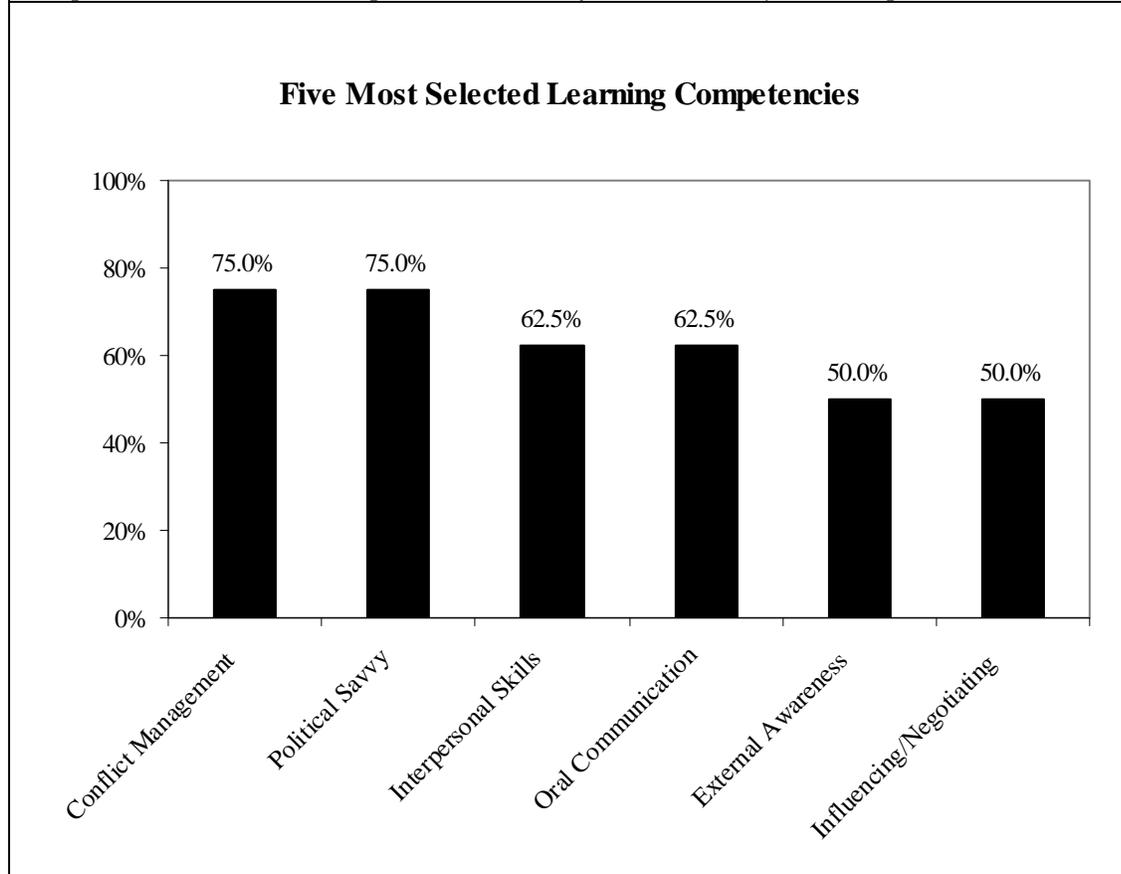
\* Because the response for this program/curriculum was small, the results for BRS are not statistically valid. However, the information represents the best evidence available, and shows clear trends.

*For Questions 3 – 5, participants were asked to select their answers from a list of options for each question.*

**Question 3**

By your understanding, which leadership competencies were the bases for the program/curriculum?

*Graph illustrates the 5 competencies most often selected by BRS respondents.*



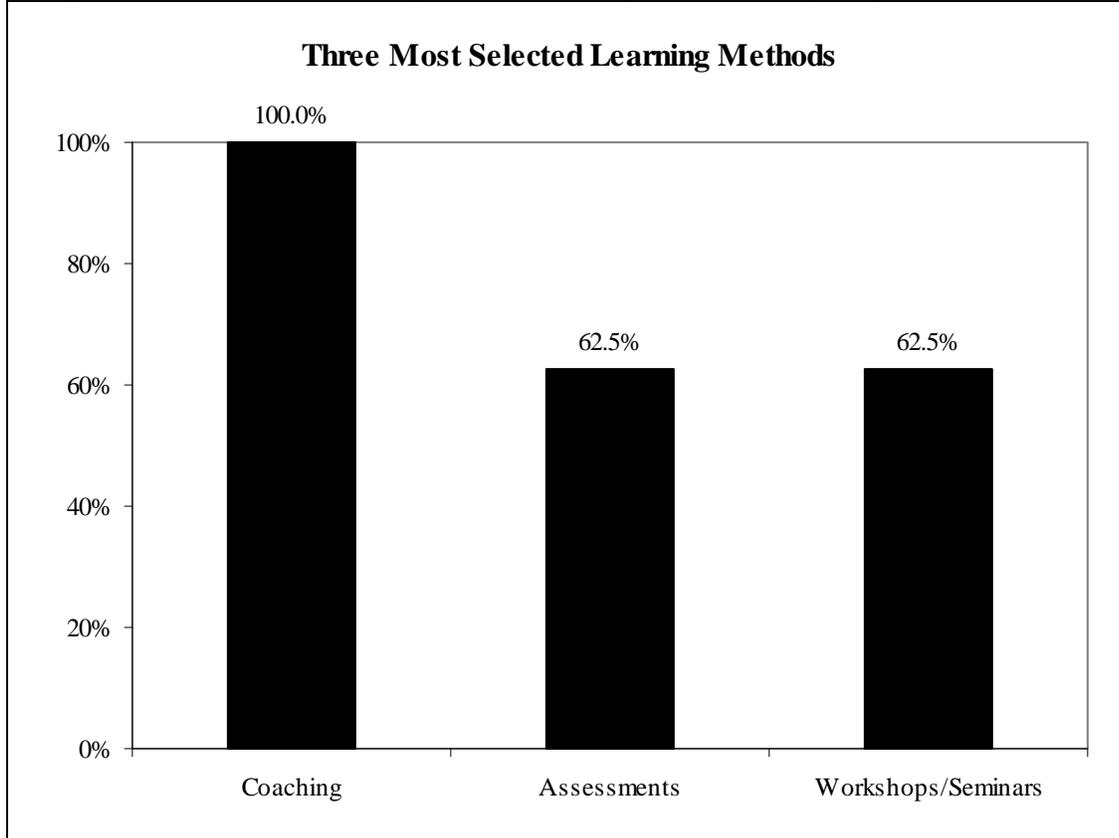
As illustrated in the graph, Conflict Management and Political Savvy were tied as the most frequently selected leadership competency. Interpersonal Skills and Oral Communication were tied as the next most frequently selected leadership competency. External Awareness and Influencing/Negotiating were tied as the last most frequently selected leadership competency.

The selection of these leadership competencies are aligned with the listed competencies for BRS. Additionally, the selection of both Conflict Management and Political Savvy is important given the often “negative” public perception of biotechnology. The additional selection of Interpersonal Skills, Oral Communication, External Awareness, and Influencing and Negotiating recognize how critical these competencies are in Conflict Management and Political Savvy.

**Question 4**

Which learning methods were utilized in the program/curriculum?

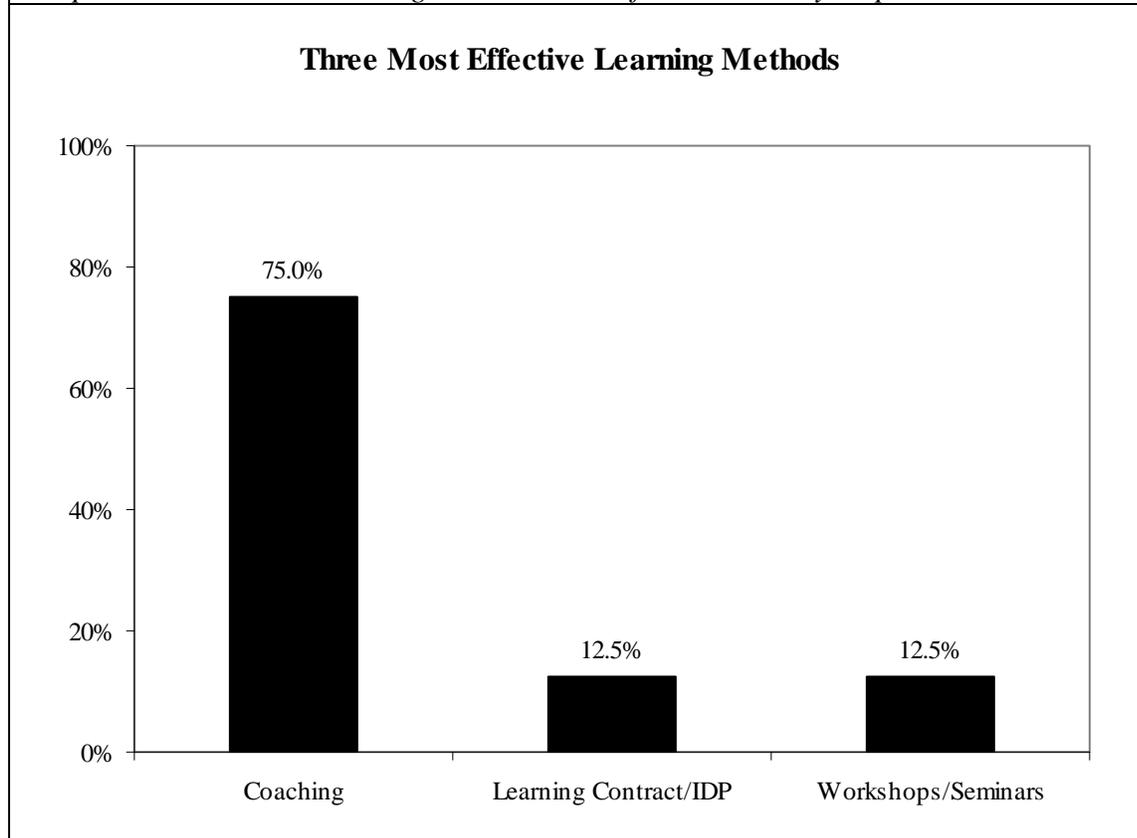
*Graph illustrates the 3 learning methods most often selected by respondents.*



As noted in the graph, coaching was the most selected learning method. Assessments and workshops/seminars were tied as the next most selected learning method. The selection of these competencies shows that the program incorporated different adult learning methods.

**Question 5**

In your opinion, which learning methods were the most effective for your learning?  
*Graph illustrates the 3 learning methods most often selected by respondents.*



As noted in the graph, 75 percent of the respondents selected coaching as the most effective BRS learning method. The other 25 percent selected learning contract and workshops/seminars. The selection of coaching may indicate that the coaches came from within BRS. This would provide program participants with a better sense of leadership in BRS.

### Section 3: Analysis of Level 3 Evaluation

The purpose of Level 3 evaluation is to determine if the learning was transferred to the performance of work duties; thereby benefitting the Agency. Part 2 of the survey consisted of two questions designed to determine if training had been applied once program was completed and therefore benefitting the Agency.

Section 3 addresses **Survey Questions 6 & 7**

*For Questions 6 and 7, participants were asked to rate the extent that they agree or disagree with the following statements using the Likert Scale of Strongly Disagree to Strongly Agree.*

<b>Question 6</b>	<b>Rating Average</b>
I have had an opportunity to apply the training since completing the program/curriculum	3.63

75 percent of the respondents either strongly agreed or agreed that they had an opportunity to apply the training since completing the program/curriculum.

The rating average of 3.63 indicates that the training received by the BRS Management Development Program has been applied by a majority of respondents.

<b>Question 7</b>	<b>Rating Average</b>
The program/curriculum benefitted the Agency by furthering my professional and personal development.	4.13

75 percent of the respondents either strongly agreed or agreed that the BRS Management Development Program has benefitted the Agency by furthering their professional and personal development. The rating average of 4.13 indicates that the training was beneficial to respondents. This statement is further corroborated by the BRS report which details that several participants received promotions.

### Section 4: Preliminary Recommendations

As a result of conducting this analysis, a suggestion to consider is to create a level 1 template to ensure consistent program evaluation. Another suggestion is for APHIS training units to create a level 1 report template which would ensure consistent program reports.

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## Experienced Supervisor Seminar (ESS)

### Introduction

The Experienced Supervisor Seminar (ESS) began in 2004 and is conducted by the Leadership Development & Organizational Support (LDOS) unit of PPQ's Professional Development Center. ESS is targeted to PPQ supervisors with experience of 19 months or more.

Percentage of training delivered by:

- LDOS training specialists – 77.5%
- Vendor - KT Global Associates – 22.5%

Experienced Supervisor Seminar focuses on the following leadership competencies: Accountability, Conflict Management, Continual Learning, Developing Others, Influencing and Negotiating, Interpersonal Skills, Self-Awareness, and Team Building.

The analysis of ESS is divided into four sections:

- Comparison of program Level 1 evaluation with Kirkpatrick's evaluation criteria and numerical results from program Level 1 evaluations
- Results and analysis of Level 2 online survey
- Results and analysis of Level 3 online survey
- Preliminary recommendations

### Analysis Methods

#### **Section 1: Analysis of Level 1 Evaluation Form:**

The purpose of Level 1 evaluation is to measure participants' reaction to the training. This section compares Kirkpatrick's criteria for level 1 evaluation to the *program* level 1 evaluation to determine if program evaluation incorporates all critical sections.

<b>ESS Level 1 Evaluation Form</b>	<b>Yes</b>	<b>No</b>	<b>No Evidence</b>
<i>Participants had opportunity to comment on whether learning objectives were stated.</i>	•		
<i>Participants had opportunity to comment on whether learning objectives were accomplished.</i>	•		
<i>Participants had opportunity to comment on the structure and organization of the program/curriculum.</i>	•		
<i>Participants had opportunity to comment on whether the learning aids/materials were helpful.</i>	•		
<i>Participants had opportunity to comment on whether the instructor conveyed knowledge of the material.</i>	•		
<i>Participants had opportunity to comment on whether instructor appeared well prepared.</i>	•		
<i>Participants had opportunity to comment on whether the instructor responded to questions or need for help.</i>	•		

<b>ESS Level 1 Evaluation Form</b>	<b>Yes</b>	<b>No</b>	<b>No Evidence</b>
<i>Participants had opportunity to comment on whether the instructor presented a positive image of the Agency.</i>			•
<i>Participants had opportunity to respond to open ended questions.</i>	•		

Numerical Results from ESS Level 1 Evaluation–Experienced Supervisors Seminar was conducted in Frederick, Maryland and Fort Collins, Colorado for 42 participants. The table below illustrates participant response on critical evaluation sections including learning objectives, relevance to current position, training design, and instructor delivery.

<b>Evaluation Criteria</b>	<b>2005</b>	<b>2006</b>
Percentage of participants that strongly agreed or agreed that workshop learning objectives were achieved.	100%	100%
Percentage of participants that strongly agreed or agreed that workshop content and materials were relevant to leadership development as a supervisor.	100%	100%
Percentage of participants that strongly agreed or agreed that the pace and length of the workshop was just right.	71%	85.5%
Percentage of participants who strongly agreed or agreed on the following statements on instructor <ul style="list-style-type: none"> <li>• Displayed a thorough knowledge of material presented*</li> <li>• Responsive to questions or need for help</li> <li>• Presented the subject in a clear and concise manner</li> </ul>	100%	97.7%

\*Miscalculation in 2005 End of Program Report in the criterion “The instructor(s) displayed a thorough knowledge of the material presented” – averages combine to 200%. This calculation is not used in Evaluation Criteria table.

Participant Comments–Participants indicate that ESS provided knowledge and skills applicable to their positions. Many participants commented on the benefit of interacting with other PPQ supervisors.

## Section 2: Analysis of Level 2 Evaluation

The purpose of Level 2 evaluation is to determine if learning occurred and by which learning methods. As part of the review, participants, who completed a leadership program or curriculum within the past 3 years, were asked to give their impression of the training using an online survey. Part one of the survey consisted of five questions designed to determine if training occurred and by which learning methods.

A total of 12 people responded to the online survey.

Section 2 addresses **Survey Questions 1 through 5**

*For Questions 1 and 2, participants were asked to rate the extent that they agree or disagree with the following statements using the Likert Scale of Strongly Disagree to Strongly Agree.*

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

<b>Question 1</b>	<b>Rating Average</b>
The program/curriculum provided opportunities for professional growth and development.	3.67

67 percent of the respondents either strongly agreed or agreed that ESS provided opportunities for professional growth and development.

<b>Question 2</b>	<b>Rating Average</b>
The program/curriculum was the appropriate choice for my position.	4.08

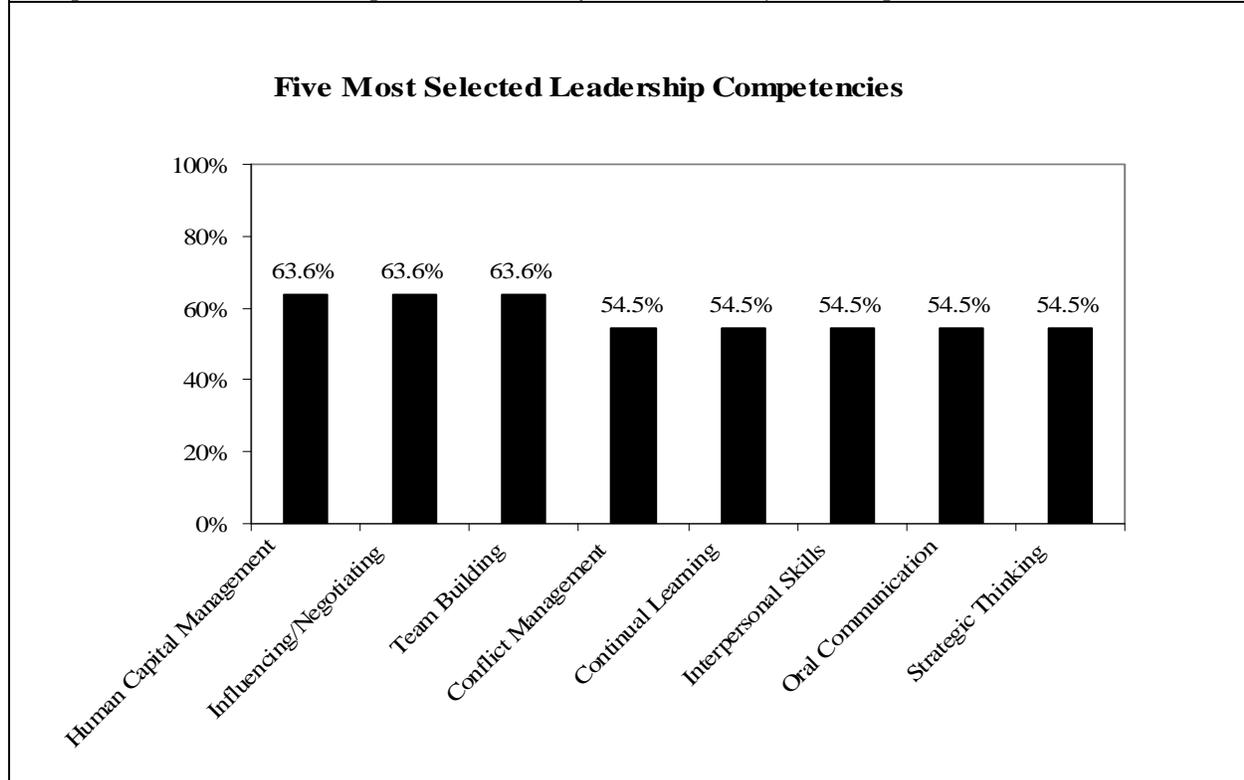
83 percent of the respondents either strongly agreed or agreed that ESS was the appropriate choice for their position.

*For Questions 3 – 5, participants were asked to select their answers from a list of options for each question.*

**Question 3**

By your understanding, which leadership competencies were the bases for the program/curriculum?

*Graph illustrates the 5 competencies most often selected by ESS respondents.*



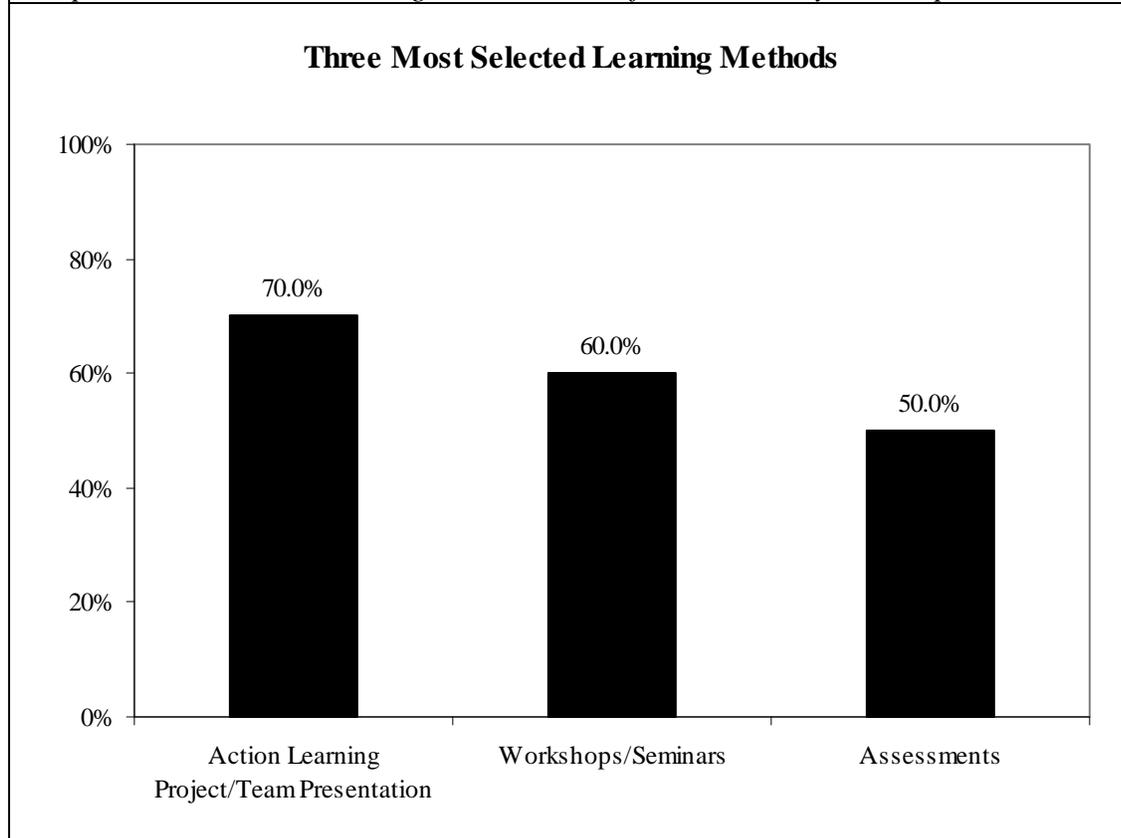
As shown in the graph, many leadership competencies were included in ESS. The selection of Human Capital Management, Influencing and Negotiating, and Team Building is important considering the roles and responsibilities of supervisors. The equal rating of Conflict Management, Interpersonal Skills, Oral Communication, and Strategic Thinking provide the foundation for the top ranked competencies.

Human Capital Management, Oral Communication, and Strategic Thinking are not listed as competencies by PPQ. It is important to note that the experienced supervisors cited these three competencies in the ESS.

**Question 4**

Which learning methods were utilized in the program/curriculum?

*Graph illustrates the 3 learning methods most often selected by ESS respondents.*



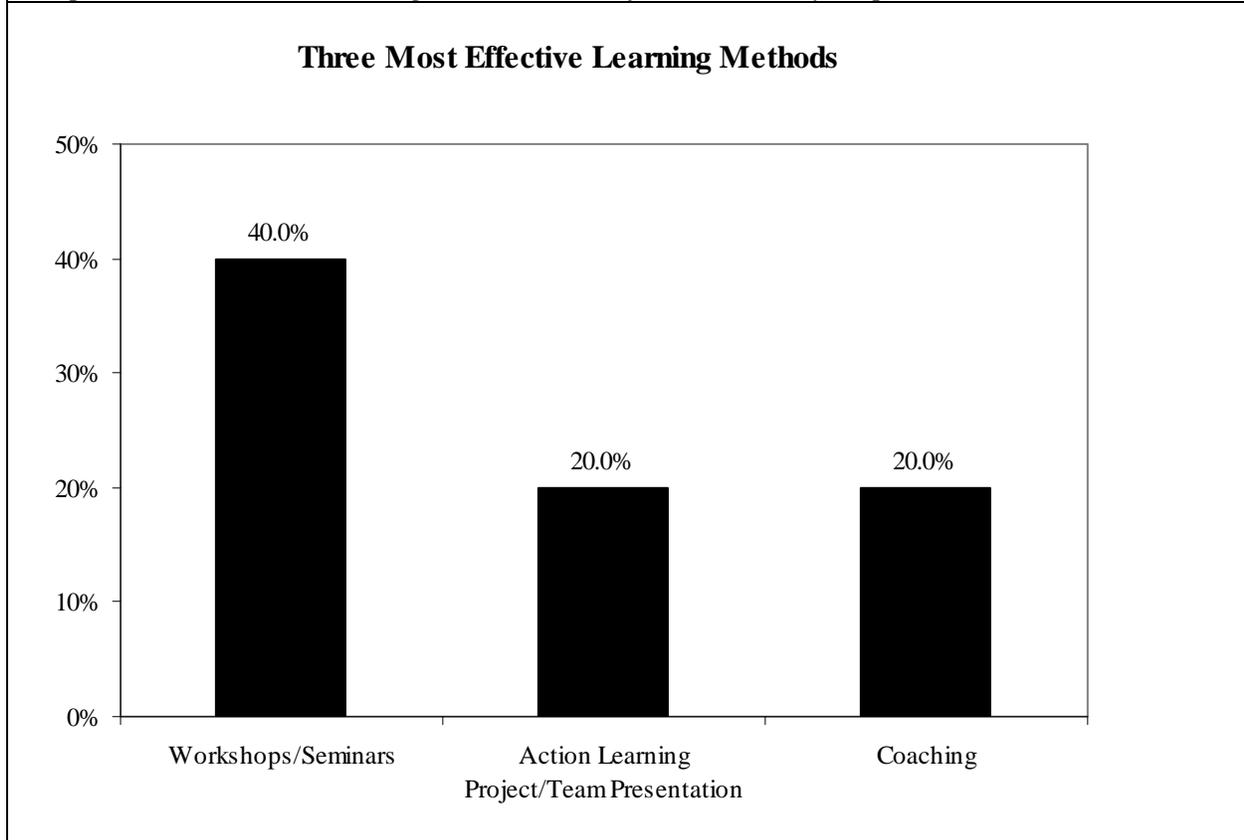
As noted in the graph, action learning project/team presentation was the most selected learning method. The second most selected learning method was workshops/seminars followed by assessments.

The importance that respondents placed on the top two selected learning methods may be because participants indicated in written comments that they learned from interacting with other supervisors. The selection of assessments as the third most selected learning methods may provide supervisors with ideas for improvement.

Comment: the selection of Action Learning Project/Team Presentation (ALP/TP) may be incorrect in this instance. ESS does not use either learning method within the program. Perhaps survey respondents are selecting ALP/TP in place of group work in the workshops/seminars.

**Question 5**

In your opinion, which learning methods were the most effective for your learning?  
*Graph illustrates the 3 learning methods most often selected by respondents.*



As noted in the graph, 40 percent of the respondents selected Workshops/Seminars as the most effective ESS learning method. Action Learning Project/Team Presentation and Coaching were tied as the second most effective learning method. The selection of Workshops/Seminars as the most effective learning method show that respondents learned from both the instructor/facilitator and other participants.

### Section 3: Analysis of Level 3 Evaluation

The purpose of 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 program was completed and therefore benefitting the Agency.

Section 3 addresses **Survey Questions 6 & 7**

*For Questions 6 and 7, participants were asked to rate the extent that they agree or disagree with the following statements using the Likert Scale of Strongly Disagree to Strongly Agree.*

<b>Question 6</b>	<b>Rating Average</b>
I have had an opportunity to apply the training since completing the program/curriculum.	3.70

70 percent of the respondents either strongly agreed or agreed that they had an opportunity to apply the training since completing the program/curriculum. The rating average of 3.7 illustrates that many ESS participants have applied the training.

<b>Question 7</b>	<b>Rating Average</b>
The program/curriculum benefitted the Agency by furthering my professional and personal development.	3.70

80 percent of the respondents either strongly agreed or agreed that ESS benefitted the Agency by furthering their professional and personal development. The rating average of 3.7 illustrates that many ESS participants believe the training did benefit APHIS.

### Section 4: Preliminary Recommendations

As a result of conducting this analysis, a suggestion to consider is to create a level 1 template to ensure consistent program evaluation. Another suggestion is for APHIS training units to create a level 1 report template which would ensure consistent program reports.

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## Fundamentals of APHIS Human Resource Management (FAHRM)

### Introduction

The Fundamentals of APHIS Human Resource Management (FAHRM) is conducted by the APHIS Training and Development Branch (TDB).

FAHRM is intended for new APHIS supervisors who are required to complete FAHRM within 1 year of their appointment as a new supervisor.

Percentage of training delivered by:

- APHIS TDB 100%

FAHRM focus on the following leadership competencies: Conflict Management, Developing Others, Human Capital Management, Leveraging Diversity, and Public Service Motivation.

The analysis of FAHRM is divided into four sections:

- Comparison of program Level 1 evaluation with Kirkpatrick’s evaluation criteria and numerical results from program Level 1 evaluations
- Results and analysis of Level 2 online survey
- Results and analysis of Level 3 online survey
- Preliminary recommendations

### Analysis Methods

#### Section 1: Analysis of Level 1 Evaluation Form:

The purpose of Level 1 evaluation is to measure participants’ reaction to the training. This section compares Kirkpatrick’s criteria for level 1 evaluation to the *program* level 1 evaluation to determine if program evaluation incorporates all critical sections.

FAHRM Level 1 Evaluation Form	Yes	No	No Evidence
<i>Participants had opportunity to comment on whether learning objectives were stated.</i>	•		
<i>Participants had opportunity to comment on whether learning objectives were accomplished.</i>	•		
<i>Participants had opportunity to comment on the structure and organization of the program/curriculum.</i>	•		
<i>Participants had opportunity to comment on whether the learning aids/materials were helpful.</i>	•		
<i>Participants had opportunity to comment on whether the instructor conveyed knowledge of the material.</i>	•		
<i>Participants had opportunity to comment on whether instructor appeared well prepared.</i>	•		
<i>Participants had opportunity to comment on whether the instructor responded to questions or need for help.</i>	•		

<b>FAHRM Level 1 Evaluation Form</b>	<b>Yes</b>	<b>No</b>	<b>No Evidence</b>
<i>Participants had opportunity to comment on whether the instructor presented a positive image of the Agency.</i>			•
<i>Participants had opportunity to respond to open ended questions.</i>	•		

Numerical Results from FAHRM Level 1 Evaluation—FAHRM was conducted in various locations including Chicago, Santa Barbara, and Tucson. The table below illustrates participant response on critical evaluation sections including learning objectives, relevance to current position, training design, and instructor delivery.

Comment: The Likert Scale in this evaluation has more positive descriptions than negative descriptions. For the purpose of the analysis, only *Very Good* and *Excellent* were included in the analysis.

*Poor*    *Satisfactory*    *Good*    *Very Good*    *Excellent*  
 (1)            (2)            (3)            (4)            (5)

<b>Evaluation Criteria</b>	<b>Average of 4 Classes in 2006*</b>	<b>Average of 2 Classes in 2007*</b>	<b>2008**</b>
Percentage of participants that strongly agreed or agreed that workshop learning objectives were achieved.	4.10	4.6	3.74
Percentage of participants that strongly agreed or agreed that workshop content and materials were relevant to leadership development as a supervisor.	4.3	4.6	3.21
Percentage of participants that strongly agreed or agreed that the pace and length of the workshop was just right (on a 3.0 scale)	2.5	2.6	2.1
Percentage of participants who strongly agreed or agreed on the following statements on instructor <ul style="list-style-type: none"> <li>• Displayed a thorough knowledge of material presented</li> <li>• Responsive to questions or need for help</li> <li>• Presented the subject in a clear and concise manner</li> </ul>	4.4	4.6	4.0

*\*Percentages could not be derived since the evaluations do not include percent of respondents for each category.*

*\*\*Percentages could be included for 2008 class; numerical scale was used to maintain continuity.*

## Section 2: Analysis of Level 2 Evaluation

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

Part one of the survey consisted of five questions designed to determine if training occurred and by which learning methods.

A total of 89 participants responded to the survey for FAHRM.

### Section 2 addresses **Survey Questions 1 through 5**

*For Questions 1 and 2, participants were asked to rate the extent that they agree or disagree with the following statements using the Likert Scale of Strongly Disagree to Strongly Agree.*

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

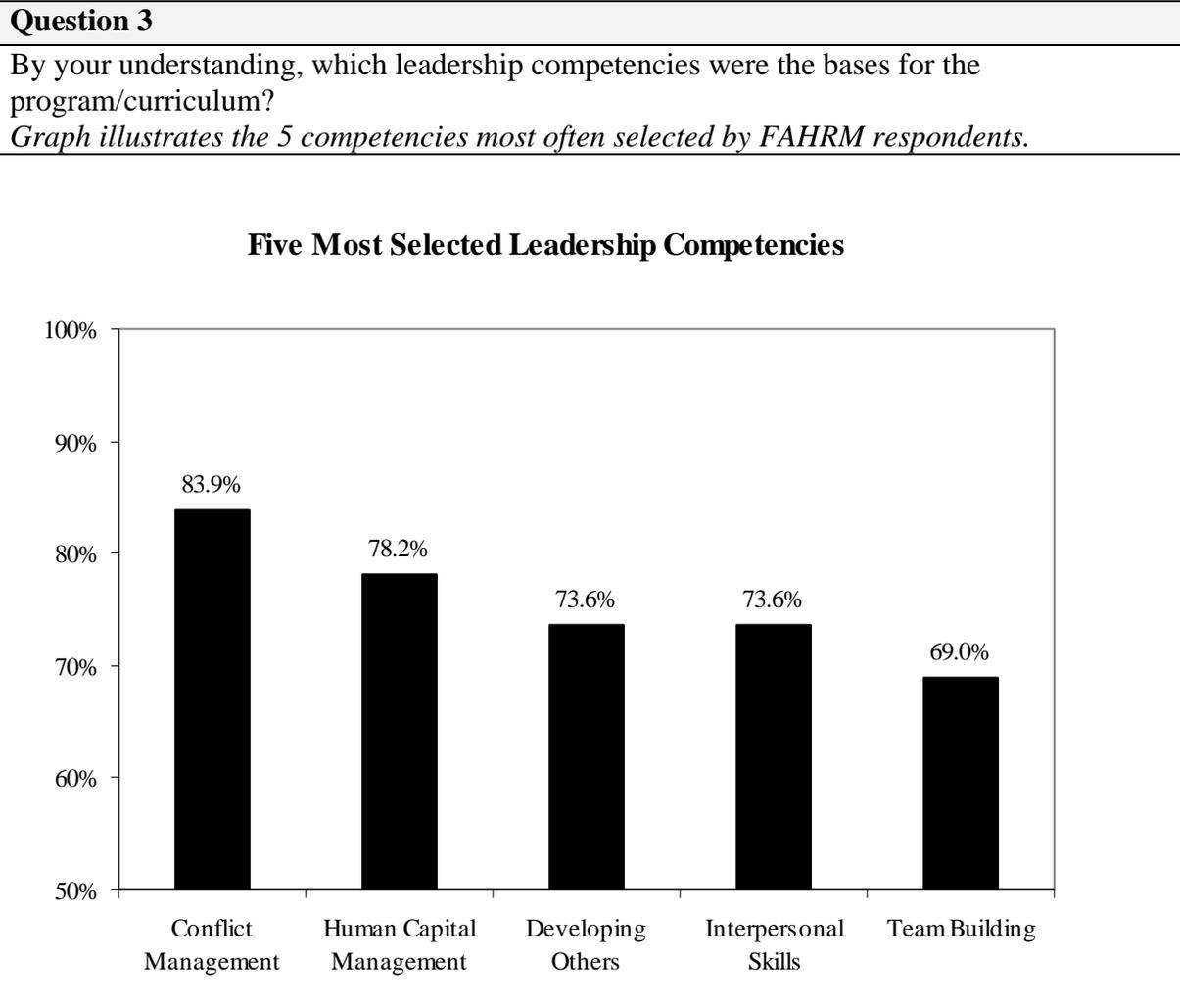
<b>Question 1</b>	<b>Rating Average</b>
The program/curriculum provided opportunities for professional growth and development.	4.06

84 percent of the respondents either strongly agreed or agreed that FAHRM provided opportunities for professional growth and development.

<b>Question 2</b>	<b>Rating Average</b>
The program/curriculum was the appropriate choice for my position.	4.12

87 percent of the respondents either strongly agreed or agreed that FAHRM was the appropriate choice for my position.

*For Questions 3 – 5, participants were asked to select their answers from a list of options for each question.*



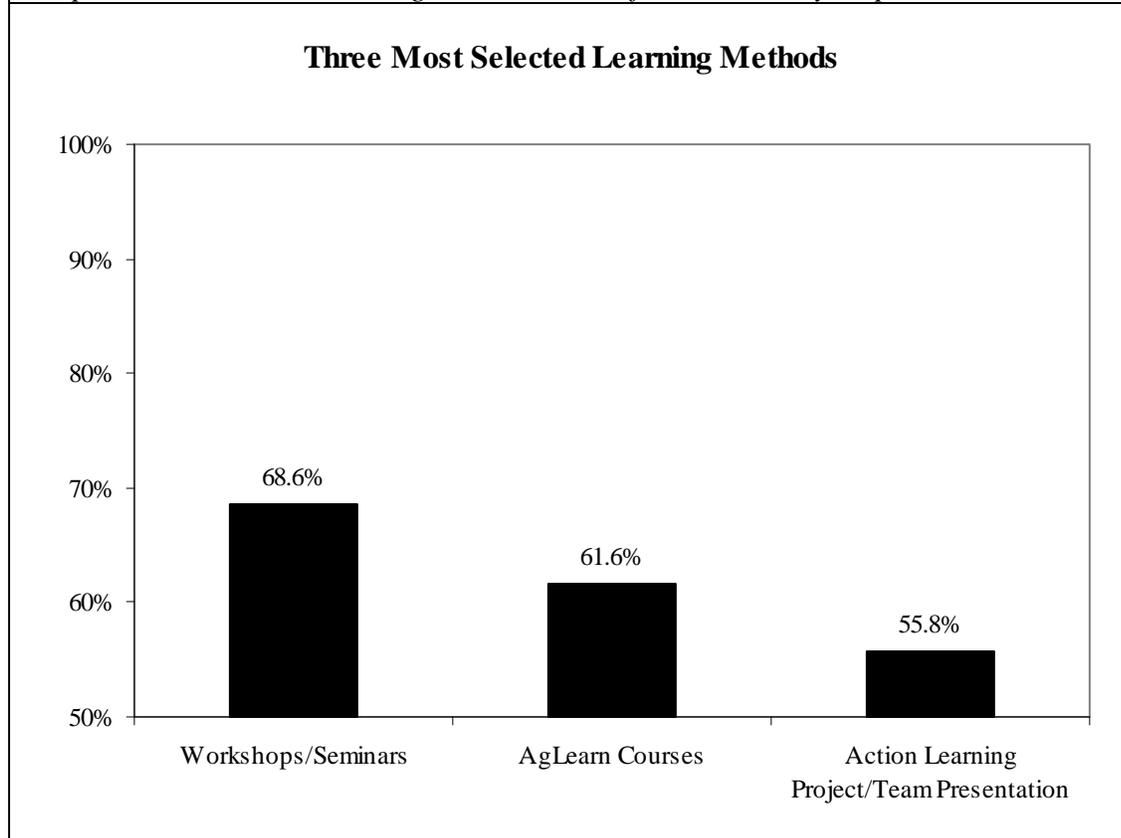
As noted in the graph, Conflict Management was the most selected leadership competency. Human Capital Management was the second most selected leadership competency. Developing Others and Interpersonal Skills were tied as the third most selected leadership competencies. Team Building was the fifth most selected leadership competency.

The selection of Conflict Management, Human Capital Management, and Developing Others are aligned with the competencies listed for FAHRM. The competencies of Interpersonal Skills and Team Building are not listed for FAHRM but both competencies are critical to APHIS supervisors.

**Question 4**

Which learning methods were utilized in the program/curriculum?

*Graph illustrates the 3 learning methods most often selected by respondents.*

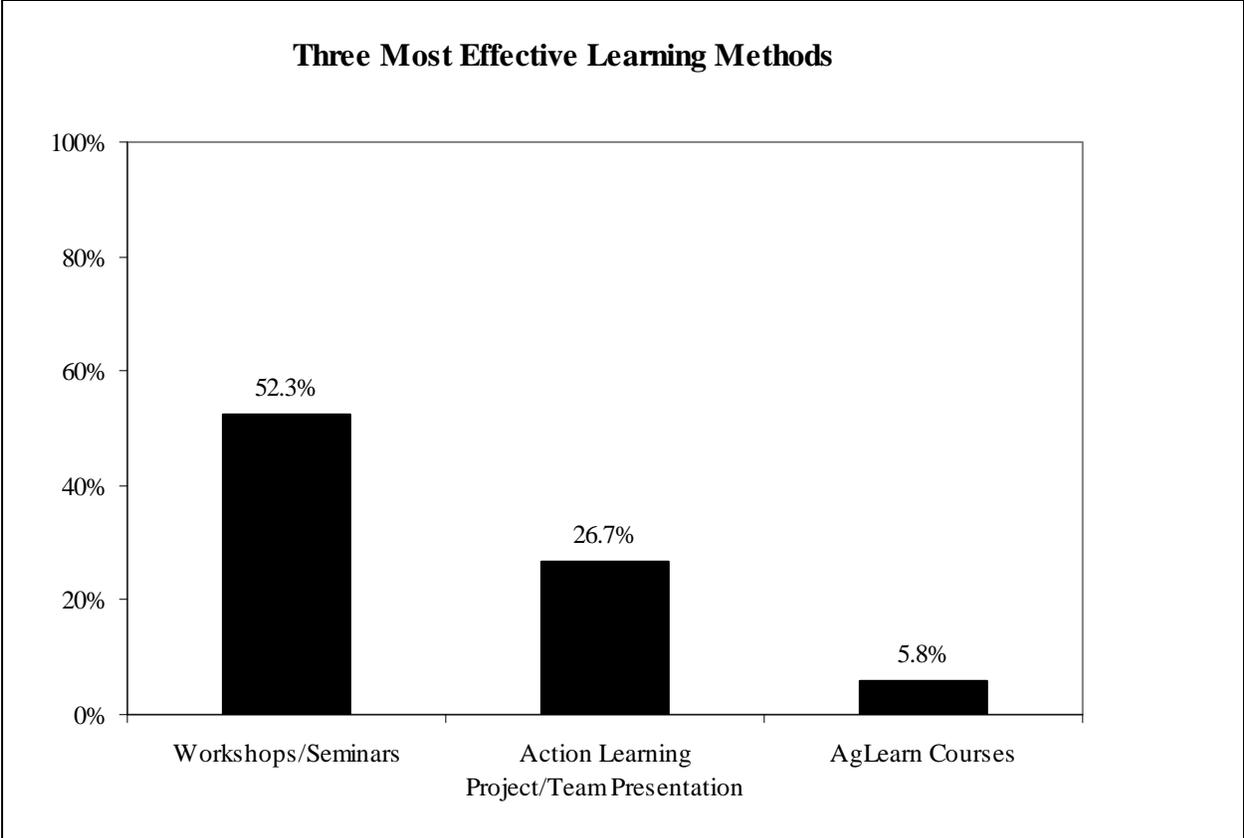


As noted in the graph, Workshops/Seminars were the most selected learning method. AgLearn courses and Action Learning Project/Team Presentation were the second and third most selected learning methods. The selection of all three demonstrated that FAHRM incorporated different learning methods for the adult learner.

Comment: the selection of Action Learning Project/Team Presentation (ALP/TP) may be incorrect in this instance. FAHRM does not use either learning method within the program. Perhaps survey respondents are selecting ALP/TP in place of group work in the workshops/seminars.

**Question 5**

In your opinion, which learning methods were the most effective for your learning?  
*Graph illustrates the 3 learning methods most often selected by respondents.*



As noted in the graph, over 50 percent of the respondents selected Workshops/Seminars as the most effective learning method for FAHRM. The second and third most effective learning methods were Action Learning Project/Team Presentation and AgLearn Courses.

The selection of Workshops/Seminars as the most effective method shows that FAHRM participants believed that learning occurred best from the instructors/facilitator and other participants.

### Section 3: Analysis of Level 3 Evaluation

The purpose of 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 program was completed and therefore benefitting the Agency.

Section 3 addresses **Survey Questions 6 & 7**

*For Questions 6 and 7, participants were asked to rate the extent that they agree or disagree with the following statements using the Likert Scale of Strongly Disagree to Strongly Agree.*

<b>Question 6</b>	<b>Rating Average</b>
I have had an opportunity to apply the training since completing the program/curriculum	4.14

88 percent of the respondents either strongly agreed or agreed that they had an opportunity to apply the training since completing FAHRM. The rating average of 4.14 illustrates that FAHRM covered the important leadership competencies needed by new APHIS supervisors.

<b>Question 7</b>	<b>Rating Average</b>
The program/curriculum benefitted the Agency by furthering my professional and personal development.	4.16

88 percent of the respondents either strongly agreed or agreed that FAHRM benefitted the Agency by furthering by professional and personal development.

### Section 4: Preliminary Recommendations

As a result of conducting this analysis, a suggestion to consider is to create a level 1 template to ensure consistent program evaluation. A second suggestion is for APHIS training units to create a level 1 report template which would ensure consistent program reports.

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## Leadership Development Program (Track II)

### Introduction

The Leadership Development Program (Track II) is coordinated by the APHIS Training and Development Branch (TDB). The TDB conducts the program in collaboration with the contractor, Organizational Assessment & Development (OAD).

Track II is targeted for APHIS employees at the GS 12 -14 level.

Percentage of training delivered by:

- APHIS TDB – 90%
- OAD – 10%

Track II focuses on the following competencies: Accountability, Conflict Management, Continual Learning, Creativity and Innovation, Customer Service, Decisiveness, External Awareness, Flexibility, Human Resources, Influencing and Negotiating, Integrity/Honesty, Interpersonal Skills, Oral Communication, Partnering, Problem Solving, Resilience, Team Building, and Written Communication.

The analysis of Track II is divided into four sections:

- Comparison of program Level 1 evaluation with Kirkpatrick’s evaluation criteria and numerical results from program Level 1 evaluations
- Results and analysis of Level 2 electronic survey
- Results and analysis of Level 3 online survey
- Preliminary recommendations

### Analysis Methods

#### **Section 1: Analysis of Level 1 Evaluation Form:**

The purpose of Level 1 evaluation is to measure participants’ reaction to the training. This section compares Kirkpatrick’s criteria for level 1 evaluation to the *program* level 1 evaluation to determine if program evaluation incorporates all critical sections.

<b>Track II Level 1 Evaluation Form</b>	<b>Yes</b>	<b>No</b>	<b>No Evidence</b>
<i>Participants had opportunity to comment on whether learning objectives were stated.</i>		•	
<i>Participants had opportunity to comment on whether learning objectives were accomplished.</i>		•	
<i>Participants had opportunity to comment on the structure and organization of the program/curriculum.</i>	•		
<i>Participants had opportunity to comment on whether the learning aids/materials were helpful.</i>	•		
<i>Participants had opportunity to comment on whether the instructor conveyed knowledge of the material.</i>	•		

<b>Track II Level 1 Evaluation Form</b>	<b>Yes</b>	<b>No</b>	<b>No Evidence</b>
<i>Participants had opportunity to comment on whether instructor appeared well prepared.</i>	•		
<i>Participants had opportunity to comment on whether the instructor responded to questions or need for help.</i>	•		
<i>Participants had opportunity to comment on whether the instructor presented a positive image of the Agency.</i>			•
<i>Participants had opportunity to respond to open ended questions.</i>	•		

Numerical Results from Track II Level 1 Evaluation–Track II was conducted primarily in Riverdale, Maryland for approximately 50 participants. The table below illustrates participant response on critical evaluation sections including learning objectives, relevance to current position, training design, and instructor delivery for LDP Class 2008 *only*.

Comment: Level 1 evaluation for Track II does not clearly align with the criteria listed in the table below. Track II uses the following Likert Scale:

***Very Relevant***    ***Relevant***    ***Fairly Relevant***    ***Not Very Relevant***    ***Not at all Relevant***  
 (1)                      (2)                      (3)                      (4)                      (5)

<b>Evaluation Criteria</b>	<b>Class 2008</b>
Percentage of participants that strongly agreed or agreed that workshop learning objectives were achieved.	*
Percentage of participants that strongly agreed or agreed that workshop content and materials were relevant to leadership development.	89%**
Percentage of participants that strongly agreed or agreed that the pace and length of the workshop was just right.	*
Percentage of participants who strongly agreed or agreed on the following statements on instructor <ul style="list-style-type: none"> <li>• Displayed a thorough knowledge of material presented</li> <li>• Responsive to questions or need for help</li> <li>• Presented the subject in a clear and concise manner</li> </ul>	80%**

*\*This question is not clearly stated in the evaluation.*

*\*\* Percentage derived from 25 courses over 6 workshops.*

Participant Comments–Overall, the written comments for the Track II program indicates that participants were appreciative of the opportunity to develop as leaders. A majority of program participants commented positively on the breadth of subjects covered, developmental and shadow assignments, and the opportunity to visit other APHIS locations such as regional offices. At the conclusion of Class 2008, 15 out of the 23 participants rated the likelihood that they would recommend the program to others as high.

## Section 2: Analysis of Level 2 Evaluation

The purpose of Level 2 evaluation is to determine if learning occurred and by which learning methods. As part of the review, participants, who completed a leadership program or curriculum within the past 3 years, were asked to give their impression of the training using an online survey. Part one of the survey consisted of five questions designed to determine if training occurred and by which learning methods.

A total of 26 respondents answered the Level 2 and Level 3 Survey for Track II

Section 2 addresses **Survey Questions 1 through 5**

*For Questions 1 and 2, participants were asked to rate the extent that they agree or disagree with the following statements using the Likert Scale of Strongly Disagree to Strongly Agree.*

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

<b>Question 1</b>	<b>Rating Average</b>
The program/curriculum provided opportunities for professional growth and development.	4.50

92.3 percent of respondents either strongly agreed or agreed that Track II provided opportunities for professional growth and development.

<b>Question 2</b>	<b>Rating Average</b>
The program/curriculum was the appropriate choice for my position.	4.38

88.4 percent of respondents either strongly agreed or agreed that Track II was the appropriate choice for their positions.

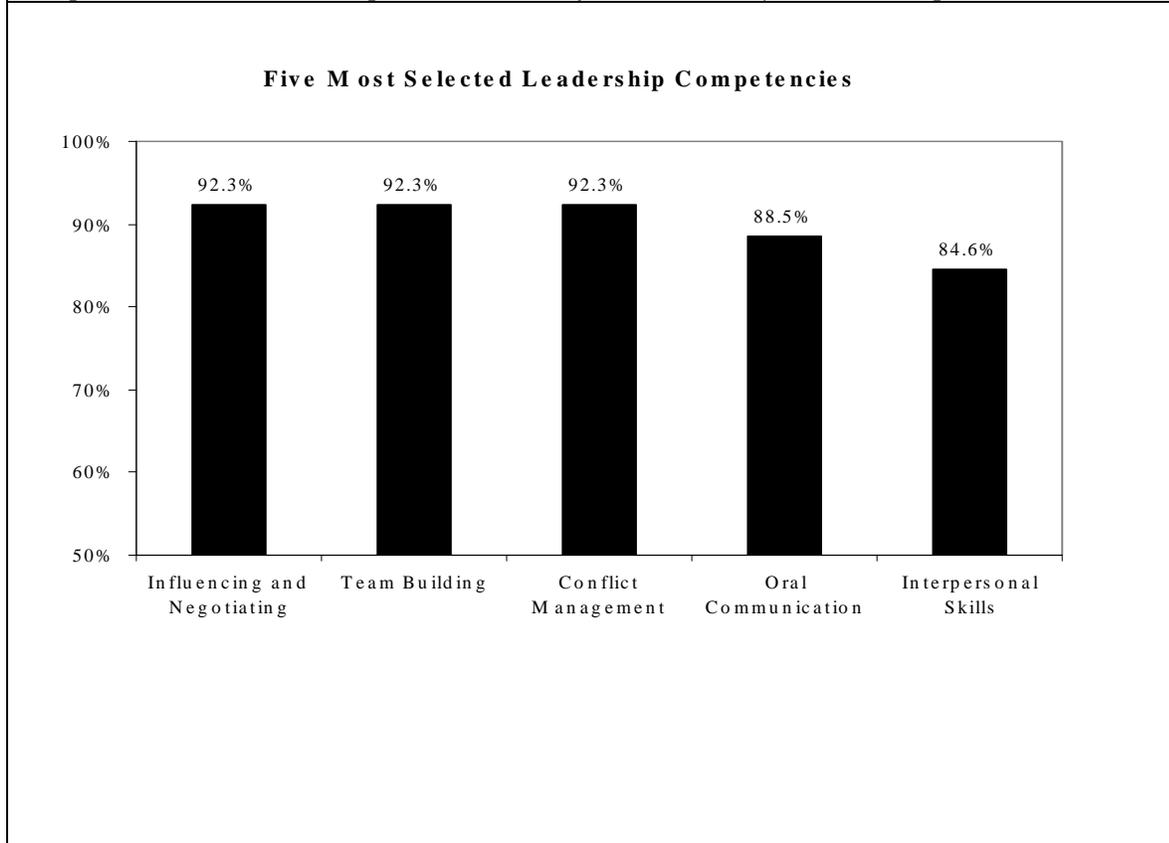
Comment: This percentage reflects Track II participants in the GS 12 -14 levels. Beginning with Class 09 in April 2008, Track II participants are in the GS 12 and 13 levels.

*For Questions 3 – 5, participants were asked to select their answers from a list of options for each question.*

**Question 3**

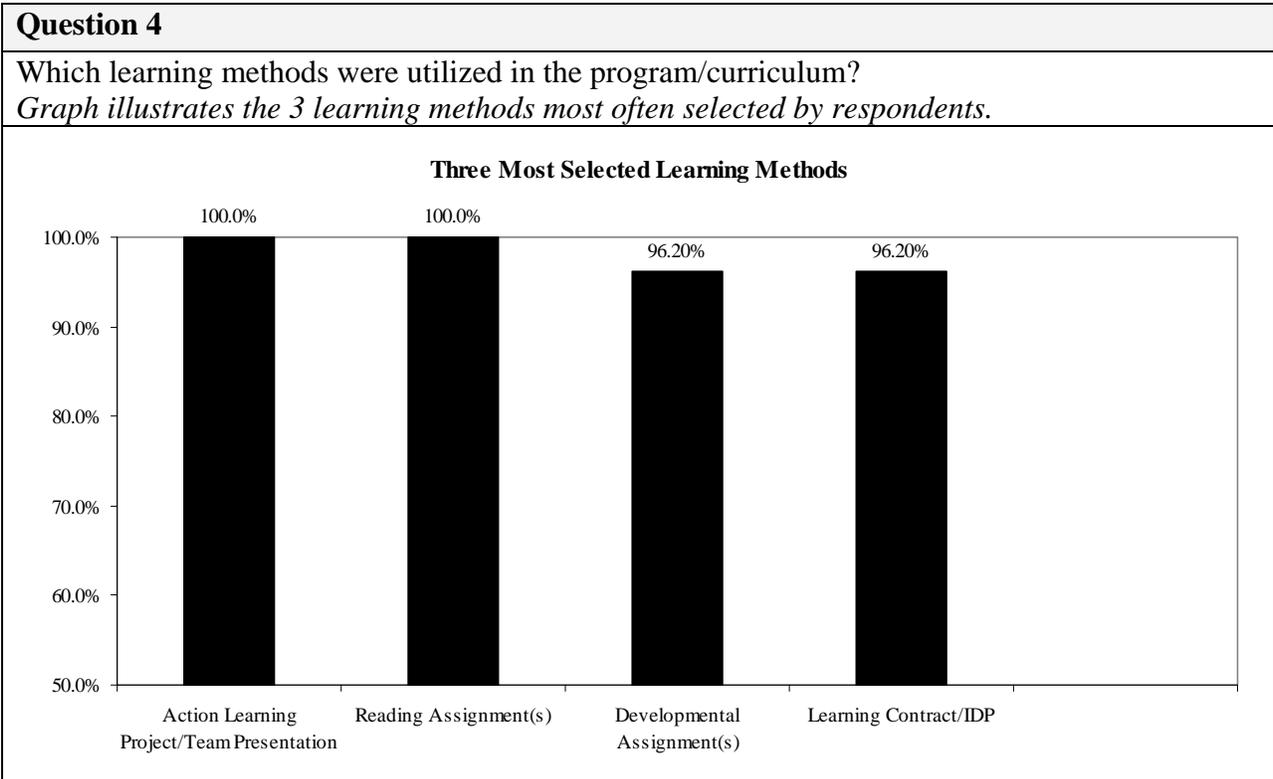
By your understanding, which leadership competencies were the bases for the program/curriculum?

*Graph illustrates the 5 competencies most often selected by Track II respondents.*



While the five most selected leadership competencies are illustrated in the graph, it is important to note that every leadership competency was selected as being included in the Track II program. The input provided by program participants into determining which competencies should be taught is cited as a positive for this program.

Influencing and Negotiating, Team Building, and Conflict Management were the three most selected leadership competencies perhaps because most of the program participants were in supervisory and/or team leader positions. Oral Communication and Interpersonal Skills were the fourth and fifth most selected leadership competency perhaps because most of the program participants communicated within and outside of APHIS.



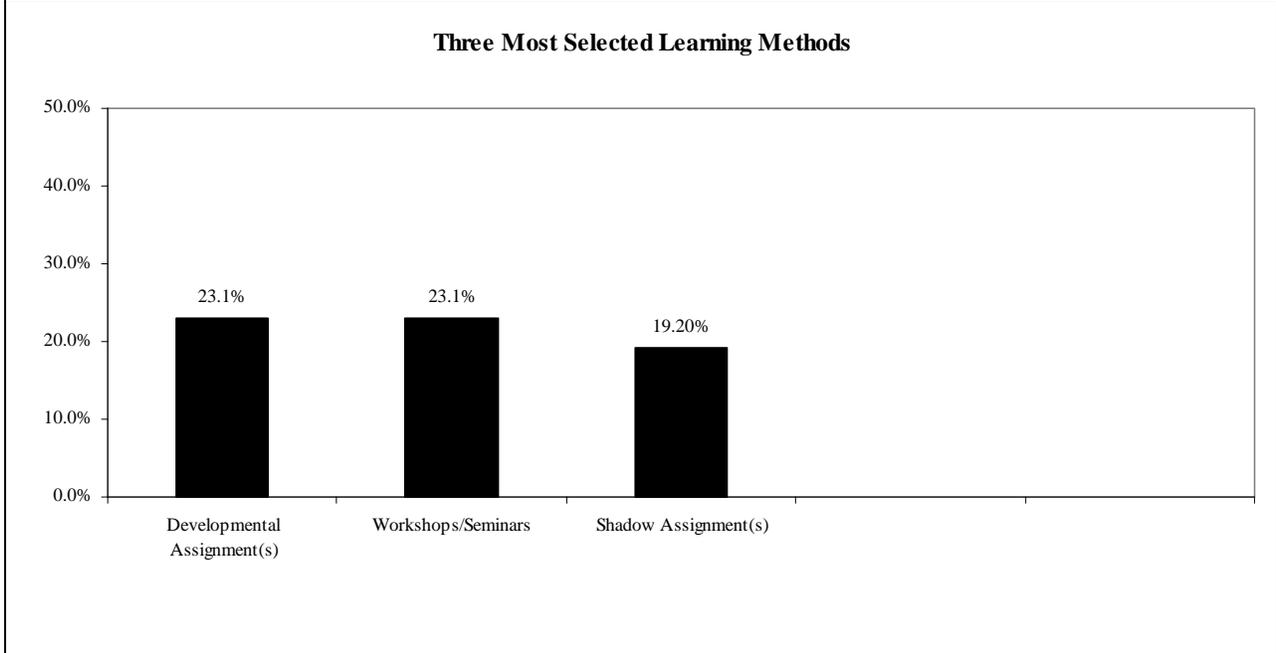
As noted in the graph, both action learning project/team presentation and reading assignment(s) were selected most frequently by respondents. The third most selected learning method was tied between developmental assignment and learning contract.

The importance that respondents place on all four most selected learning methods may be because program participants *choose* the action learning project, reading assignment(s) and developmental assignment. Participants also created an individual learning plan or learning contract which were tailored to their developmental needs. This allows for participants to individualize their learning experience and therefore perhaps benefit more from a personalized program.

**Question 5**

In your opinion, which learning methods were the most effective for your learning?

*Graph illustrates the 3 learning methods most often selected by respondents.*



As noted in the graph, most respondents selected either developmental assignment or workshops/seminar as the most effective Track II learning method. The third most selected learning method was shadow assignments.

All three selections highlight the importance of program participant input into the overall learning process. Since participants selected their own developmental and shadow assignments, and provided input into the courses for each workshop, Track II became an individual learning experience for participants.

### Section 3: Analysis of Level 3 Evaluation

The purpose of 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 program was completed and therefore benefitting the Agency.

Section 3 addresses **Survey Questions 6 & 7**

*For Questions 6 and 7, participants were asked to rate the extent that they agree or disagree with the following statements using the Likert Scale of Strongly Disagree to Strongly Agree.*

<b>Question 6</b>	<b>Rating Average</b>
I have had an opportunity to apply the training since completing the program/curriculum	4.27

89 percent of the respondents either strongly agreed or agreed that they had an opportunity to apply the training since completing the program/curriculum.

The rating average of 4.27 illustrates that because Track II covered every leadership competency most respondents have applied the training.

<b>Question 7</b>	<b>Rating Average</b>
The program/curriculum benefitted the Agency by furthering my professional and personal development.	4.38

85 percent of the respondents either strongly agreed or agreed that the program/curriculum benefitted the Agency by furthering by professional and personal development.

The rating average of 4.38 demonstrates that respondents believe that the Track II benefitted themselves and the Agency.

### Section 4: Preliminary Recommendations

As a result of conducting this analysis, a suggestion to consider is to create a level 1 template to ensure consistent program evaluation. A second suggestion is for APHIS training units to create a level 1 report template which would ensure consistent program reports.

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## Leading in the 21<sup>st</sup> Century (L-21)

### Introduction

PPQ's Leading in the 21<sup>st</sup> Century (L-21) is a mid-level leadership program designed for PPQ employees in the GS 11-13 levels. L-21 began in 2004 and is conducted by the Leadership Development & Organizational Support (LDOS) unit of PPQ's Professional Development Center.

Percentage of training delivered by

	Session 1	Session 2	Session 3	Session 4	Session 5
LDOS	100%	60%	0%	50%	100%
Vendors	0%	40%	100%	50%	0%

L-21 focuses on the following leadership competencies: Accountability, Continual Learning, Creativity and Innovation, External Awareness, Flexibility, Influencing and Negotiating, Interpersonal Skills, Leveraging Diversity, Oral Communication, Partnering, Political Savvy, Resilience, Self Awareness, Strategic Thinking, Team Building, Vision, and Written Communication.

The analysis of L-21 is divided into four sections:

- Comparison of program Level 1 evaluation with Kirkpatrick's evaluation criteria and numerical results from program level 1 evaluations
- Results and analysis of level 2 online survey
- Results and analysis of level 3 electronic survey
- Preliminary recommendations

### Analysis Methods

#### **Section 1: Analysis of Level 1 Evaluation Form:**

The purpose of Level 1 evaluation is to measure participants' reaction to the training. This section compares Kirkpatrick's criteria for level 1 evaluation to the *program* level 1 evaluation to determine if program evaluation incorporates all critical sections.

<b>L21 Level 1 Evaluation Form</b>	<b>Yes</b>	<b>No</b>	<b>No Evidence</b>
<i>Participants had opportunity to comment on whether learning objectives were stated.</i>	•		
<i>Participants had opportunity to comment on whether learning objectives were accomplished.</i>	•		
<i>Participants had opportunity to comment on the structure and organization of the program/curriculum.</i>	•		
<i>Participants had opportunity to comment on whether the learning aids/materials were helpful.</i>	•		

<b>L21 Level 1 Evaluation Form</b>	<b>Yes</b>	<b>No</b>	<b>No Evidence</b>
<i>Participants had opportunity to comment on whether the instructor conveyed knowledge of the material.</i>	•		
<i>Participants had opportunity to comment on whether instructor appeared well prepared.</i>	•		
<i>Participants had opportunity to comment on whether the instructor responded to questions or need for help.</i>	•		
<i>Participants had opportunity to comment on whether the instructor presented a positive image of the Agency.</i>			•
<i>Participants had opportunity to respond to open ended questions.</i>	•		

Numerical Results from L-21 Level 1 Evaluation–L-21 was conducted in Frederick Maryland, Fort Collins Colorado, and Raleigh North Carolina. The table below illustrates participant response on critical evaluation sections including learning objectives, relevance to current position, training design, and instructor delivery.

<b>Evaluation Criteria</b>	<b>Pilot Class 2004</b>	<b>May 2005 – May 2006</b>	<b>December 2006 – December 2007</b>
Percentage of participants that strongly agreed or agreed that program learning objectives were achieved.	*	*	*
Percentage of participants that strongly agreed or agreed that program content and materials were relevant to leadership development.	88%	100%	100%
Percentage of participants that strongly agreed or agreed that the pace and length of the program was just right.	76%	96%	85%
Percentage of participants who strongly agreed or agreed on the following statements on instructor(s) <ul style="list-style-type: none"> <li>• Displayed a thorough knowledge of material presented</li> <li>• Responsive to questions or need for help</li> </ul>	92%	97%	100%

*\* This question is not clearly asked in the program evaluation.*

Participant Comments–Participants indicate that the L21 program provided them with opportunity to learn about themselves, PPQ, and APHIS. 98% of the program participants would recommend L21 to other PPQ employees.

## Section 2: Analysis of Level 2 Evaluation

The purpose of the Level 2 evaluation is to determine if learning occurred and by which learning methods. As part of the review, participants, who completed a leadership program or curriculum within the past 3 years, were asked to give their impression of the training using an online survey. Part one of the survey consisted of five questions designed to determine if training occurred and by which learning methods.

A total of 32 participants responded to the survey for L21.

Section 2 addresses **Survey Questions 1 through 5**

*For Questions 1 and 2, participants were asked rate to the extent that they agree or disagree with the following statements using the Likert Scale of Strongly Disagree to Strongly Agree.*

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

<b>Question 1</b>	<b>Rating Average</b>
The program/curriculum provided opportunities for professional growth and development.	4.09

78 percent either strongly agreed or agreed that L21 provided opportunities for professional growth and development.

<b>Question 2</b>	<b>Rating Average</b>
The program/curriculum was the appropriate choice for my position.	4.00

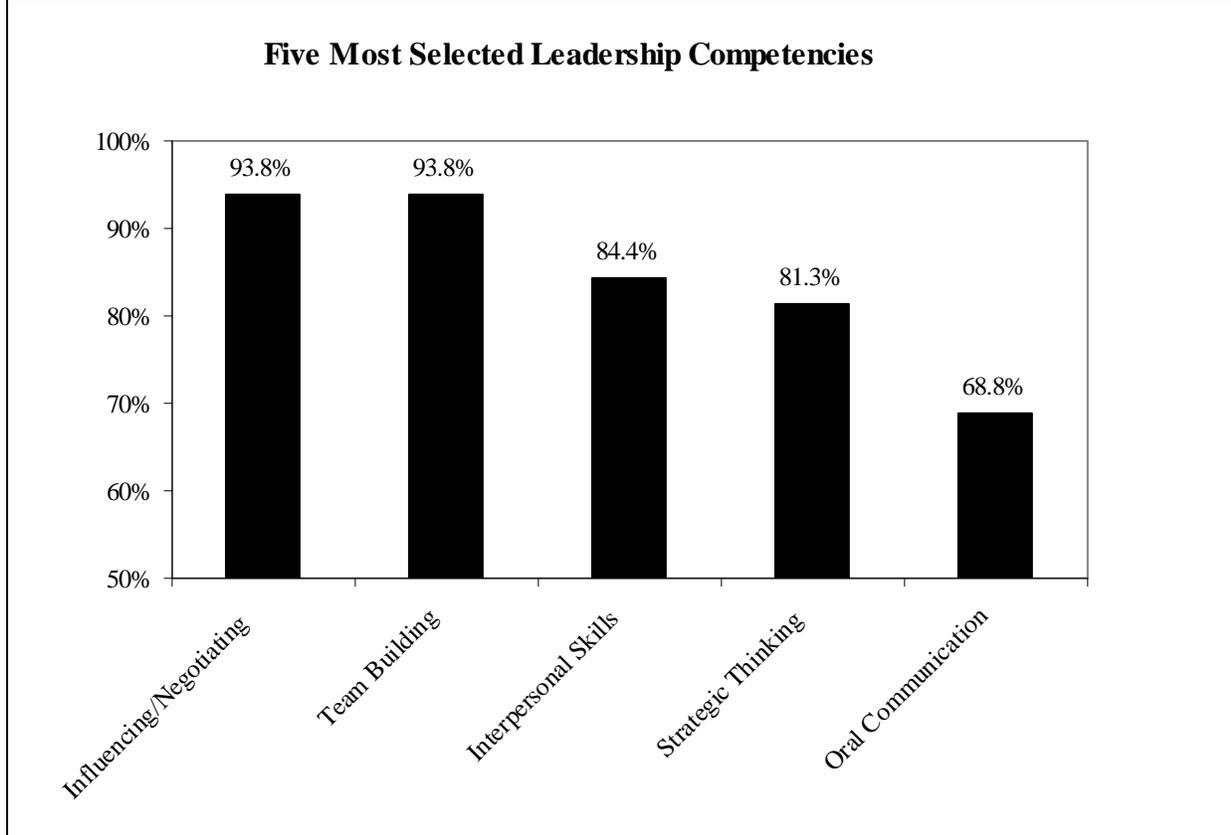
78 percent either strongly agreed or agreed that L21 was the appropriate choice for their positions.

*For Questions 3 – 5, participants were asked to select their answers from a list of options for each question.*

**Question 3**

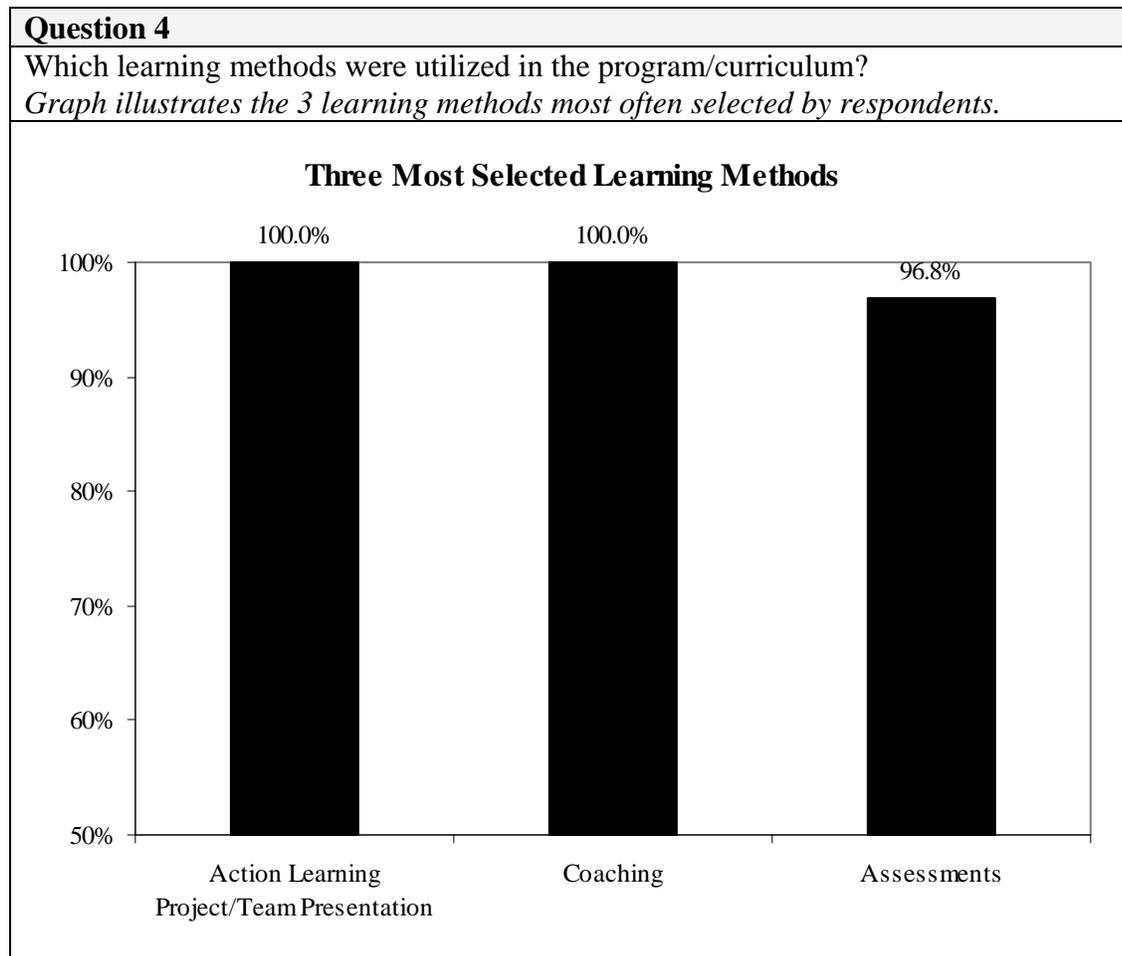
By your understanding, which leadership competencies were the bases for the program/curriculum?

*Graph illustrates the 5 competencies most often selected by L21 respondents.*



While the five most selected leadership competencies are illustrated in the graph, it is important to note that every leadership competency was selected as being included in the L21 program.

The selection of Influencing and Negotiating and Team Building is important since many L21 participants were field personnel interacting with coworkers, stakeholders, and other federal agencies. Interpersonal Skills and Oral Communication are fundamental competencies for Influencing and Negotiating and Team Building. The selection of Strategic Thinking may be due to PPQ’s focus on Workforce Planning.



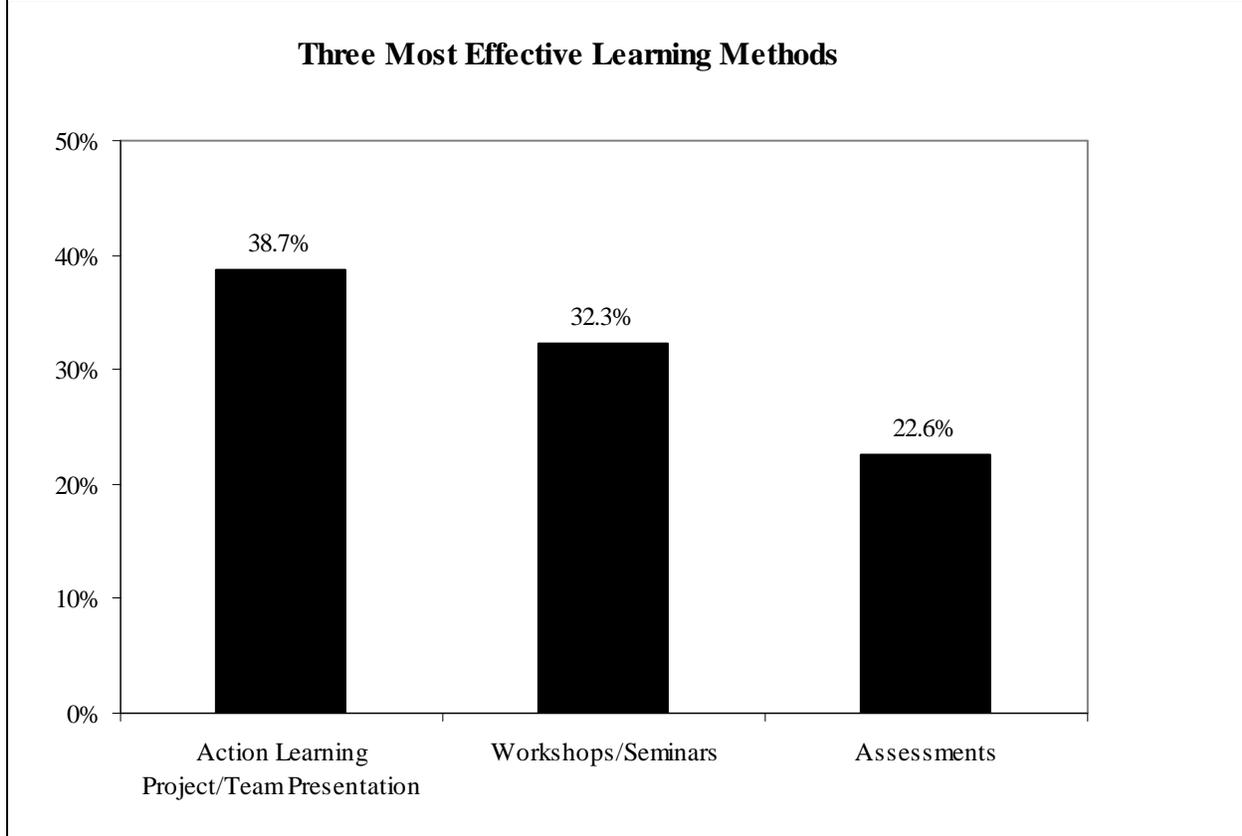
As noted in the graph, Action Learning Project/Team Presentation and Coaching were the most selected learning methods. Assessments were the third most selected learning method. The selections of Action Learning Project/Team Presentation and Coaching are important because both learning methods incorporate leadership competencies such as team building, oral communication, and written communication. The selection of Assessments is important because the assessments provide training participants and coaches with ways to improve selected leadership competencies.

Additionally, all three learning methods demonstrate that L21 incorporated methods for different learning styles.

**Question 5**

In your opinion, which learning methods were the most effective for your learning?

*Graph illustrates the 3 learning methods most often selected by respondents.*



As noted in the graph, over 38 percent of the respondents believed that the Action Learning Project/Team Presentation was the most effective learning method for them. A reason for this selection may be that respondents might have been concentrating on the following competencies; Oral Communication, Team Building, and Interpersonal Skills.

The second most effective learning method for L21 respondents was Workshops/Seminars. An explanation for this selection may be that respondents were concentrating on all of the leadership competencies. The third most effective learning method was Assessments. A reason for this selection may be that respondents gained a more thorough understanding of themselves, colleagues, and PPQ.

### Section 3: Analysis of Level 3 Evaluation

The purpose of Level 3 evaluation is to determine if the learning was transferred to 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 program was completed and therefore benefitting the Agency.

Section 3 addresses **Survey Questions 6 & 7**

*For Questions 6 and 7, participants were asked to rate the extent that they agree or disagree with the following statements using the Likert Scale of Strongly Disagree to Strongly Agree.*

<b>Question 6</b>	<b>Rating Average</b>
I have had an opportunity to apply the training since completing the program/curriculum	4.35

84 percent of the respondents either strongly agreed or agreed that they had an opportunity to apply the training since completing the program/curriculum.

The rating average of 4.35 illustrates that because L21 covered every leadership competency most respondents have applied the training.

<b>Question 7</b>	<b>Rating Average</b>
The program/curriculum benefitted the Agency by furthering my professional and personal development.	4.55

90 percent of the respondents either strongly agreed or agreed that L21 benefitted the Agency by furthering by professional and personal development.

The rating average of 4.55 demonstrates that respondents strongly believe that L21 was beneficial to participants and the Agency. This is corroborated since 98% of program participants would recommend L21 to other PPQ colleagues.

### Section 4: Preliminary Recommendations

As a result of conducting this analysis, a suggestion to consider is to create a level 1 template to ensure consistent program evaluation. Another suggestion is for APHIS training units to create a level 1 report template which would ensure consistent program reports.

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## New Supervisor Seminar (NSS)

### Introduction

The New Supervisor Seminar (NSS) is conducted by the Leadership Development & Organizational Support (LDOS) unit of PPQ's Professional Development Center. NSS is targeted to PPQ supervisors with experience of 18 months or less. Project Managers and Team Leaders may also participate.

Percentage of training delivered by:

- LDOS training specialists – 77.5%
- Vendor - KT Global Associates – 22.5%

NSS focuses on the following leadership competencies: Accountability, Conflict Management, Continual Learning, Influencing and Negotiating, Interpersonal Skills, Resilience, Self-Awareness, and Team Building.

The analysis of NSS is divided into four sections:

- Comparison of program Level 1 evaluation with Kirkpatrick's evaluation criteria and numerical results from program Level 1 evaluations
- Results and analysis of Level 2 online survey
- Results and analysis of Level 3 online survey
- Preliminary recommendations

### Analysis Methods

#### **Section 1: Analysis of Level 1 Evaluation Form:**

The purpose of Level 1 evaluation is to measure participants' reaction to the training. This section compares Kirkpatrick's criteria for level 1 evaluation to the *program* level 1 evaluation to determine if program evaluation incorporates all critical sections.

<b>NSS Level 1 Evaluation Form</b>	<b>Yes</b>	<b>No</b>	<b>No Evidence</b>
<i>Participants had opportunity to comment on whether learning objectives were stated.</i>	•		
<i>Participants had opportunity to comment on whether learning objectives were accomplished.</i>	•		
<i>Participants had opportunity to comment on the structure and organization of the program/curriculum.</i>	•		
<i>Participants had opportunity to comment on whether the learning aids/materials were helpful.</i>	•		
<i>Participants had opportunity to comment on whether the instructor conveyed knowledge of the material.</i>	•		
<i>Participants had opportunity to comment on whether instructor appeared well prepared.</i>	•		

<b>NSS Level 1 Evaluation Form</b>	<b>Yes</b>	<b>No</b>	<b>No Evidence</b>
<i>Participants had opportunity to comment on whether the instructor responded to questions or need for help.</i>	•		
<i>Participants had opportunity to comment on whether the instructor presented a positive image of the Agency.</i>			•
<i>Participants had opportunity to respond to open ended questions.</i>	•		

Numerical Results from NSS Level 1 Evaluation–New Supervisor Seminar was conducted in Frederick, Maryland and Fort Collins, Colorado for 42 participants. The table below illustrates participant response on critical evaluation sections including learning objectives, relevance to current position, training design, and instructor delivery.

<b>Evaluation Criteria</b>	<b>2006*</b>	<b>2007</b>	<b>2008</b>
Percentage of participants that strongly agreed or agreed that workshop learning objectives were achieved.	100%	100%	100%
Percentage of participants that strongly agreed or agreed that workshop content and materials were relevant to leadership development as a supervisor.	94.5%	100%	100%
Percentage of participants that strongly agreed or agreed that the pace and length of the workshop was just right.	68%	71%	95%
Percentage of participants who strongly agreed or agreed on the following statements on instructor <ul style="list-style-type: none"> <li>• Displayed a thorough knowledge of material presented</li> <li>• Responsive to questions or need for help</li> <li>• Presented the subject in a clear and concise manner</li> </ul>	100%	93%	100%

*\* Percentage is derived from 2 workshops.*

Participant Comments–Participants responded positively to many modules within NSS including Conflict Prevention and Resolution, Challenge of Team Leadership, and Providing Constructive Feedback.

## Section 2: Analysis of Level 2 Evaluation

The purpose of Level 2 evaluation is to determine if learning occurred and by which learning methods. As part of the review, participants, who completed a leadership program or curriculum within the past 3 years, were asked to give their impression of the training using an online survey. Part one of the survey consisted of five questions designed to determine if training occurred and by which learning methods.

A total of 27 participants responded to the survey for NSS.

Section 2 addresses **Survey Questions 1 through 5**

*For Questions 1 and 2, participants were asked to rate the extent that they agree or disagree with the following statements using the Likert Scale of Strongly Disagree to Strongly Agree.*

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

<b>Question 1</b>	<b>Rating Average</b>
The program/curriculum provided opportunities for professional growth and development.	3.96

81 percent of the respondents either strongly agreed or agreed that NSS provided opportunities for professional growth and development

<b>Question 2</b>	<b>Rating Average</b>
The program/curriculum was the appropriate choice for my position.	3.96

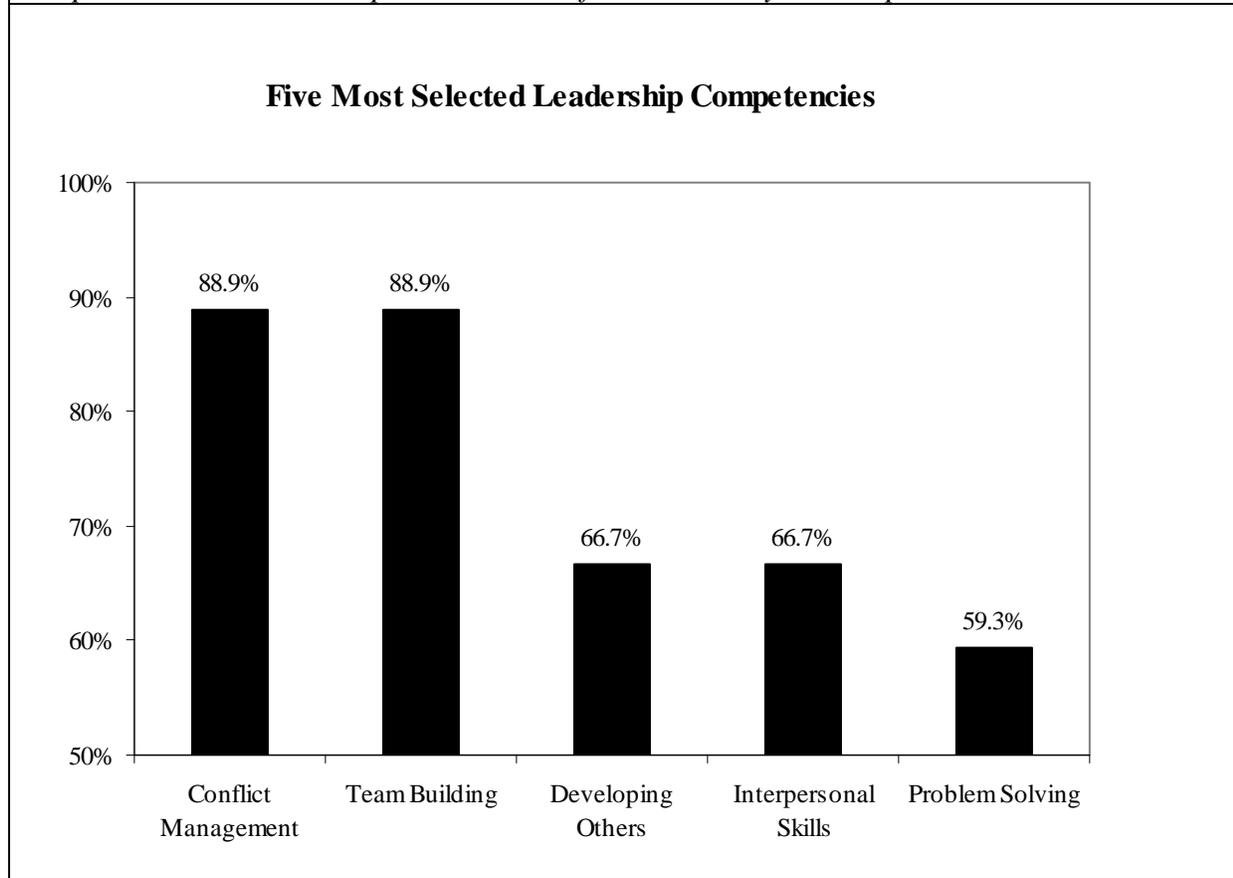
85 percent of the respondents either strongly agreed or agreed that NSS was appropriate for their position.

*For Questions 3 – 5, participants were asked to select their answers from a list of options for each question.*

**Question 3**

By your understanding, which leadership competencies were the bases for the program/curriculum?

*Graph illustrates the 5 competencies most often selected by NSS respondents.*



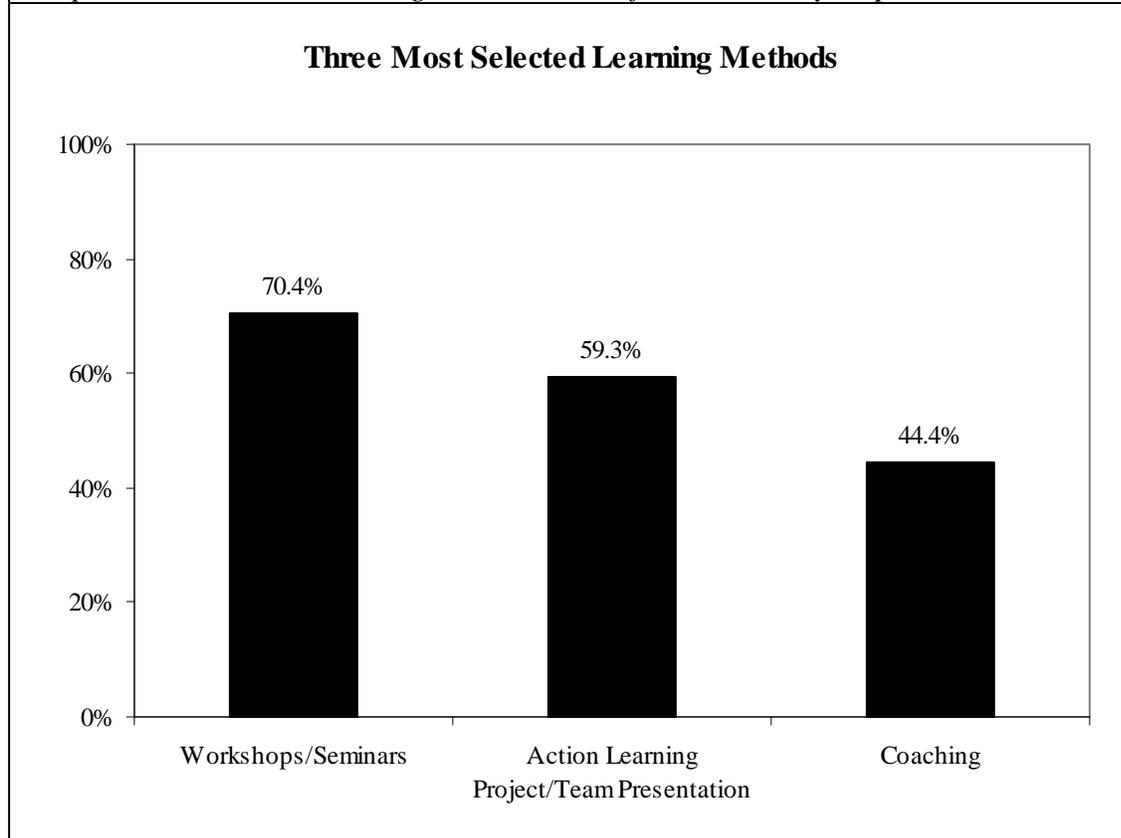
As noted in the graph, Conflict Management and Team Building were tied for the most selected leadership competencies. Developing Others and Interpersonal Skills were tied for the second most selected leadership competencies. Problem Solving was the third most selected leadership competency.

The selection of Conflict Management, Team Building, and Interpersonal Skills are aligned with the competencies listed for NSS. The competencies of Developing Others and Problem Solving are not listed for NSS but both competencies are critical to new APHIS supervisors.

**Question 4**

Which learning methods were utilized in the program/curriculum?

*Graph illustrates the 3 learning methods most often selected by respondents.*



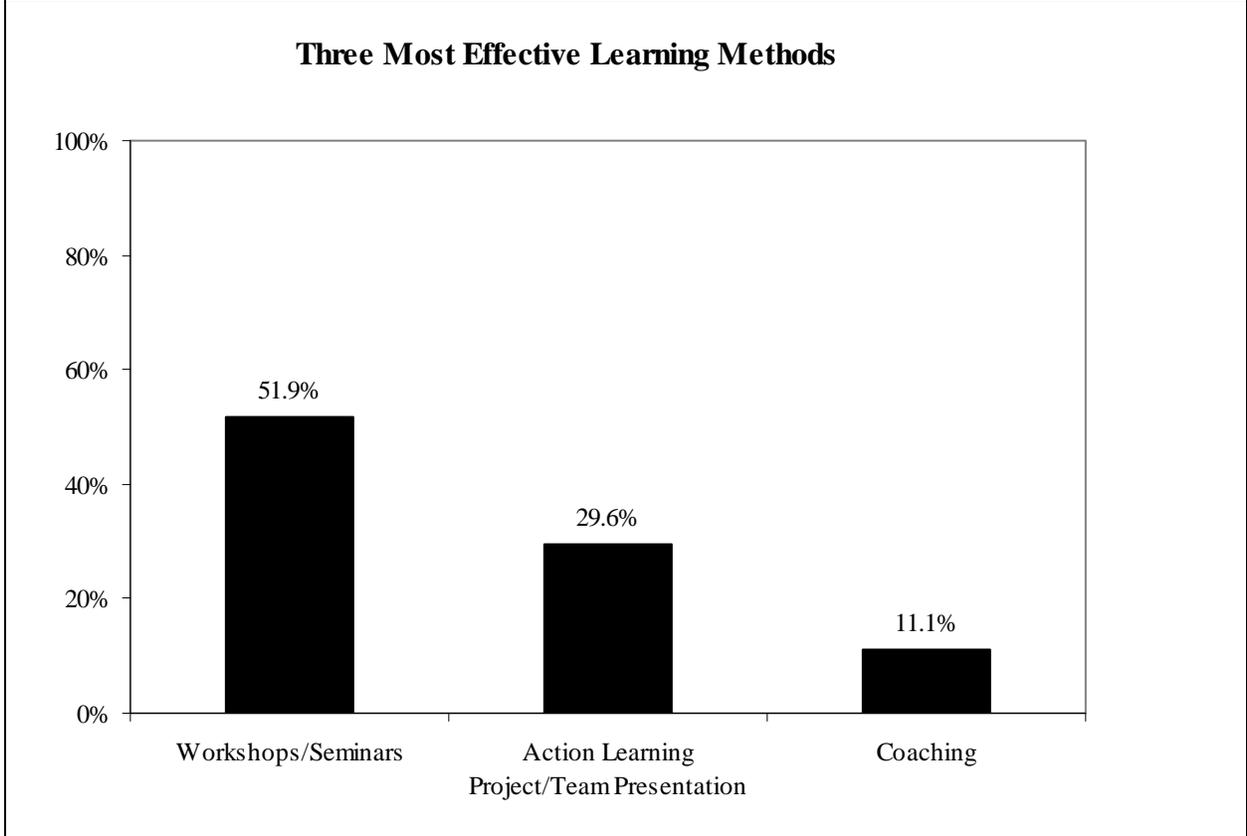
As noted in the graph, Workshops/Seminars were the most selected learning method. Action Learning Project/Team Presentation and Coaching were the second and third most selected learning methods. The selection of all three demonstrates that NSS incorporated different learning methods for the adult learner.

Comment: the selection of Action Learning Project/Team Presentation (ALP/TP) may be incorrect in this instance. NSS does not use either learning method within the program. Perhaps survey respondents are selecting ALP/TP in place of group work in the workshops/seminars.

**Question 5**

In your opinion, which learning methods were the most effective for your learning?

*Graph illustrates the 3 learning methods most often selected by respondents.*



As noted in the graph, over 51 percent of the respondents selected Workshops/Seminars as the most effective learning method for NSS. The second and third most effective learning methods were Action Learning Project/Team Presentation and Coaching.

The selection of Workshops/Seminars as the most effective method shows that NSS participants believed that learning best occurred from the instructors/facilitator and other participants.

### Section 3: Analysis of Level 3 Evaluation

The purpose of Level 3 evaluation is to determine if the learning was transferred to the performance of work duties; thereby benefitting the Agency. As part of the review, participants, who completed a leadership program or curriculum within the past 3 years, were asked to give their impression of the training using an online survey. Part two of the survey consisted of two questions designed to determine if training had been applied once program was completed and therefore benefitting the Agency.

Section 3 addresses **Survey Questions 6 & 7**

*For Questions 6 and 7, participants were asked to rate the extent that they agree or disagree with the following statements using the Likert Scale of Strongly Disagree to Strongly Agree.*

<b>Question 6</b>	<b>Rating Average</b>
I have had an opportunity to apply the training since completing the program/curriculum	3.74

70 percent of the respondents either strongly agreed or agreed that they had an opportunity to apply the training since completing the program/curriculum. The rating average of 3.74 illustrates that training obtained in NSS has been applied by a good percentage of the new supervisors or team leaders.

<b>Question 7</b>	<b>Rating Average</b>
The program/curriculum benefitted the Agency by furthering my professional and personal development.	4.07

85 percent of the respondents either strongly agreed or agreed that the Agency benefitted by increasing participants professional and personal development. The rating average of 4.07 illustrates that NSS was beneficial to employees, PPQ, and APHIS.

### Section 4: Preliminary Recommendations

As a result of conducting this analysis, a suggestion to consider is to create a level 1 template to ensure consistent program evaluation. A second suggestion is for APHIS training units to create a level 1 report template which would ensure consistent program reports.

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## Operation Jumpstart II (OJ II)

### Introduction

The Operation Jumpstart II is conducted by the APHIS Training and Development Branch (TDB). This program is a Headquarters based program to hire and place new clerical and administrative support employees as they enter the Agency.

Percentage of training delivered by:

- APHIS TDB - 88%
- Vendors - 12%

OJ II focus on the following leadership competencies: Accountability, Conflict Management, Continual Learning, Customer Service, Flexibility, Interpersonal Skills, Integrity/Honesty, Oral Communication, Problem Solving, Public Service Motivation, Team Building, and Written Communication.

The analysis of OJ II is divided into four sections:

- Comparison of program Level 1 evaluation with Kirkpatrick's evaluation criteria and numerical results from program Level 1 evaluations
- Results and analysis of Level 2 online survey
- Results and analysis of Level 3 online survey
- Preliminary recommendations

### Analysis Methods

#### **Section 1: Analysis of Level 1 Evaluation Form:**

The purpose of Level 1 evaluation is to measure participants' reaction to the training. This section compares Kirkpatrick's criteria for level 1 evaluation to the *program* level 1 evaluation to determine if program evaluation incorporates all critical sections.

Comment: this evaluation utilizes short answer questions to evaluate participants' reactions.

<b>OJ II Level 1 Evaluation Form</b>	<b>Yes</b>	<b>No</b>	<b>No Evidence</b>
<i>Participants had opportunity to comment on whether learning objectives were stated.</i>			•
<i>Participants had opportunity to comment on whether learning objectives were accomplished.</i>			•
<i>Participants had opportunity to comment on the structure and organization of the program/curriculum.</i>	•		
<i>Participants had opportunity to comment on whether the learning aids/materials were helpful.</i>	•		
<i>Participants had opportunity to comment on whether the instructor conveyed knowledge of the material.</i>	•		

<b>OJ II Level 1 Evaluation Form</b>	<b>Yes</b>	<b>No</b>	<b>No Evidence</b>
<i>Participants had opportunity to comment on whether instructor appeared well prepared.</i>		•	
<i>Participants had opportunity to comment on whether the instructor responded to questions or need for help.</i>		•	
<i>Participants had opportunity to comment on whether the instructor presented a positive image of the Agency.</i>			•
<i>Participants had opportunity to respond to open ended questions.</i>	•		

Numerical Results from OJ II Level 1 Evaluation—OJ II was conducted at APHIS Headquarters in Riverdale, Maryland. The table below illustrates participant response on critical evaluation sections including learning objectives, relevance to current position, design of workshop, and instructor delivery.

Comment: Since the OJ II evaluation assessed the program by asking questions, the assessment does not align with the criteria listed in the table below.

<b>Evaluation Criteria</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
Percentage of participants that strongly agreed or agreed that workshop learning objectives were achieved.	No information provided to answer these questions.			
Percentage of participants that strongly agreed or agreed that workshop content and materials were relevant to leadership development.				
Percentage of participants that strongly agreed or agreed that the pace and length of the workshop was just right.				
Percentage of participants who strongly agreed or agreed on the following statements on instructor <ul style="list-style-type: none"> <li>• Displayed a thorough knowledge of material presented</li> <li>• Responsive to questions or need for help</li> <li>• Presented the subject in a clear and concise manner</li> </ul>				

Participant Comments—Participants’ comments on OJ II were very positive including recommending the program to other people.

## Section 2: Analysis of Level 2 Evaluation

The purpose of Level 2 evaluation is to determine if learning occurred and by which learning methods. As part of the review, participants, who completed a leadership program or curriculum within the past 3 years, were asked to give their impression of the training using an online survey. Part one of the survey consisted of five questions designed to determine if training occurred and by which learning methods.

A total of 6 people responded to the survey for OJ II.\*

Section 2 addresses **Survey Questions 1 through 5**

*For Questions 1 and 2, participants were asked rate to the extent that they agree or disagree with the following statements using the Likert Scale of Strongly Disagree to Strongly Agree.*

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

<b>Question 1</b>	<b>Rating Average</b>
The program/curriculum provided opportunities for professional growth and development.	4.67

100 percent of the respondents either strongly agreed or agreed that OJII provided opportunities for professional growth and development.

<b>Question 2</b>	<b>Rating Average</b>
The program/curriculum was the appropriate choice for my position.	4.00

83 percent of the respondents either strongly agreed or agreed that OJ II was the appropriate choice for their position.

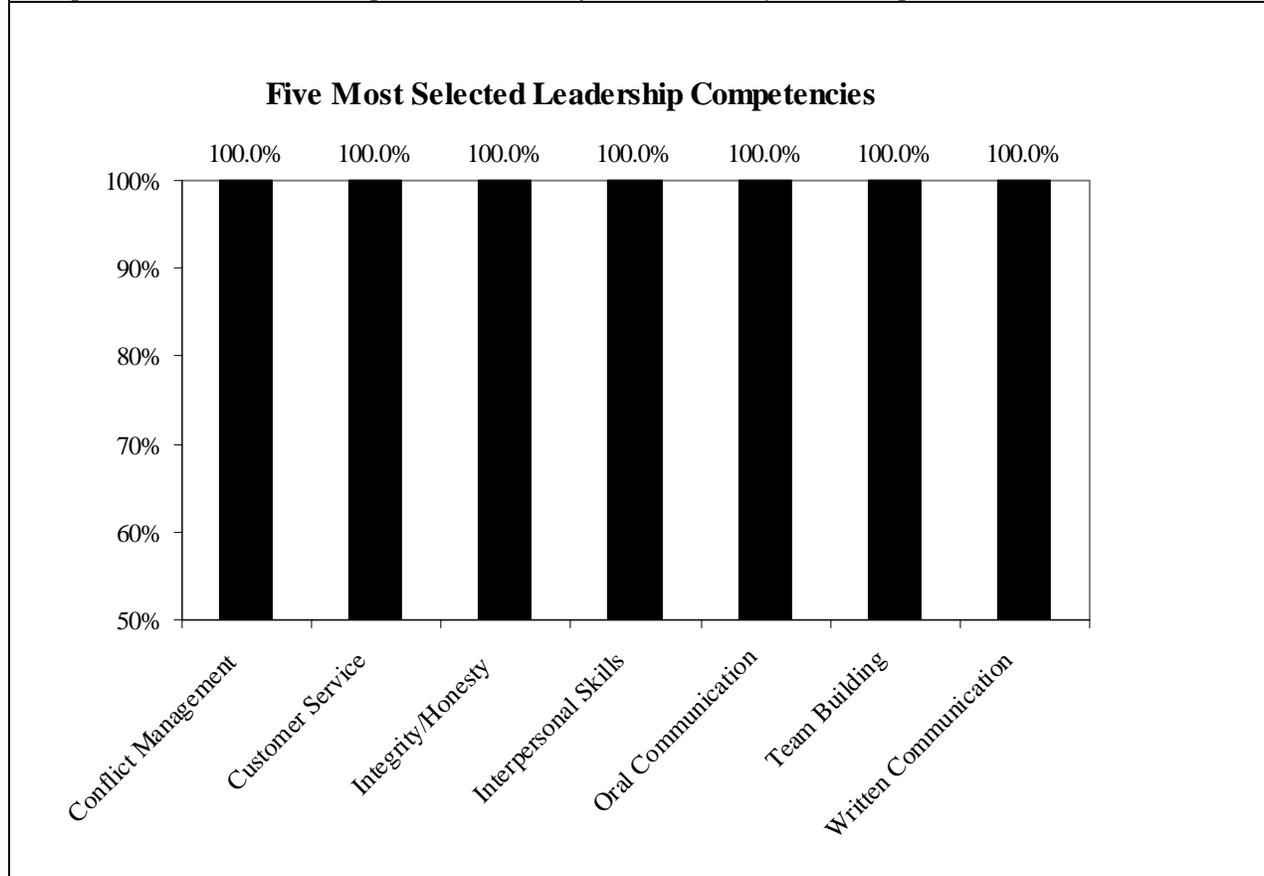
\*Because the response for this program/curriculum was small, the results for OJ II are not statistically valid. However, the information represents the best evidence available, and shows clear trends.

*For Questions 3 – 5, participants were asked to select their answers from a list of options for each question.*

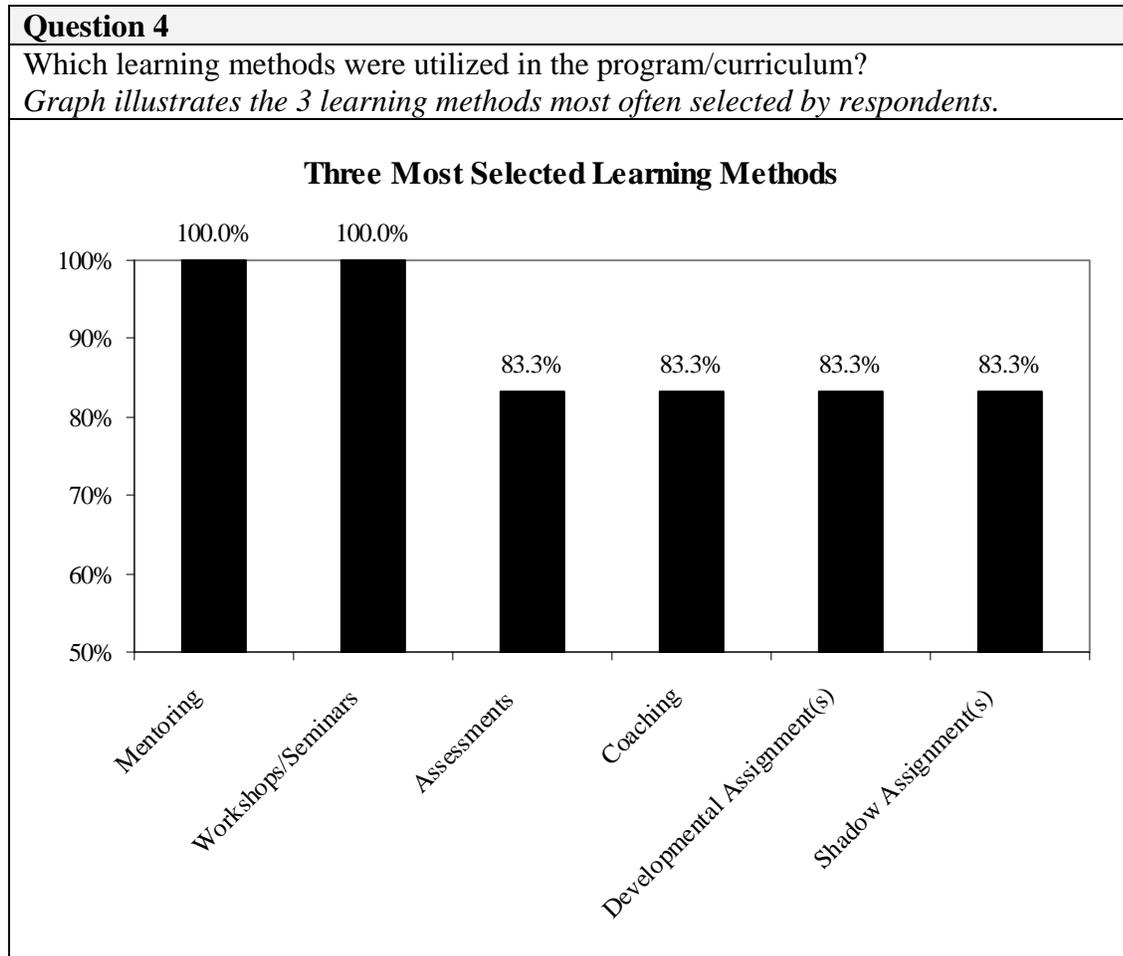
**Question 3**

By your understanding, which leadership competencies were the bases for the program/curriculum?

*Graph illustrates the 5 competencies most often selected by OJ II respondents.*

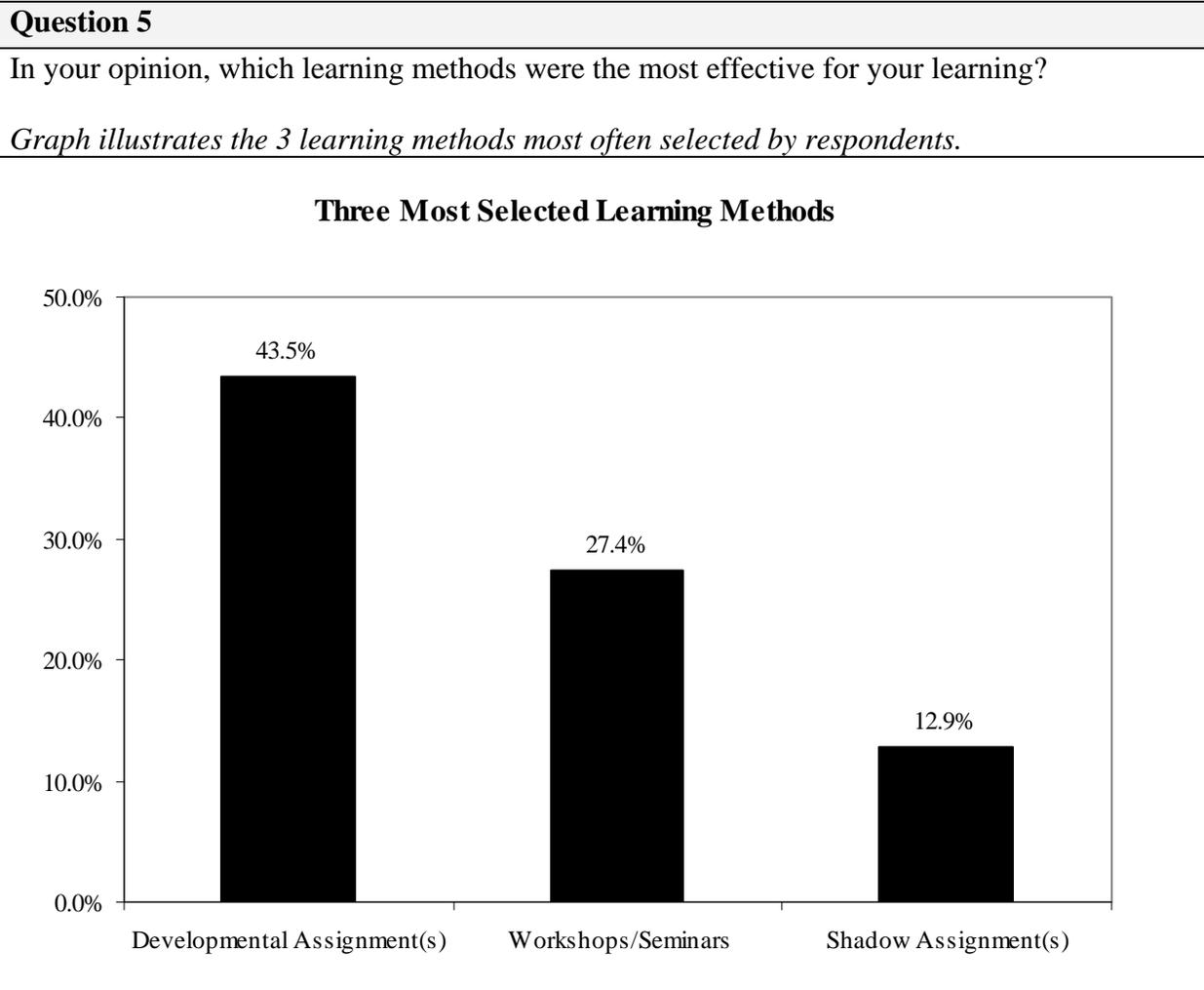


As noted in the graph, Conflict Management, Customer Service, Integrity/Honesty, Interpersonal Skills, Oral Communication, Team Building, and Written Communication were all equally important to the respondents. All of the selected competencies are aligned with the competencies listed for OJ II.



As noted in the graph, Mentoring and Workshops/Seminars were the most selected learning methods. Assessments, Coaching, Developmental Assignments, and Shadow Assignments were the next most selected learning methods.

The different learning methods demonstrate that OJ II provided numerous opportunities for participants to learn about themselves, their abilities, and APHIS.



As noted in the graph, over 40 percent of the respondents selected Developmental Assignments as the most effective learning method for OJ II. The second and third most effective learning methods were Workshops/Seminars and Shadow Assignments.

The selection of Developmental Assignments as the most effective learning method shows that OJ II participants believed that having input in their developmental assignment was the most effective way to learn.

### Section 3: Analysis of Level 3 Evaluation

The purpose of 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 program was completed and therefore benefitting the Agency.

Section 3 addresses **Survey Questions 6 & 7**

*For Questions 6 and 7, participants were asked to rate the extent that they agree or disagree with the following statements using the Likert Scale of Strongly Disagree to Strongly Agree.*

<b>Question 6</b>	<b>Rating Average</b>
I have had an opportunity to apply the training since completing the program/curriculum	4.83

100 percent of the respondents either strongly agreed or agreed that they had an opportunity to apply the training since completing the program/curriculum.

<b>Question 7</b>	<b>Rating Average</b>
The program/curriculum benefitted the Agency by furthering my professional and personal development.	4.33

83 percent of the respondents either strongly agreed or agreed that the program/curriculum benefitted the Agency by furthering by professional and personal development.

The rating average of 4.33 demonstrates that respondents believe that the OJ II benefitted themselves and the Agency.

### Section 4: Preliminary Recommendations

As a result of conducting this analysis, a suggestion to consider is to create a level 1 template to ensure consistent program evaluation. A second suggestion is for APHIS training units to create a level 1 report template which would ensure consistent program reports.

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## Preparing APHIS Team-leaders (PAT)

### Introduction

The Preparing APHIS Team-leaders (PAT) began in 2007 and is conducted by the APHIS Training and Development Branch (TDB). PAT is intended for APHIS positional team leads and project managers with or without official authorities.

Percentage of training delivered by:

- APHIS TDB - 100%

PAT focus on the following leadership competencies: Continual Learning, Conflict Management, Influencing and Negotiating, Integrity/Honesty, Interpersonal Skills, Leveraging Diversity, Problem Solving, and Team Building

The analysis of PAT is divided into four sections:

- Comparison of program Level 1 evaluation with Kirkpatrick's evaluation criteria and numerical results from program Level 1 evaluations
- Results and analysis of Level 2 online survey
- Results and analysis of Level 3 online survey
- Preliminary recommendations

### Analysis Methods

#### **Section 1: Analysis of Level 1 Evaluation Form:**

The purpose of Level 1 evaluation is to measure participants' reaction to the training. This section compares Kirkpatrick's criteria for level 1 evaluation to the *program* level 1 evaluation to determine if program evaluation incorporates all critical sections.

<b>PAT Level 1 Evaluation Form</b>	<b>Yes</b>	<b>No</b>	<b>No Evidence</b>
<i>Participants had opportunity to comment on whether learning objectives were stated.</i>	•		
<i>Participants had opportunity to comment on whether learning objectives were accomplished.</i>	•		
<i>Participants had opportunity to comment on the structure and organization of the program/curriculum.</i>	•		
<i>Participants had opportunity to comment on whether the learning aids/materials were helpful.</i>	•		
<i>Participants had opportunity to comment on whether the instructor conveyed knowledge of the material.</i>	•		
<i>Participants had opportunity to comment on whether instructor appeared well prepared.</i>	•		
<i>Participants had opportunity to comment on whether the instructor responded to questions or need for help.</i>	•		

<b>PAT Level 1 Evaluation Form</b>	<b>Yes</b>	<b>No</b>	<b>No Evidence</b>
<i>Participants had opportunity to comment on whether the instructor presented a positive image of the Agency.</i>			•
<i>Participants had opportunity to respond to open ended questions.</i>	•		

Numerical Results from PAT Level 1 Evaluation–PAT was conducted in Riverdale, Fort Collins, and Raleigh. The table below illustrates participant response on critical evaluation sections including learning objectives, relevance to current position, training design, and instructor delivery.

Comment: The Likert Scale in this evaluation has more positive descriptions than negative descriptions. For the purpose of the analysis, only *Very Good* and/or *Excellent* were included in the analysis.

*Poor*    *Satisfactory*    *Good*    *Very Good*    *Excellent*  
 (1)                    (2)                    (3)                    (4)                    (5)

<b>Evaluation Criteria</b>	<b>2007</b>	<b>2008</b>
Percentage of participants that strongly agreed or agreed that workshop learning objectives were achieved.	86%	93%
Percentage of participants that strongly agreed or agreed that workshop content and materials were relevant to leadership development as a team leader.	86%	93%
Percentage of participants that strongly agreed or agreed that the pace and length of the workshop was just right.	82%	100%
Percentage of participants who strongly agreed or agreed on the following statements on instructor <ul style="list-style-type: none"> <li>• Displayed a thorough knowledge of material presented</li> <li>• Responsive to questions or need for help</li> <li>• Presented the subject in a clear and concise manner</li> </ul>	83%*	83%*

*\*Percentages derived from averaging the instructors’ scores.*

Participant Comments–No written comments were included in the level 1 assessment.

## Section 2: Analysis of Level 2 Evaluation

The purpose of Level 2 evaluation is to determine if learning occurred and by which learning methods. As part of the review, participants, who completed a leadership program or curriculum within the past 3 years, were asked to give their impression of the training using an online survey. Part one of the survey consisted of five questions designed to determine if training occurred and by which learning methods.

A total of 14 participants responded to the survey for PAT.

Section 2 addresses **Survey Questions 1 through 5**

*For Questions 1 and 2, participants were asked to rate the extent that they agree or disagree with the following statements using the Likert Scale of Strongly Disagree to Strongly Agree.*

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

<b>Question 1</b>	<b>Rating Average</b>
The program/curriculum provided opportunities for professional growth and development.	3.71

71 percent of the respondents either strongly agreed or agreed that PAT provided opportunities for professional growth and development.

<b>Question 2</b>	<b>Rating Average</b>
The program/curriculum was the appropriate choice for my position.	3.93

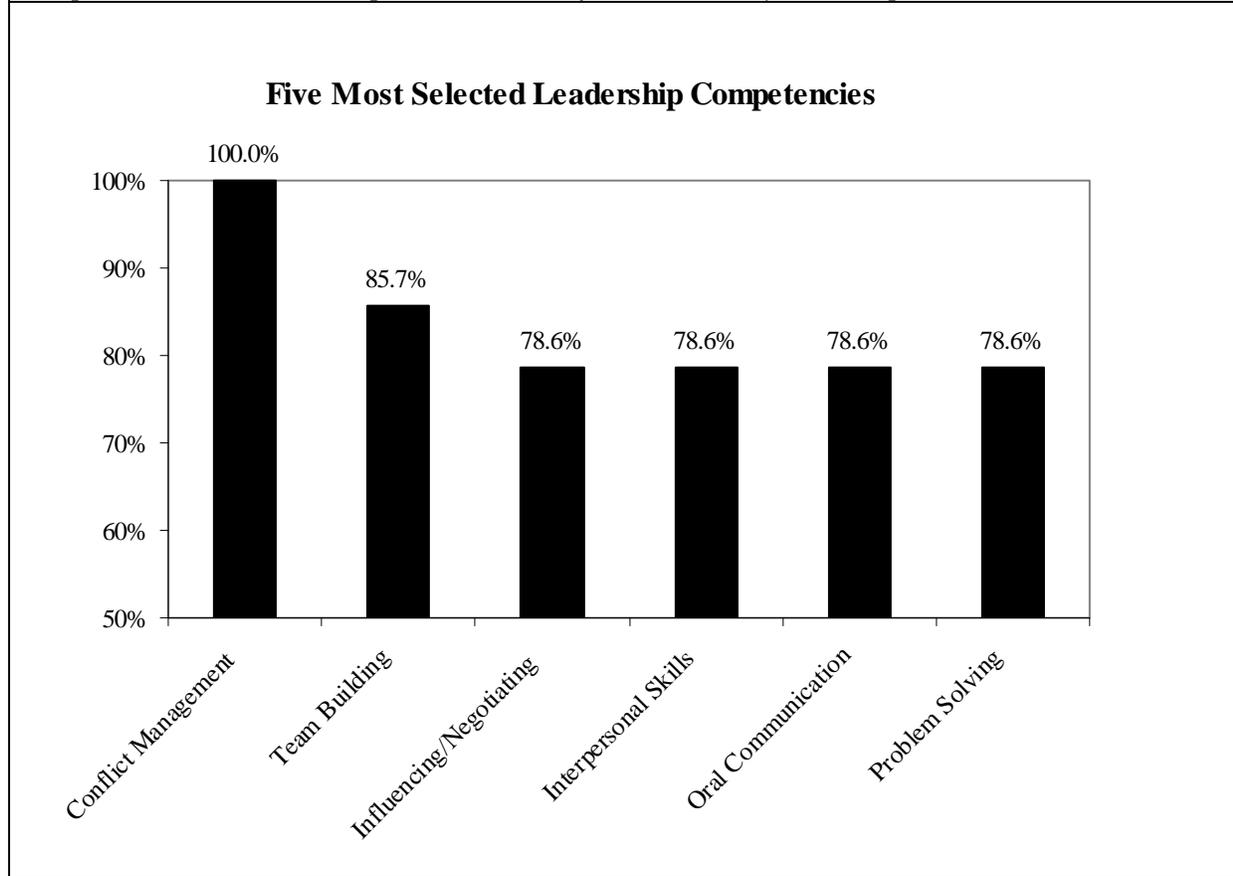
86 percent of the respondents either strongly agreed or agreed that PAT was the appropriate choice for their positions.

*For Questions 3 – 5, participants were asked to select their answers from a list of options for each question.*

**Question 3**

By your understanding, which leadership competencies were the bases for the program/curriculum?

*Graph illustrates the 5 competencies most often selected by PAT respondents.*



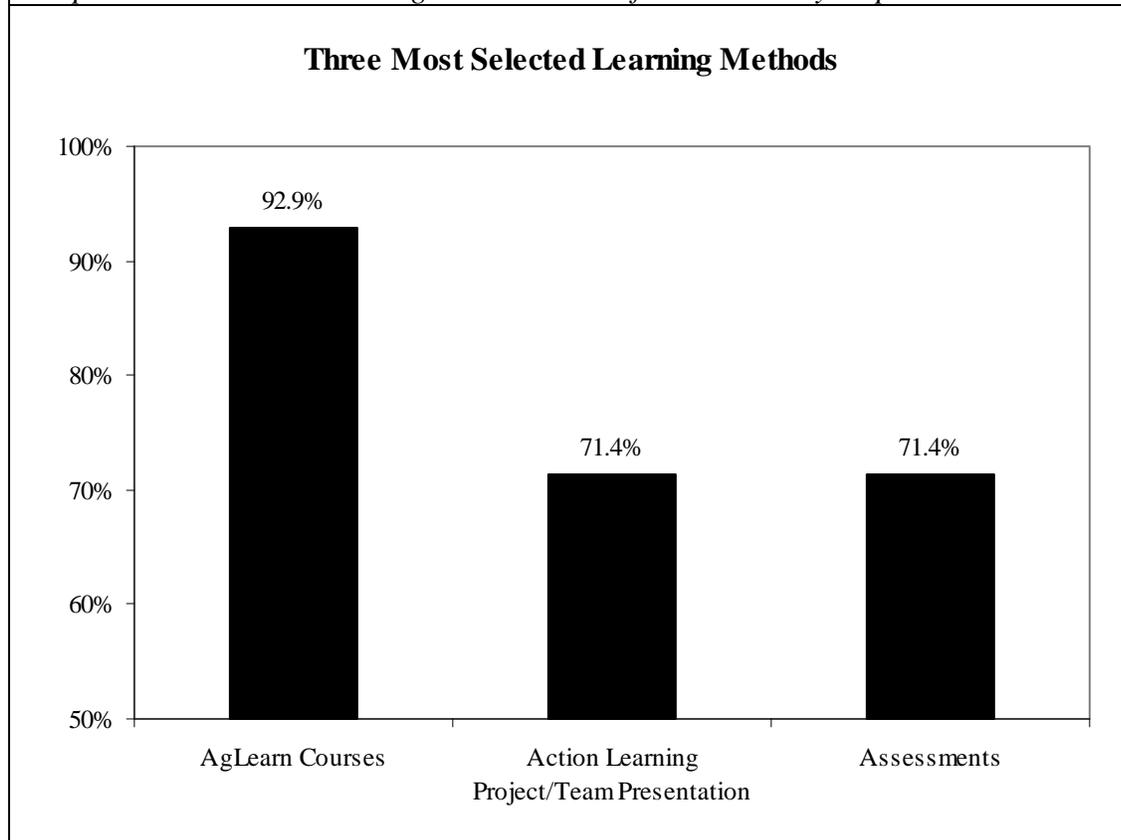
While the five most selected leadership competencies are illustrated in the graph, it is important to note that every leadership competency was selected as being included in PAT.

Conflict Management was the most selected leadership competency. This may be due to the program participants being *team leaders* without supervisory authority. Team Building was the second most selected leadership competency since it is a major duty for team leaders. The importance of Influencing/Negotiating, Interpersonal Skills, Oral Communication, and Problem Solving were tied due to their importance in supporting Conflict Management and Team Building.

**Question 4**

Which learning methods were utilized in the program/curriculum?

*Graph illustrates the 3 learning methods most often selected by respondents.*



As noted in the graph, Aglearn Courses was the most selected learning method. The second most selected learning method was tied between Action Learning Project/Team Presentation and Assessments.

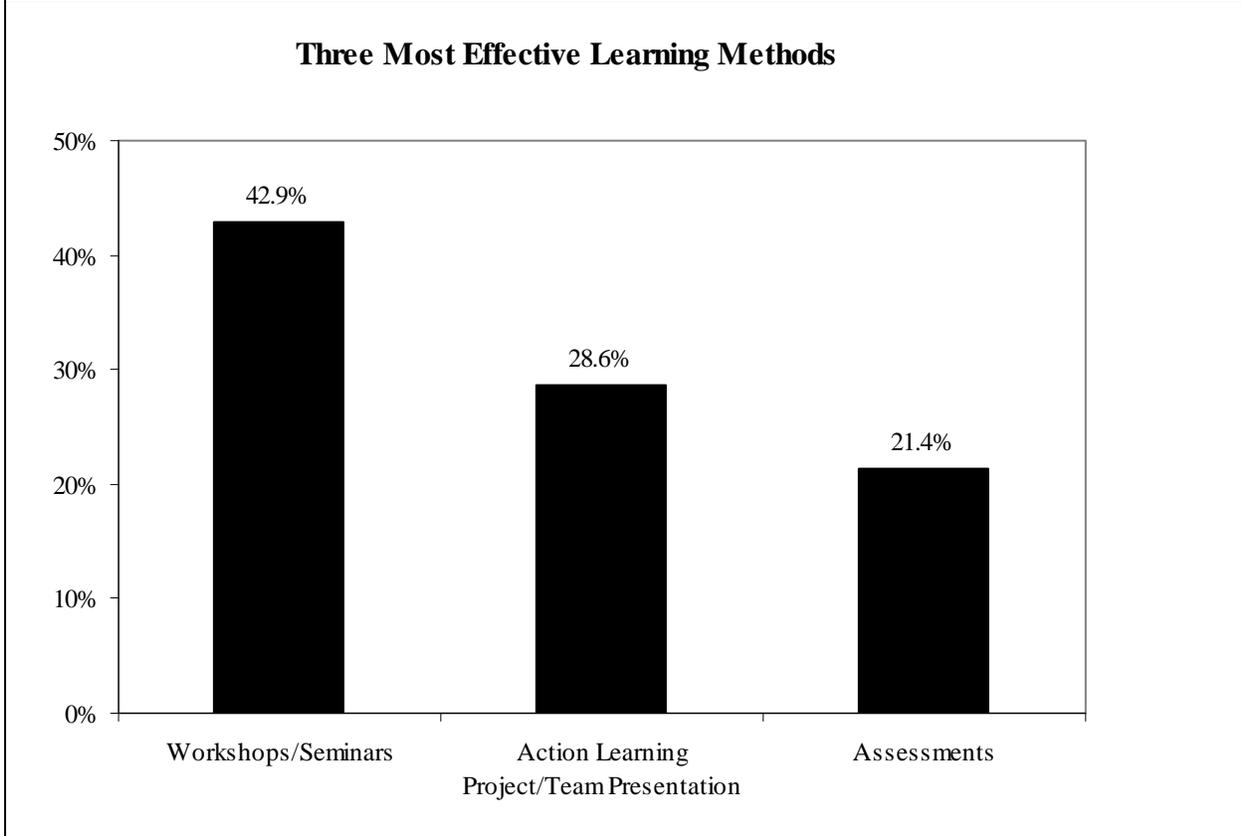
The importance that respondents placed on Aglearn courses may be because Aglearn has numerous online courses for communication, team building, and interpersonal skills. PAT could have required certain Aglearn courses as part of the curriculum. The importance of Action Learning Project/Team Presentation and Assessments may be because participants had opportunity to learn from each other.

Comment: the selection of Action Learning Project/Team Presentation (ALP/TP) may be incorrect in this instance. PAT may or may not use either learning method within the program. Perhaps survey respondents are selecting ALP/TP in place of group work in the workshops/seminars.

**Question 5**

In your opinion, which learning methods were the most effective for your learning?

*Graph illustrates the 3 learning methods most often selected by respondents.*



As noted in the graph, over 40 percent of respondents selected Workshops/Seminars as the most effective PAT learning method. Action Learning Project/Team Presentation and Assessments were the second and third most selected learning methods.

The selection of Workshops/Seminars as the most effective learning method show that respondents learned from both the instructor/facilitator and other participants.

### Section 3: Analysis of Level 3 Evaluation

The purpose of 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 program was completed and therefore benefitting the Agency.

Section 3 addresses **Survey Questions 6 & 7**

*For Questions 6 and 7, participants were asked to rate the extent that they agree or disagree with the following statements using the Likert Scale of Strongly Disagree to Strongly Agree.*

<b>Question 6</b>	<b>Rating Average</b>
I have had an opportunity to apply the training since completing the program/curriculum	3.50

57 percent of the respondents either strongly agreed or agreed that they had an opportunity to apply the training since completing the program/curriculum.

<b>Question 7</b>	<b>Rating Average</b>
The program/curriculum benefitted the Agency by furthering my professional and personal development.	3.57

64 percent of the respondents either strongly agreed or agreed that PAT benefitted the Agency by furthering their professional and personal development.

### Section 4: Preliminary Recommendations

As a result of conducting this analysis, a suggestion to consider is to create a level 1 template to ensure consistent program evaluation. A second suggestion is for APHIS training units to create a level 1 report template which would ensure consistent program reports.

Comment: PAT appears to be the only training program or curriculum targeted to APHIS team leaders. As the roles and responsibilities of the team leaders increase, the importance of leadership training for this APHIS position will become even more necessary.

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## Staff Officer Training (SOT)

### Introduction

The Staff Officer Training (SOT) is conducted by the APHIS Training and Development Branch (TDB). SOT is designed as an orientation and skill building training for new staff officers.

Percentage of training delivered by:

- APHIS TDB - 88%
- Vendors - 12%

SOT focuses on the following leadership competencies Conflict Management, Continual Learning, Decisiveness, Influencing/Negotiating, Interpersonal Skills, Oral Communication, Team Building, and Technical Credibility.

The analysis of SOT is divided into four sections:

- Comparison of program Level 1 evaluation with Kirkpatrick’s evaluation criteria and numerical results from program Level 1 evaluations
- Results and analysis of Level 2 online survey
- Results and analysis of Level 3 online survey
- Preliminary recommendations

### Analysis Methods

#### **Section 1: Analysis of Level 1 Evaluation Form:**

The purpose of Level 1 evaluation is to measure participants’ reaction to the training. This section compares Kirkpatrick’s criteria for level 1 evaluation to the *program* level 1 evaluation to determine if program evaluation incorporates all critical sections.

<b>SOT Level 1 Evaluation Form</b>	<b>Yes</b>	<b>No</b>	<b>No Evidence</b>
<i>Participants had opportunity to comment on whether learning objectives were stated.</i>	•		
<i>Participants had opportunity to comment on whether learning objectives were accomplished.</i>	•		
<i>Participants had opportunity to comment on the structure and organization of the program/curriculum.</i>	•		
<i>Participants had opportunity to comment on whether the learning aids/materials were helpful.</i>	•		
<i>Participants had opportunity to comment on whether the instructor conveyed knowledge of the material.</i>	•		
<i>Participants had opportunity to comment on whether instructor appeared well prepared.</i>	•		
<i>Participants had opportunity to comment on whether the instructor responded to questions or need for help.</i>	•		

<b>SOT Level 1 Evaluation Form</b>	<b>Yes</b>	<b>No</b>	<b>No Evidence</b>
<i>Participants had opportunity to comment on whether the instructor presented a positive image of the Agency.</i>			•
<i>Participants had opportunity to respond to open ended questions.</i>	•		

Numerical Results from SOT Level 1 Evaluation–SOT was conducted at APHIS Headquarters in Riverdale, Maryland. The table below illustrates participant response on critical evaluation sections including learning objectives, relevance to current position, training design, and instructor delivery.

Comment: The SOT evaluation used 3 different Likert Scales in this evaluation. One scale had more positive descriptions than negative descriptions as shown below:

**Poor**    **Satisfactory**    **Good**    **Very Good**    **Excellent**  
 (1)            (2)            (3)            (4)            (5)

For the purpose of the analysis, only *Very Good* and/or *Excellent* were included in the analysis.

The second scale had different descriptions as shown below:

**Not at all**    **Slightly**    **Just Right**    **Very Useful**    **Fully Useful**  
 (1)            (2)            (3)            (4)            (5)

For the purpose of the analysis only *Very Useful* and/or *Fully Useful* were included.

Comment: The level 1 assessment for SOT did not designate the class or year. This analysis *may be invalid* if the evaluations are from class 2008. Participants in class 2008 were not included in the online survey since the class was not completed until August 21, 2008.

<b>Evaluation Criteria</b>	<b>2007 or 2008?</b>
Percentage of participants that strongly agreed or agreed that workshop learning objectives were achieved.	67%*
Percentage of participants that strongly agreed or agreed that workshop content and materials were relevant to leadership development.	48%*
Percentage of participants that strongly agreed or agreed that the pace and length of the workshop was just right.	76%*
Percentage of participants who strongly agreed or agreed on the following statements on instructor <ul style="list-style-type: none"> <li>• Displayed a thorough knowledge of material presented</li> <li>• Responsive to questions or need for help</li> <li>• Presented the subject in a clear and concise manner</li> </ul>	74%*

\* *Percentages derived from averaging 4 workshop reports.*

Participant Comments–No written comments were included in the level 1 assessment.

## Section 2: Analysis of Level 2 Evaluation

The purpose of Level 2 evaluation is to determine if learning occurred and by which learning methods. As part of the review, participants, who completed a leadership program or curriculum within the past 3 years, were asked to give their impression of the training using an online survey. Part one of the survey consisted of five questions designed to determine if training occurred and by which learning methods.

A total of 5 people responded to the online survey for SOT.\*

Section 2 addresses **Survey Questions 1 through 5**

*For Questions 1 and 2, participants were asked rate to the extent that they agree or disagree with the following statements using the Likert Scale of Strongly Disagree to Strongly Agree.*

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

<b>Question 1</b>	<b>Rating Average</b>
The program/curriculum provided opportunities for professional growth and development.	3.60

60 percent of the respondents either strongly agreed or agreed that SOT provided opportunities for professional growth and development

<b>Question 2</b>	<b>Rating Average</b>
The program/curriculum was the appropriate choice for my position.	3.60

60 percent of the respondents either strongly agreed or agreed that SOT was the appropriate choice for their position.

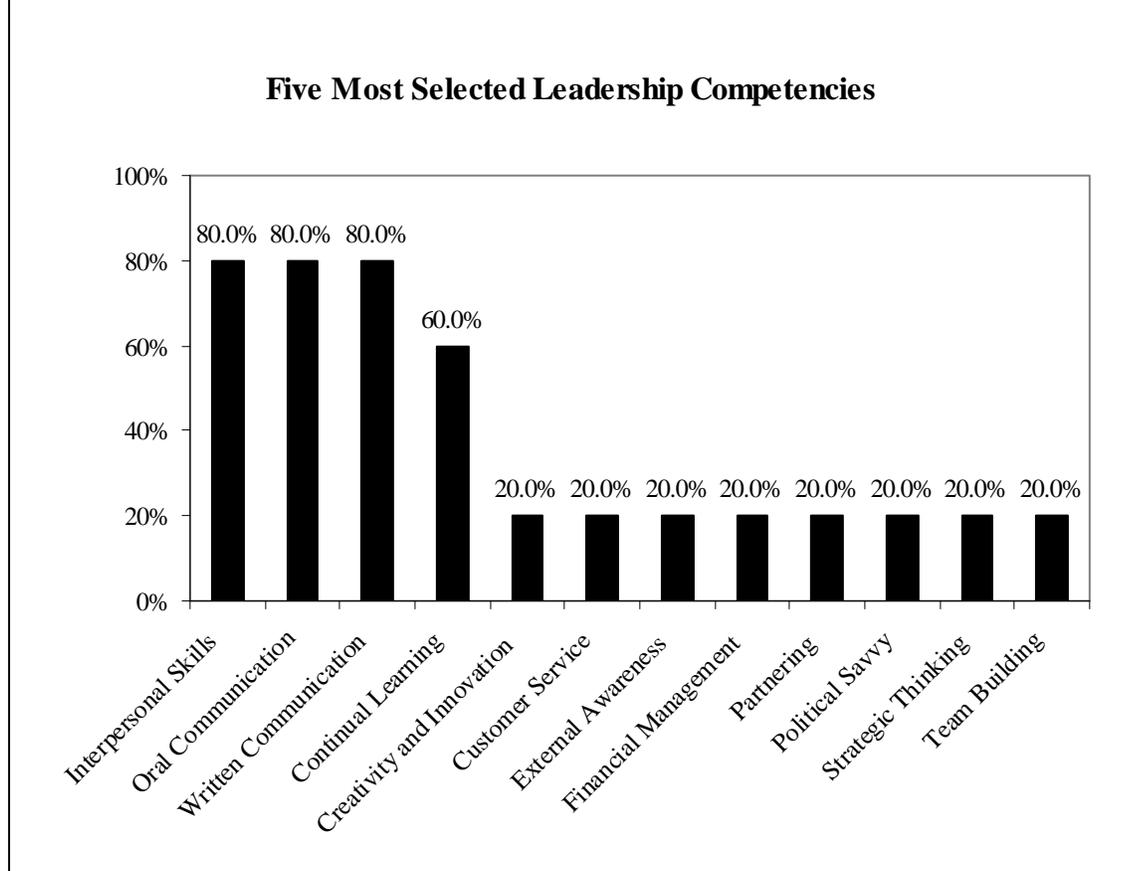
\* Because the response rate for this program/curriculum was small, the results are not statistically valid. However, the information represents the best evidence available, and shows clear trends.

*For Questions 3 – 5, participants were asked to select their answers from a list of options for each question*

**Question 3**

By your understanding, which leadership competencies were the bases for the program/curriculum?

*Graph illustrates the 5 competencies most often selected by SOT respondents.*

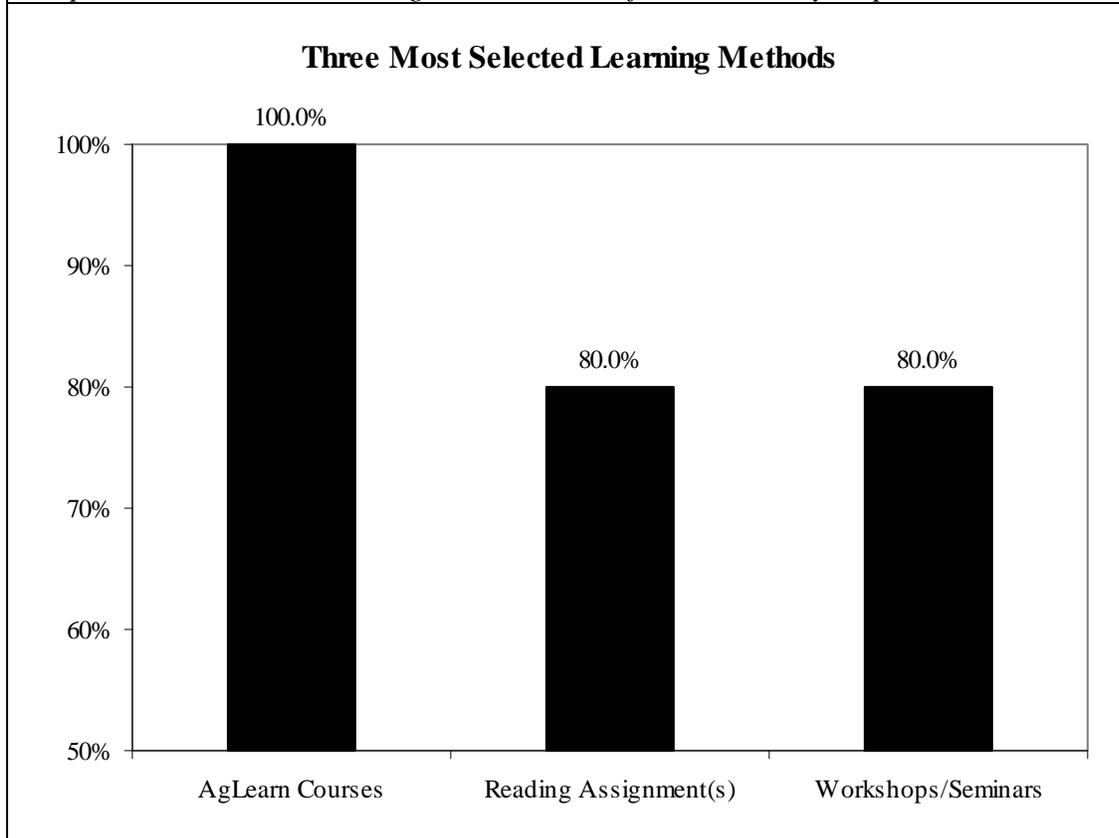


As shown in the graph, numerous leadership competencies were selected by respondents. An explanation for graph might be due to the wide range of responsibilities of staff officers. The selections of Interpersonal Skills, Oral Communication, and Written Communication highlight their communication roles. The selection of Continual Learning is important perhaps due to the frequent changes in the technical aspects of the APHIS programs. The last competencies were selected perhaps because of their importance to the main selected competencies or perhaps because of individual officer’s responsibilities.

**Question 4**

Which learning methods were utilized in the program/curriculum?

*Graph illustrates the 3 learning methods most often selected by respondents.*



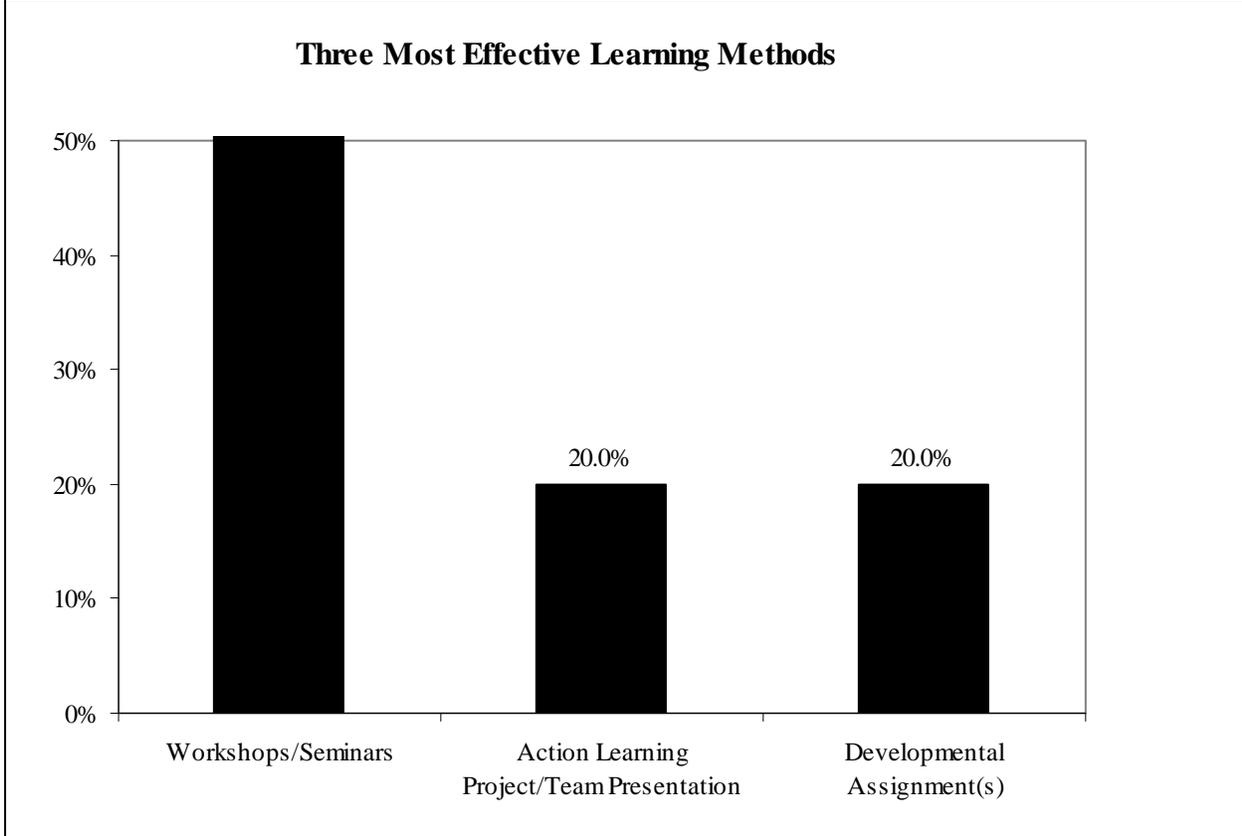
As noted in the graph, AgLearn Courses was the most selected learning method. The second most selected learning method was tied between Reading Assignments and Workshops/Seminars.

The importance that respondents placed on AgLearn courses may be because AgLearn has numerous online courses for communication, team building, and interpersonal skills. SOT could have also required certain AgLearn courses as part of the curriculum

**Question 5**

In your opinion, which learning methods were the most effective for your learning?

*Graph illustrates the 3 learning methods most often selected by respondents.*



As noted in the graph, over 50 percent of respondents selected Workshops/Seminars as the most effective SOT learning method. The selection of Workshops/Seminars as the most effective learning method show that respondents learned from both the instructor/facilitator and other participants. Action Learning Project/Team Presentation and Developmental Assignments were the second and third most selected learning methods.

### Section 3: Analysis of Level 3 Evaluation

The purpose of 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 program was completed and therefore benefitting the Agency.

Section 3 addresses **Survey Questions 6 & 7**

*For Questions 6 and 7, participants were asked to rate the extent that they agree or disagree with the following statements using the Likert Scale of Strongly Disagree to Strongly Agree.*

***Comment: Responses are based on 5 respondents.***

<b>Question 6</b>	<b>Rating Average</b>
I have had an opportunity to apply the training since completing the program/curriculum	3.2

20 percent of the respondents either strongly agreed or agreed that they had an opportunity to apply the training since completing the program/curriculum.

<b>Question 7</b>	<b>Rating Average</b>
The program/curriculum benefitted the Agency by furthering my professional and personal development.	3.2

20 percent of the respondents either strongly agreed or agreed that SOT was beneficial. Four of the five respondents were neutral about SOT benefitting the Agency.

### Section 4: Preliminary Recommendations

As a result of conducting this analysis, a suggestion to consider is to create a level 1 template to ensure consistent program evaluation. A second suggestion is for APHIS training units to create a level 1 report template which would ensure consistent program reports.

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## Support Employees Learning Forum (SELF)

### Introduction

The Support Employees Learning Forum (SELF) is conducted by the APHIS Training and Development Branch (TDB). SELF is designed for clerical and administrative support staff with up to 2 years in a position.

Percentage of training delivered by:

- APHIS TDB - 88%
- Vendors - 12%

SELF focuses on the following leadership competencies: Continual Learning, Customer Service, Flexibility, Integrity/Honesty, Interpersonal Skills, Oral Communication, Problem Solving, Resilience, Team Building, Technical Credibility, and Written Communication.

The analysis of SELF is divided into four sections:

- Comparison of program Level 1 evaluation with Kirkpatrick's evaluation criteria and numerical results from program Level 1 evaluations
- Results and analysis of Level 2 online survey
- Results and analysis of Level 3 online survey
- Preliminary recommendations

### Analysis Methods

#### **Section 1: Analysis of Level 1 Evaluation Form:**

The purpose of Level 1 evaluation is to measure participants' reaction to the training. This section compares Kirkpatrick's criteria for level 1 evaluation to the *program* level 1 evaluation to determine if program evaluation incorporates all critical sections.

Comment: SELF evaluations were not provided.

<b>SELF Level 1 Evaluation Form</b>	<b>Yes</b>	<b>No</b>	<b>No Evidence</b>
<i>Participants had opportunity to comment on whether learning objectives were stated.</i>			•
<i>Participants had opportunity to comment on whether learning objectives were accomplished.</i>			•
<i>Participants had opportunity to comment on the structure and organization of the program/curriculum.</i>			•
<i>Participants had opportunity to comment on whether the learning aids/materials were helpful.</i>			•
<i>Participants had opportunity to comment on whether the instructor conveyed knowledge of the material.</i>			•
<i>Participants had opportunity to comment on whether instructor</i>			•

<b>SELF Level 1 Evaluation Form</b>	<b>Yes</b>	<b>No</b>	<b>No Evidence</b>
<i>appeared well prepared.</i>			
<i>Participants had opportunity to comment on whether the instructor responded to questions or need for help.</i>			•
<i>Participants had opportunity to comment on whether the instructor presented a positive image of the Agency.</i>			•
<i>Participants had opportunity to respond to open ended questions.</i>			•

Numerical Results from SELF Level 1 Evaluation—SELF was conducted at APHIS Headquarters in Riverdale, Maryland. The table below illustrates participant response on critical evaluation sections including learning objectives, relevance to current position, training design, and instructor delivery.

<b>Evaluation Criteria</b>	
Percentage of participants that strongly agreed or agreed that workshop learning objectives were achieved.	No information provided to answer this question.
Percentage of participants that strongly agreed or agreed that workshop content and materials were relevant to leadership development.	
Percentage of participants that strongly agreed or agreed that the pace and length of the workshop was just right.	
Percentage of participants who strongly agreed or agreed on the following statements on instructor <ul style="list-style-type: none"> <li>• Displayed a thorough knowledge of material presented</li> <li>• Responsive to questions or need for help</li> <li>• Presented the subject in a clear and concise manner</li> </ul>	

Participant Comments—No evaluations were presented.

### ***Section 2: Analysis of Level 2 Evaluation***

The purpose of Level 2 evaluation is to determine if learning occurred and by which learning methods. As part of the review, participants, who completed a leadership program or curriculum within the past 3 years, were asked to give their impression of the training using an online survey. Part one of the survey consisted of five questions designed to determine if training occurred and by which learning methods.

A total of 2 people responded to the survey for SELF.\*

Section 2 addresses **Survey Questions 1 through 5**

*For Questions 1 and 2, participants were asked to rate the extent that they agree or disagree with the following statements using the Likert Scale of Strongly Disagree to Strongly Agree.*

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

<b>Question 1</b>	<b>Rating Average</b>
The program/curriculum provided opportunities for professional growth and development.	3.50

50 percent of the respondents either strongly agreed or agreed that SELF provided opportunities for professional growth and development.

<b>Question 2</b>	<b>Rating Average</b>
The program/curriculum was the appropriate choice for my position.	4.00

100 percent of the respondents either strongly agreed or agreed that SELF was the appropriate choice for their positions.

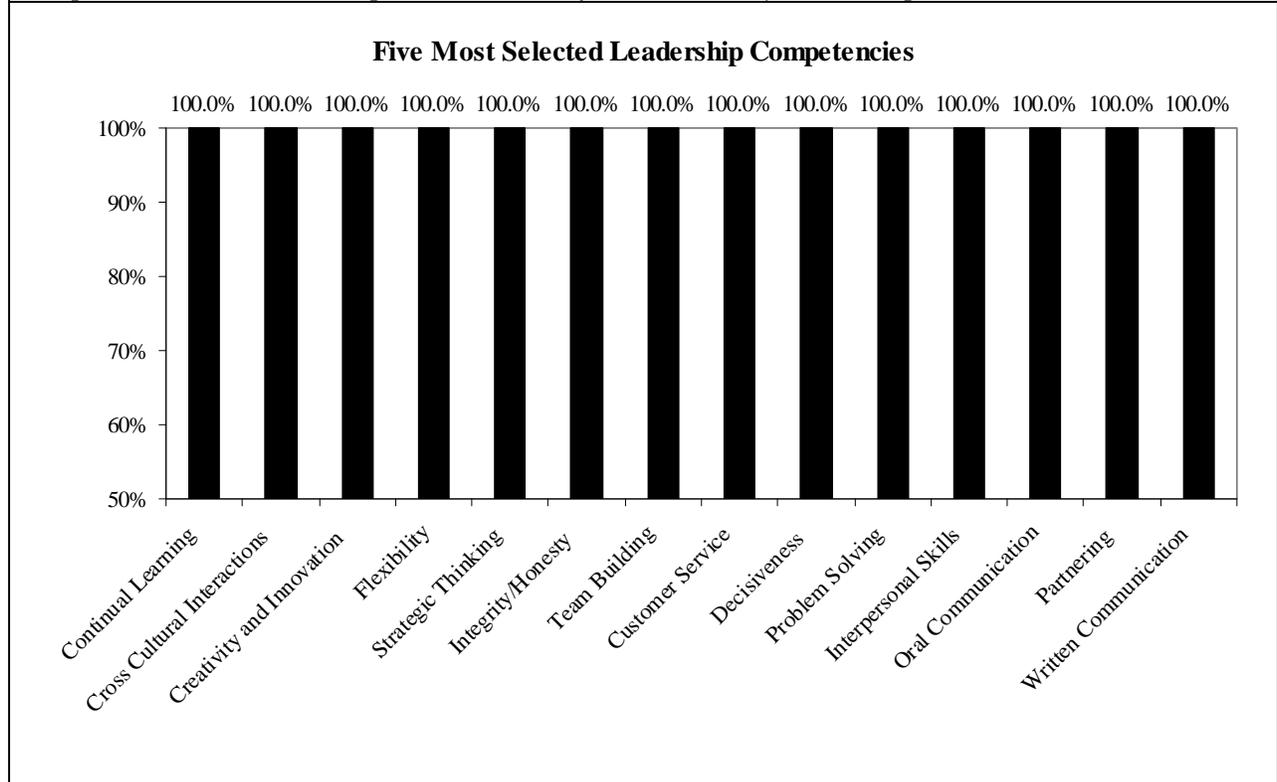
\*Because the response for this program/curriculum was small, the results are not statistically valid. However, the information represents the best evidence available, and shows clear trends.

*For Questions 3 – 5, participants were asked to select their answers from a list of options for each question.*

**Question 3**

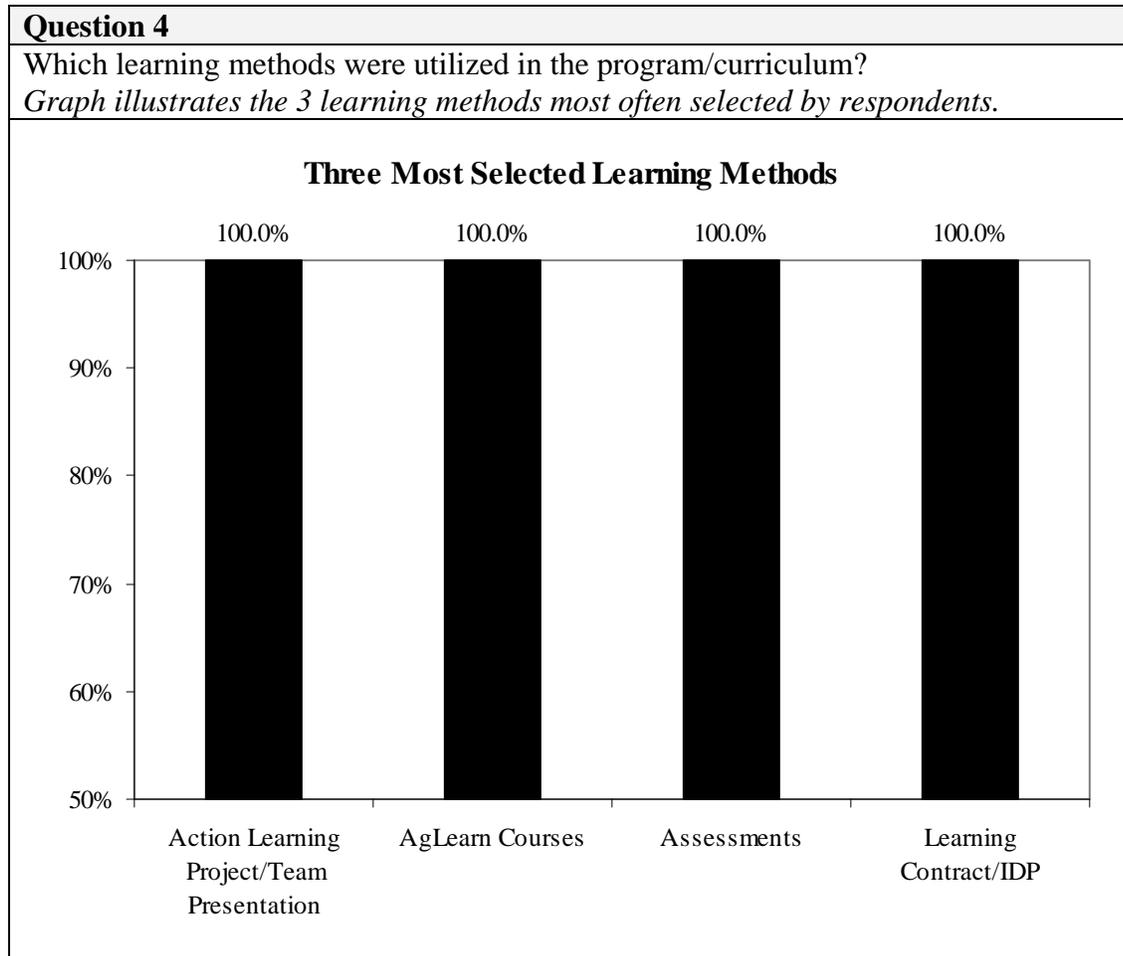
By your understanding, which leadership competencies were the bases for the program/curriculum?

*Graph illustrates the 5 competencies most often selected by SELF respondents.*



As noted in the graph, respondents selected many leadership competencies including Continual Learning, Creativity and Innovation, Flexibility, Customer Service and Written Communication.

All competencies were equally important to the respondents; however, not all of the leadership competencies align with this program. Strategic Thinking and Partnering are not listed as competencies for SELF.



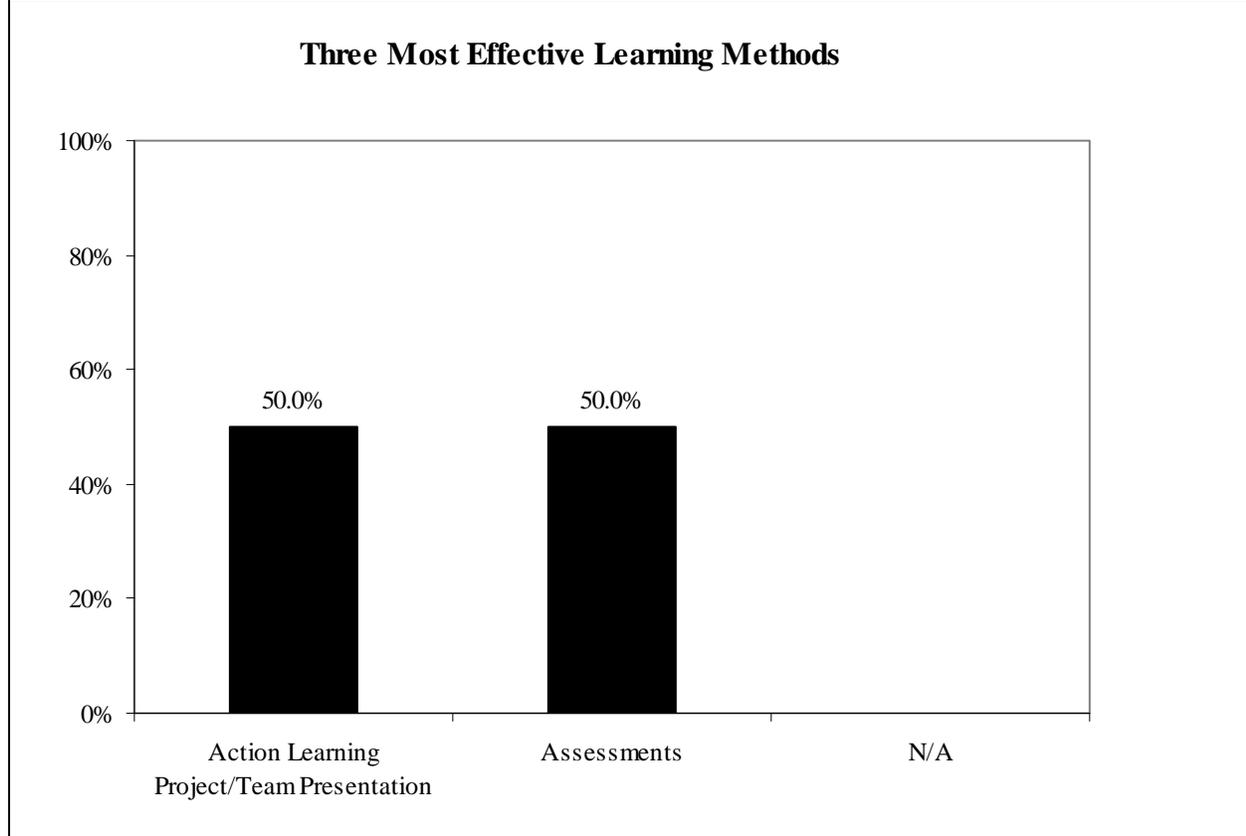
As noted in the graph, respondents selected four learning methods that were included in SELF. The selection of Assessments and Learning Contract/IDP is important since both methods allow for training participants to learn about themselves, personal strengths and weaknesses.

Comment: the selection of Action Learning Project/Team Presentation (ALP/TP) may be incorrect in this instance. SELF may or may not use either learning method within the program. Perhaps survey respondents are selecting ALP/TP in place of group work in the workshops/seminars.

**Question 5**

In your opinion, which learning methods were the most effective for your learning?

*Graph illustrates the 3 learning methods most often selected by respondents.*



As noted in the graph, only two learning methods were selected since SELF had only two respondents.

### Section 3: Analysis of Level 3 Evaluation

The purpose of 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 program was completed and therefore benefitting the Agency.

Section 3 addresses **Survey Questions 6 & 7**

*For Questions 6 and 7, participants were asked to rate the extent that they agree or disagree with the following statements using the Likert Scale of Strongly Disagree to Strongly Agree.*

<b>Question 6</b>	<b>Rating Average</b>
I have had an opportunity to apply the training since completing the program/curriculum	3.5

50 percent strongly agreed that training had been applied since completing SELF.

<b>Question 7</b>	<b>Rating Average</b>
The program/curriculum benefitted the Agency by furthering my professional and personal development.	4.00

100 percent agreed that the Agency benefitted from the SELF training.

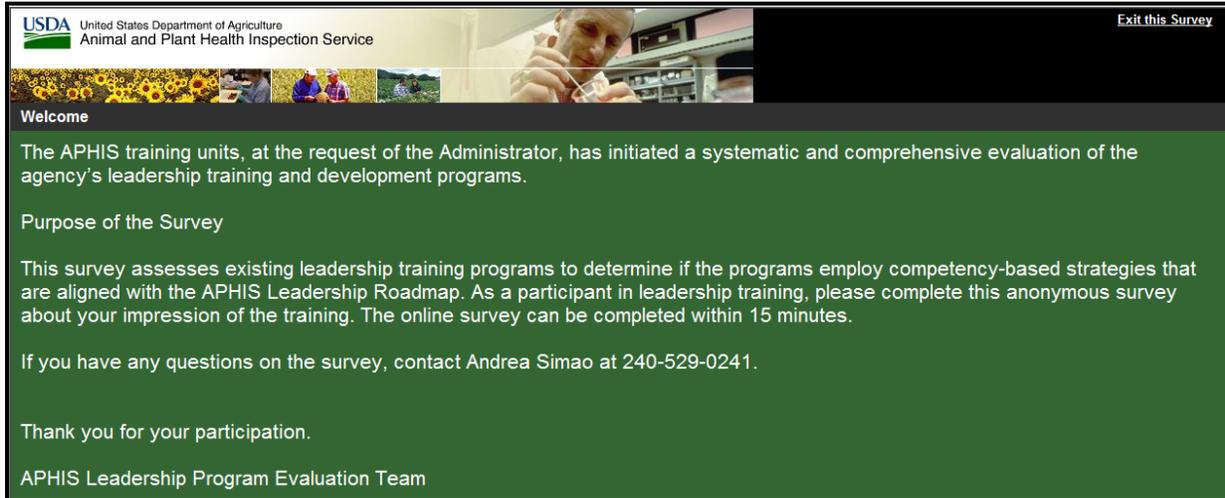
### Section 4: Preliminary Recommendations

As a result of conducting this analysis, a suggestion to consider is to create a level 1 template to ensure consistent program evaluation. A second suggestion is for APHIS training units to create a level 1 report template which would ensure consistent program reports.

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## APHIS LEADERSHIP DEVELOPMENT SURVEY RESULTS

As part of the Kirkpatrick’s Level 1 – Level 3 training evaluation method, an online survey was created to determine if learning occurred and if the training had been transferred to performance of work duties. The complete online survey is included in this appendix.



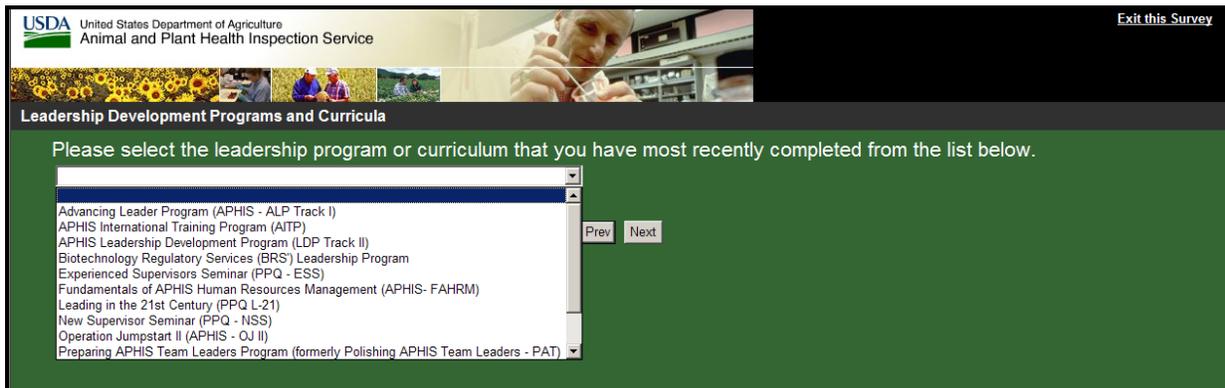
### Number of Respondents

The survey was sent to 830 APHIS employees who had completed a leadership program/curriculum within the past three years. The number of respondents and the response rate are listed below.

Number of Respondents	Response Rate
329	39.6 %

### Organization of Level 2 Survey

As detailed in Appendix C, the survey had five questions which were designed to determine if training occurred and by which methods. The survey was organized so that the respondent selected a leadership program/curriculum from a drop down menu as shown in screen capture 2.



Once a leadership program such as Advancing Leader Program (ALP – Track I) was selected, the respondent was moved to the Level 2 questions. The name of the selected leadership program/curriculum was listed below questions 1 and 2 as shown by arrow.

USDA United States Department of Agriculture  
Animal and Plant Health Inspection Service

Exit this Survey

Advancing Leader Program - Track I (APHIS ALP)

Please rate the extent to which you either agree or disagree with the following statements:

Q1) The program/curriculum provided opportunities for professional growth and development.

Strongly Disagree Disagree Neutral Agree Strongly Agree

Track I

Q2) The program/curriculum was the appropriate choice for my position.

Strongly Disagree Disagree Neutral Agree Strongly Agree

Track I

Prev Next

As part of the Level 2 survey, the respondent selected, based on their understanding, the APHIS leadership competencies which were the basis of the selected program/curriculum as shown in the screen capture below.

USDA United States Department of Agriculture  
Animal and Plant Health Inspection Service

Exit this Survey

Advancing Leader Program - Track I (APHIS ALP)

Q3) By your understanding, which leadership competencies were the basis for the program/curriculum?

Check all that apply

- Accountability
- Conflict Management
- Continual Learning
- Creativity and Innovation
- Cross Cultural Interactions
- Customer Service
- Decisiveness
- Developing Others
- Entrepreneurship
- External Awareness
- Financial Management
- Flexibility
- Human Capital Management
- Influencing/Negotiating
- Integrity/Honesty
- Interpersonal Skills
- Leveraging Diversity
- Oral Communication
- Partnering
- Political Savvy
- Problem Solving
- Public Service Motivation
- Resilience
- Strategic Thinking
- Team Building
- Technical Credibility
- Technology Management
- Vision
- Written Communication

Prev Next

The final two questions for the Level 2 portion of the survey asked the respondent to select which learning methods were included in the training and which was the most effective for their learning.

USDA United States Department of Agriculture  
Animal and Plant Health Inspection Service

Advancing Leader Program - Track I (APHIS ALP)

Q4) Which learning methods were utilized in the program/curriculum?  
Check all that apply

- Action Learning Project/Team Presentation
- AgLearn courses
- Assessments
- Coaching
- Developmental Assignment(s)
- Learning Contract/IDP
- Mentoring
- Reading Assignment(s)
- Shadow Assignment(s)
- Workshops/Seminars

Q5) In your opinion, which learning method was the most effective for your learning?  
Check one answer

- Action Learning Project/Team Presentation
- AgLearn courses
- Assessments
- Coaching
- Developmental Assignment(s)
- Learning Contract/IDP
- Mentoring
- Reading Assignment(s)
- Shadow Assignment(s)
- Workshops/Seminars

*Organization of Level 3 Survey*

The final section of the survey was to determine if the training was transferred to the performance of work duties and therefore benefitted APHIS. This section included two questions shown in the screen capture.

USDA United States Department of Agriculture  
Animal and Plant Health Inspection Service

Advancing Leader Program - Track I (APHIS ALP)

Please rate the extent to which you either agree or disagree with the following statements:

Q6) I have had an opportunity to apply the training since completing the program/curriculum.

Strongly Disagree      Disagree      Neutral      Agree      Strongly Agree

Track I

Q7) The program/curriculum benefitted the Agency by furthering my professional and personal development.

Strongly Disagree      Disagree      Neutral      Agree      Strongly Agree

Track I

Prev Next

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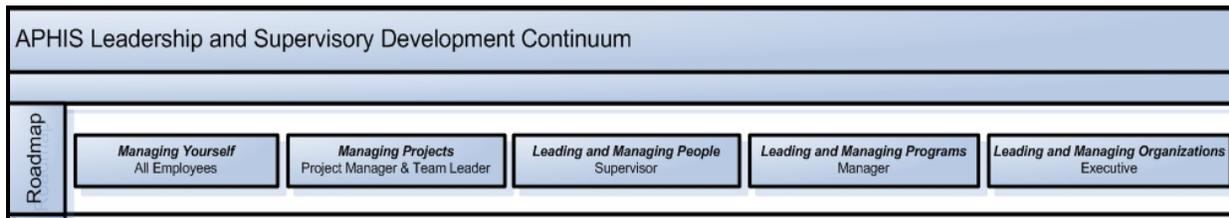
## APHIS LEADERSHIP AND SUPERVISORY DEVELOPMENT CONTINUUM

As noted in the report, the creation of an APHIS Leadership and Supervisory Development Continuum is one of the team’s main recommendations. The continuum would serve as a reference for linking leadership programs/curricula to the agency’s strategic goals and the APHIS Leadership Roadmap. The entire continuum is on page E-3.

### Organization of the APHIS Leadership and Supervisory Development Continuum

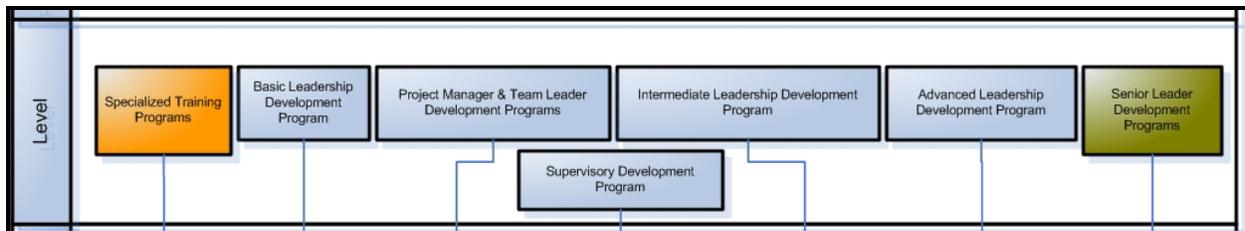
#### Section 1

The first section of the continuum provides alignment to the levels of APHIS Leadership Roadmap as shown.



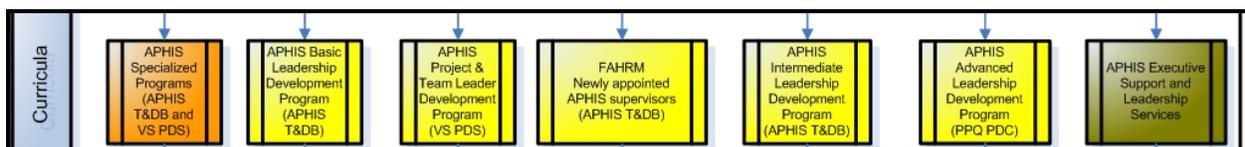
#### Section 2

The second section of the continuum establishes levels of leadership programs which recognize the need for progressive competency and skill development at every employee level.



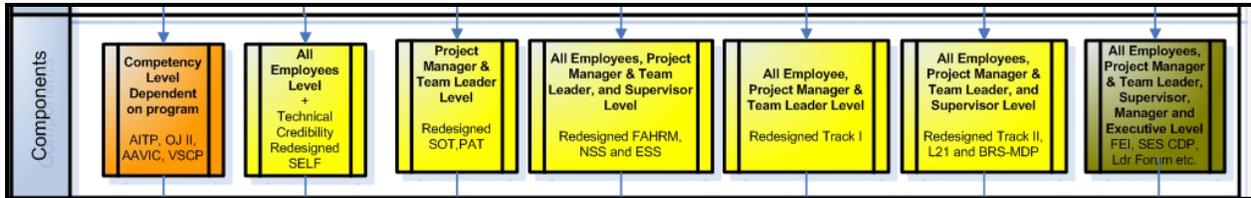
#### Section 3

The third section of the continuum lists the training unit which has been tasked with the program(s). The training unit would serve as the main contact for the program, but the other training units would collaborate in design, development, delivery, and evaluation.



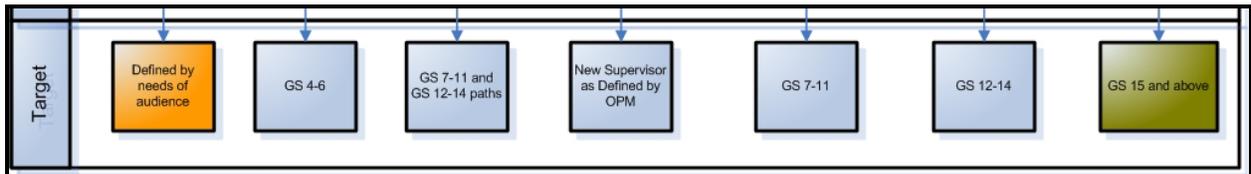
Section 4

The fourth section of the continuum details the components of each program including the revised leadership programs/curricula.

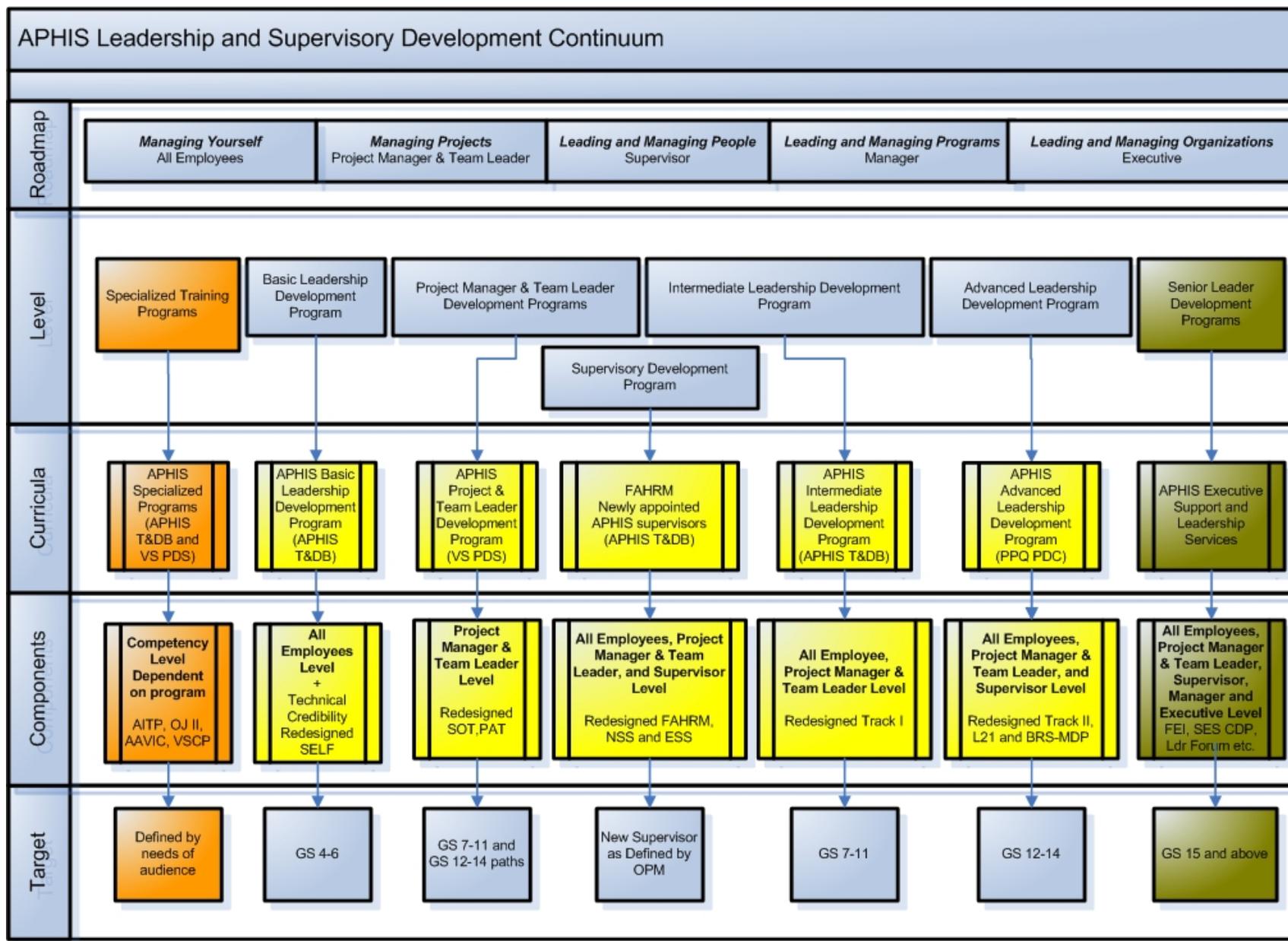


Section 5

The final section of the continuum defines the target audience for each program as listed in the Components level.

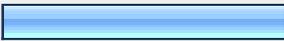
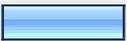
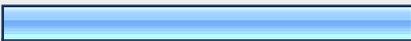
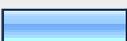


Appendix E: APHIS Leadership and Supervisory Development Continuum



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# APHIS Leadership Program Evaluation

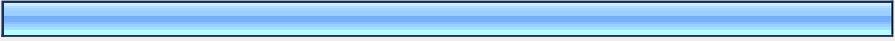
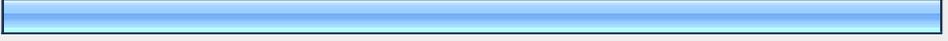
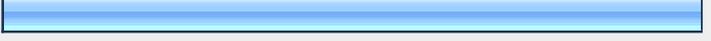
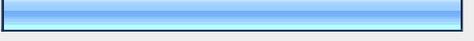
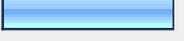
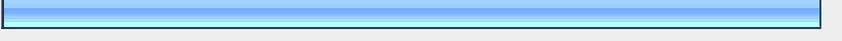
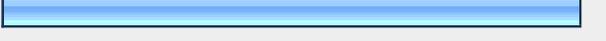
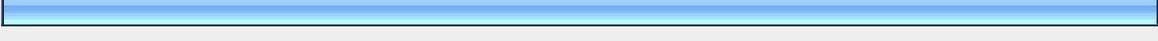
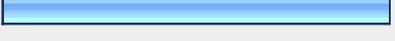
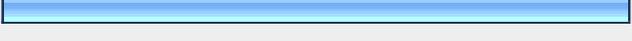
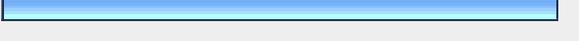
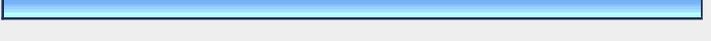
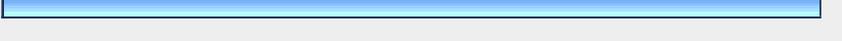
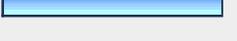
1. Please select the leadership program or curriculum that you have most recently completed from the list below.			Response Percent	Response Count
Advancing Leader Program (APHIS - ALP Track I)		18.8%	62	
APHIS International Training Program (AITP)		2.7%	9	
APHIS Leadership Development Program (LDP Track II)		7.9%	26	
Biotechnology Regulatory Services (BRS') Leadership Program		2.4%	8	
Experienced Supervisors Seminar (PPQ - ESS)		4.0%	13	
<b>Fundamentals of APHIS Human Resources Management (APHIS-FAHRM)</b>		<b>27.4%</b>	90	
Leading in the 21st Century (PPQ L-21)		9.7%	32	
New Supervisor Seminar (PPQ - NSS)		8.2%	27	
Operation Jumpstart II (APHIS - OJ II)		1.8%	6	
Preparing APHIS Team Leaders Program (formerly Polishing APHIS Team Leaders - PAT)		4.6%	15	
Staff Officer Training (APHIS - SOT)		1.5%	5	

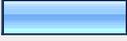
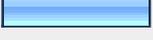
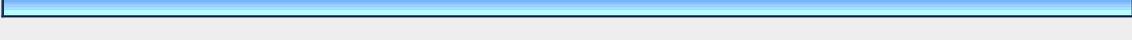
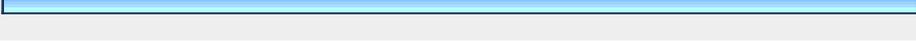
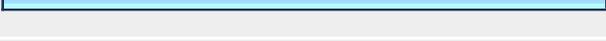
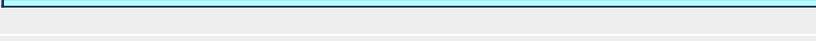
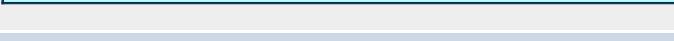
Support Employees Learning Forum (APHIS - SELF)		0.9%	3
Veterinary Services Career Program (VSCP)		10.0%	33
<b>answered question</b>			<b>329</b>
<b>skipped question</b>			<b>0</b>

2. Q1)The program/curriculum provided opportunities for professional growth and development.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count
Track I	3.2% (2)	1.6% (1)	4.8% (3)	30.6% (19)	<b>59.7% (37)</b>	4.42	62
<b>answered question</b>							<b>62</b>
<b>skipped question</b>							<b>267</b>

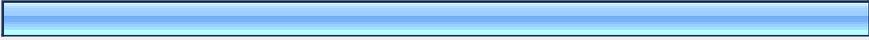
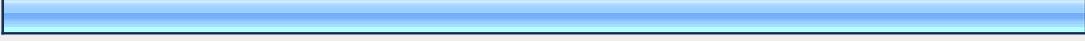
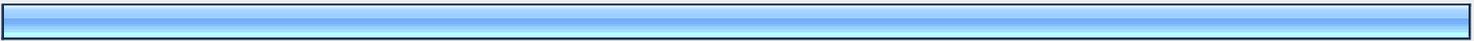
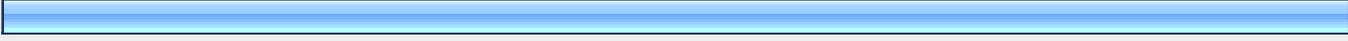
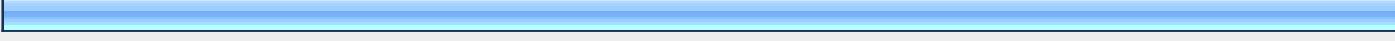
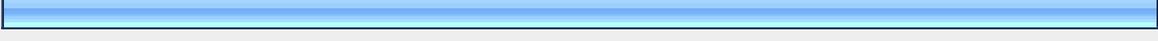
3. Q2)The program/curriculum was the appropriate choice for my position.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count
Track I	1.6% (1)	1.6% (1)	6.5% (4)	40.3% (25)	<b>50.0% (31)</b>	4.35	62
<b>answered question</b>							<b>62</b>
<b>skipped question</b>							<b>267</b>

4. Q3) By your understanding, which leadership competencies were the basis for the program/curriculum? Check all that apply

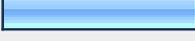
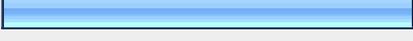
		Response Percent	Response Count
Cross Cultural Interactions		16.1%	10
Developing Others		41.9%	26
Continual Learning		59.7%	37
Creativity and Innovation		58.1%	36
External Awareness		62.9%	39
Flexibility		46.8%	29
Resilience		30.6%	19
Public Service Motivation		11.3%	7
Strategic Thinking		54.8%	34
Vision		38.7%	24
Conflict Management		77.4%	48
Leveraging Diversity		25.8%	16
Integrity/Honesty		41.9%	26
Team Building		77.4%	48
Accountability		37.1%	23
Customer Service		46.8%	29
Decisiveness		54.8%	34
Entrepreneurship		14.5%	9

Problem Solving		74.2%	46
Technical Credibility		8.1%	5
Financial Management		3.2%	2
Human Capital Management		9.7%	6
Technology Management		3.2%	2
<b>Influencing/Negotiating</b>		<b>82.3%</b>	51
Interpersonal Skills		75.8%	47
Oral Communication		61.3%	38
Partnering		40.3%	25
Political Savvy		54.8%	34
Written Communication		45.2%	28
		<b><i>answered question</i></b>	<b>62</b>
		<b><i>skipped question</i></b>	<b>267</b>

5. Q4) Which learning methods were utilized in the program/curriculum? Check all that apply

		Response Percent	Response Count
AgLearn courses		27.4%	17
Action Learning Project/Team Presentation		58.1%	36
Assessments		72.6%	45
Coaching		95.2%	59
<b>Developmental Assignment(s)</b>		<b>98.4%</b>	61
Learning Contract/IDP		90.3%	56
Mentoring		77.4%	48
Reading Assignment(s)		93.5%	58
Shadow Assignment(s)		93.5%	58
Workshops/Seminars		77.4%	48
		<b>answered question</b>	<b>62</b>
		<b>skipped question</b>	<b>267</b>

6. Q5) In your opinion, which learning method was the most effective for your learning? Check one answer

		Response Percent	Response Count
AgLearn courses		0.0%	0
Action Learning Project/Team Presentation		3.2%	2
Assessments		1.6%	1
Coaching		4.8%	3
<b>Developmental Assignment(s)</b>		<b>43.5%</b>	<b>27</b>
Learning Contract/IDP		4.8%	3
Mentoring		0.0%	0
Reading Assignment(s)		1.6%	1
Shadow Assignment(s)		12.9%	8
Workshops/Seminars		27.4%	17
		<b>answered question</b>	<b>62</b>
		<b>skipped question</b>	<b>267</b>

7. Q6) I have had an opportunity to apply the training since completing the program/curriculum.								
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count	
Track I	1.6% (1)	4.8% (3)	6.5% (4)	41.9% (26)	<b>45.2% (28)</b>	4.24	62	
	<i>answered question</i>							<b>62</b>
	<i>skipped question</i>							<b>267</b>

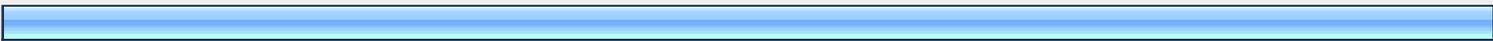
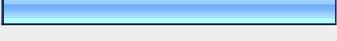
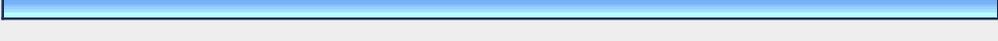
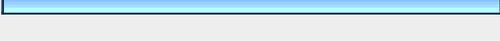
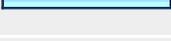
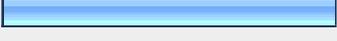
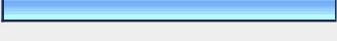
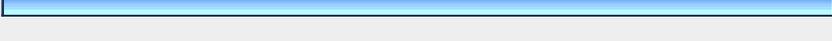
8. Q7) The program/curriculum benefitted the Agency by furthering my professional and personal development.								
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count	
Track I	1.6% (1)	1.6% (1)	6.5% (4)	37.1% (23)	<b>53.2% (33)</b>	4.39	62	
	<i>answered question</i>							<b>62</b>
	<i>skipped question</i>							<b>267</b>

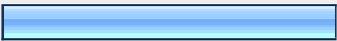
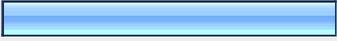
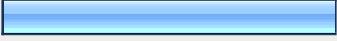
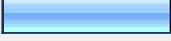
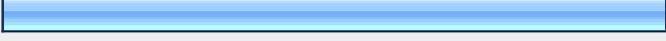
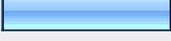
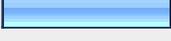
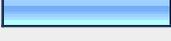
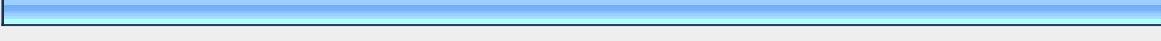
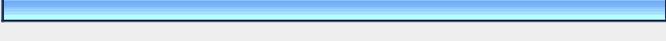
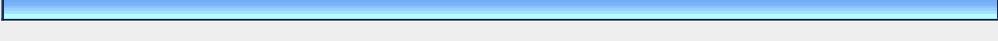
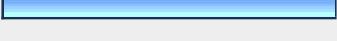
9. Q1) The program/curriculum provided opportunities for professional growth and development.								
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count	
AITP	0.0% (0)	11.1% (1)	11.1% (1)	33.3% (3)	<b>44.4% (4)</b>	4.11	9	
	<i>answered question</i>							<b>9</b>
	<i>skipped question</i>							<b>320</b>

10. Q2) The program/curriculum was the appropriate choice for my position.

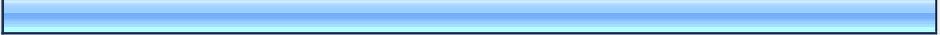
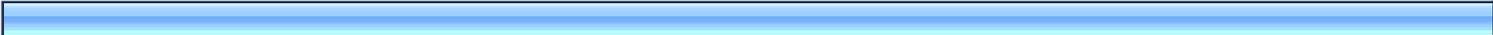
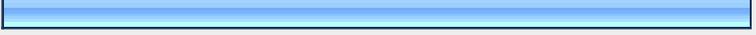
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count	
AITP	0.0% (0)	11.1% (1)	0.0% (0)	44.4% (4)	44.4% (4)	4.22	9	
	<i>answered question</i>							9
	<i>skipped question</i>							320

11. Q3) By your understanding, which leadership competencies were the basis for the program/curriculum? Check all that apply

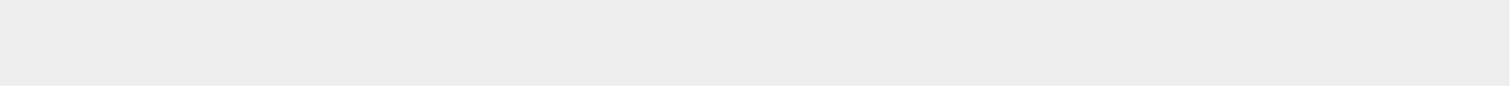
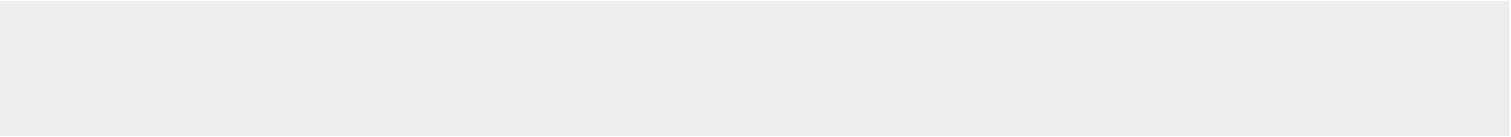
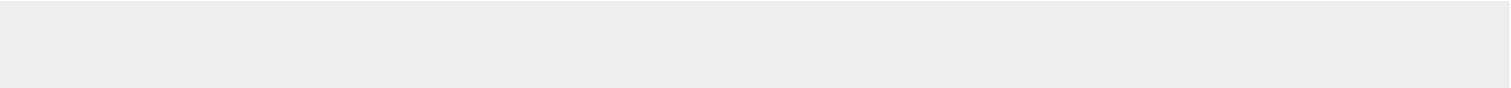
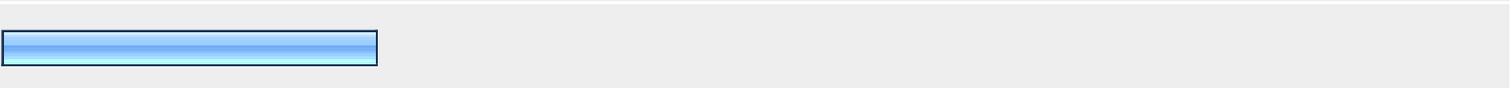
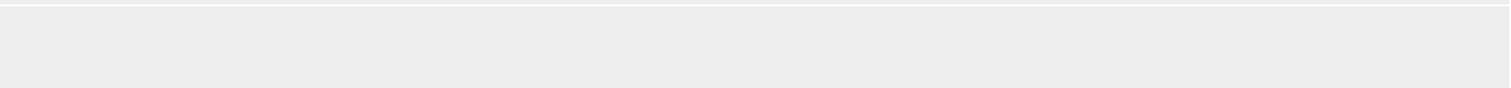
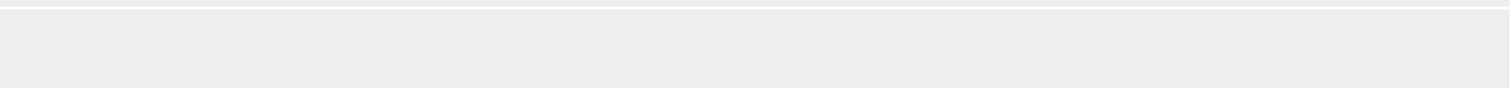
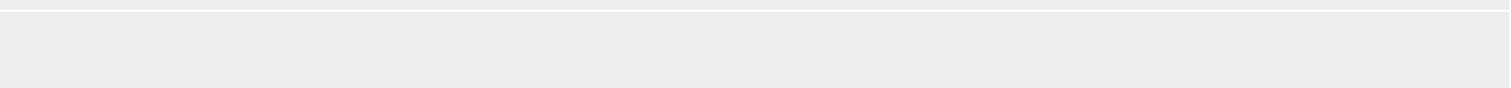
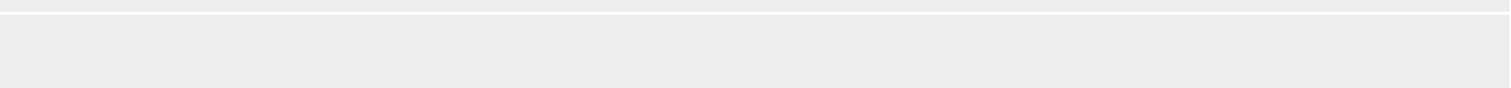
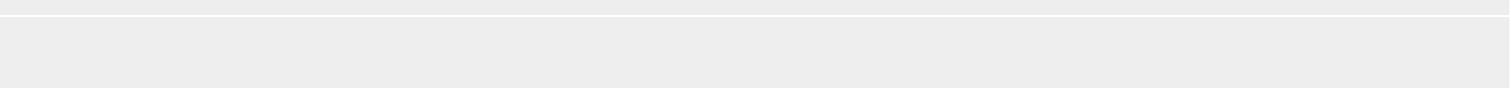
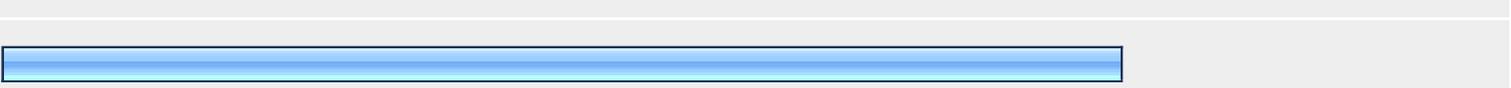
		Response Percent	Response Count
<b>Cross Cultural Interactions</b>		100.0%	9
Developing Others		11.1%	1
Continual Learning		44.4%	4
Creativity and Innovation		22.2%	2
External Awareness		66.7%	6
Flexibility		33.3%	3
Resilience		11.1%	1
Public Service Motivation		0.0%	0
Strategic Thinking		44.4%	4
Vision		22.2%	2
Conflict Management		22.2%	2
Leveraging Diversity		55.6%	5

Integrity/Honesty		22.2%	2
Team Building		44.4%	4
Accountability		22.2%	2
Customer Service		22.2%	2
Decisiveness		22.2%	2
Entrepreneurship		11.1%	1
Problem Solving		44.4%	4
Technical Credibility		11.1%	1
Financial Management		0.0%	0
Human Capital Management		11.1%	1
Technology Management		11.1%	1
Influencing/Negotiating		77.8%	7
Interpersonal Skills		77.8%	7
Oral Communication		77.8%	7
Partnering		44.4%	4
Political Savvy		66.7%	6
Written Communication		22.2%	2
		<b>answered question</b>	<b>9</b>
		<b>skipped question</b>	<b>320</b>

12. Q4) Which learning methods were utilized in the program/curriculum? Check all that apply

		Response Percent	Response Count
AgLearn courses		100.0%	8
Action Learning Project/Team Presentation		87.5%	7
Assessments		62.5%	5
Coaching		100.0%	8
Developmental Assignment(s)		50.0%	4
Learning Contract/IDP		62.5%	5
Mentoring		50.0%	4
Reading Assignment(s)		75.0%	6
Shadow Assignment(s)		0.0%	0
Workshops/Seminars		87.5%	7
		<b>answered question</b>	<b>8</b>
		<b>skipped question</b>	<b>321</b>

13. Q5) In your opinion, which learning method was the most effective for your learning? Check one answer

		Response Percent	Response Count
AgLearn courses		0.0%	0
Action Learning Project/Team Presentation		0.0%	0
Assessments		0.0%	0
Coaching		25.0%	2
Developmental Assignment(s)		0.0%	0
Learning Contract/IDP		0.0%	0
Mentoring		0.0%	0
Reading Assignment(s)		0.0%	0
Shadow Assignment(s)		0.0%	0
<b>Workshops/Seminars</b>		75.0%	6
		<b>answered question</b>	<b>8</b>
		<b>skipped question</b>	<b>321</b>

14. Q6) I have had an opportunity to apply the training since completing the program/curriculum.								
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count	
AITP	0.0% (0)	0.0% (0)	0.0% (0)	<b>75.0% (6)</b>	25.0% (2)	4.25	8	
	<i>answered question</i>							<b>8</b>
	<i>skipped question</i>							<b>321</b>

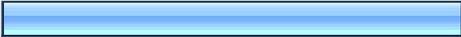
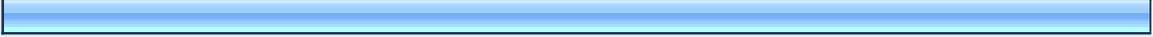
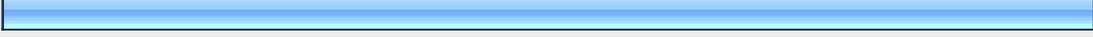
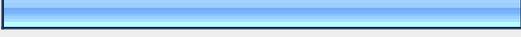
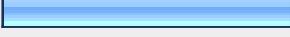
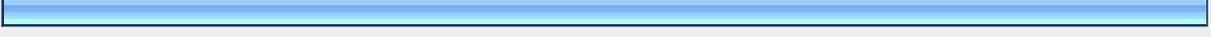
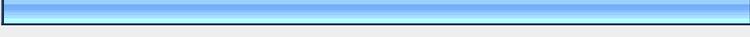
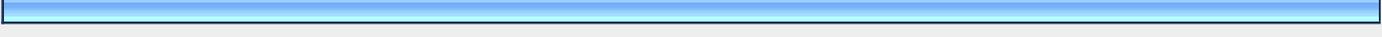
15. Q7) The program/curriculum benefitted the Agency by furthering my professional and personal development.								
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count	
AITP	0.0% (0)	0.0% (0)	12.5% (1)	<b>50.0% (4)</b>	37.5% (3)	4.25	8	
	<i>answered question</i>							<b>8</b>
	<i>skipped question</i>							<b>321</b>

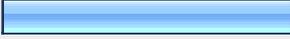
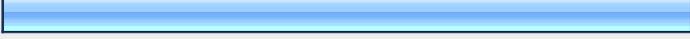
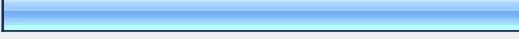
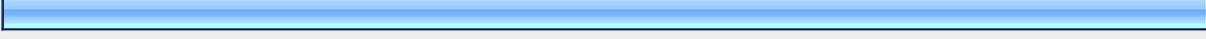
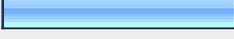
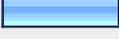
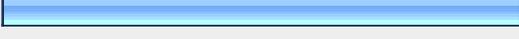
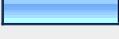
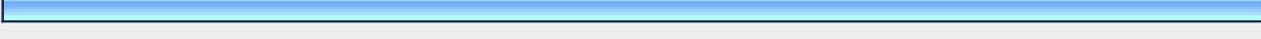
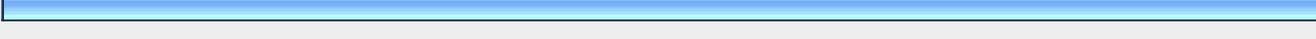
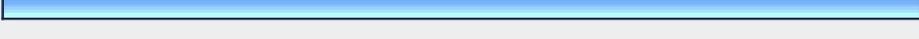
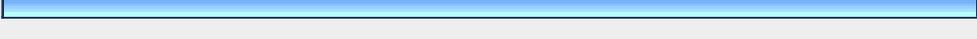
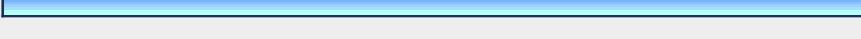
16. Q1) The program/curriculum provided opportunities for professional growth and development.								
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count	
Track II	0.0% (0)	0.0% (0)	7.7% (2)	34.6% (9)	<b>57.7% (15)</b>	4.50	26	
	<i>answered question</i>							<b>26</b>
	<i>skipped question</i>							<b>303</b>

17. Q2) The program/curricula was the appropriate choice for my position.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count
Track II	0.0% (0)	3.8% (1)	7.7% (2)	34.6% (9)	53.8% (14)	4.38	26
	<i>answered question</i>						<b>26</b>
	<i>skipped question</i>						<b>303</b>

18. Q3) By your understanding, which leadership competencies were the basis for the program/curriculum? Check all that apply

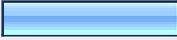
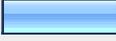
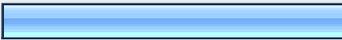
		Response Percent	Response Count
Cross Cultural Interactions		30.8%	8
Developing Others		46.2%	12
Continual Learning		76.9%	20
Creativity and Innovation		80.8%	21
External Awareness		50.0%	13
Flexibility		73.1%	19
Resilience		34.6%	9
Public Service Motivation		19.2%	5
Strategic Thinking		80.8%	21
Vision		50.0%	13
<b>Conflict Management</b>		<b>92.3%</b>	24
Leveraging Diversity		38.5%	10

Integrity/Honesty		53.8%	14
<b>Team Building</b>		<b>92.3%</b>	24
Accountability		42.3%	11
Customer Service		19.2%	5
Decisiveness		46.2%	12
Entrepreneurship		34.6%	9
Problem Solving		80.8%	21
Technical Credibility		15.4%	4
Financial Management		7.7%	2
Human Capital Management		34.6%	9
Technology Management		7.7%	2
<b>Influencing/Negotiating</b>		<b>92.3%</b>	24
Interpersonal Skills		84.6%	22
Oral Communication		88.5%	23
Partnering		61.5%	16
Political Savvy		65.4%	17
Written Communication		57.7%	15
		<b>answered question</b>	<b>26</b>
		<b>skipped question</b>	<b>303</b>

19. Q4) Which learning methods were utilized in the program/curriculum? Check all that apply

		Response Percent	Response Count
AgLearn courses		3.8%	1
<b>Action Learning Project/Team Presentation</b>		<b>100.0%</b>	26
Assessments		84.6%	22
Coaching		92.3%	24
Developmental Assignment(s)		96.2%	25
Learning Contract/IDP		96.2%	25
Mentoring		92.3%	24
<b>Reading Assignment(s)</b>		<b>100.0%</b>	26
Shadow Assignment(s)		92.3%	24
Workshops/Seminars		80.8%	21
		<b><i>answered question</i></b>	<b>26</b>
		<b><i>skipped question</i></b>	<b>303</b>

20. Q5) In your opinion, which learning method was the most effective for your learning? Check one answer

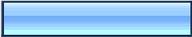
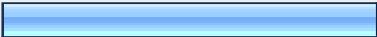
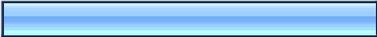
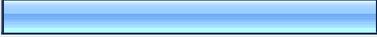
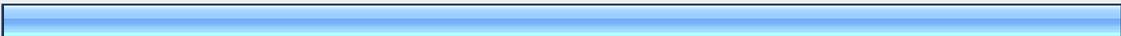
		Response Percent	Response Count
AgLearn courses		0.0%	0
Action Learning Project/Team Presentation		11.5%	3
Assessments		0.0%	0
Coaching		15.4%	4
<b>Developmental Assignment(s)</b>		<b>23.1%</b>	<b>6</b>
Learning Contract/IDP		7.7%	2
Mentoring		0.0%	0
Reading Assignment(s)		0.0%	0
Shadow Assignment(s)		19.2%	5
<b>Workshops/Seminars</b>		<b>23.1%</b>	<b>6</b>
		<b>answered question</b>	<b>26</b>
		<b>skipped question</b>	<b>303</b>

21. Q6) I have had an opportunity to apply the training since completing the program/curriculum.								
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count	
Track II	0.0% (0)	3.8% (1)	7.7% (2)	<b>46.2% (12)</b>	42.3% (11)	4.27	26	
	<i>answered question</i>							<b>26</b>
	<i>skipped question</i>							<b>303</b>

22. Q7) The program/curriculum benefitted the Agency by furthering my professional and personal development.								
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count	
Track II	0.0% (0)	3.8% (1)	11.5% (3)	26.9% (7)	<b>57.7% (15)</b>	4.38	26	
	<i>answered question</i>							<b>26</b>
	<i>skipped question</i>							<b>303</b>

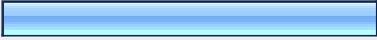
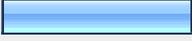
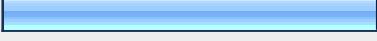
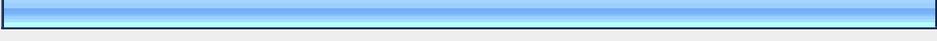
23. Q1) The program/curriculum provided opportunities for professional growth and development.								
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count	
BRS	0.0% (0)	12.5% (1)	0.0% (0)	<b>50.0% (4)</b>	37.5% (3)	4.13	8	
	<i>answered question</i>							<b>8</b>
	<i>skipped question</i>							<b>321</b>

24. Q2) The program/curriculum was the appropriate choice for my position.								
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count	
BRS	0.0% (0)	12.5% (1)	12.5% (1)	37.5% (3)	37.5% (3)	4.00	8	
	<i>answered question</i>							8
	<i>skipped question</i>							321

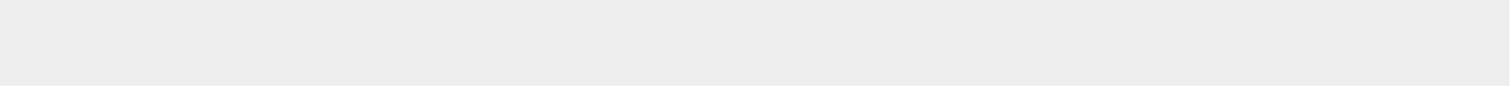
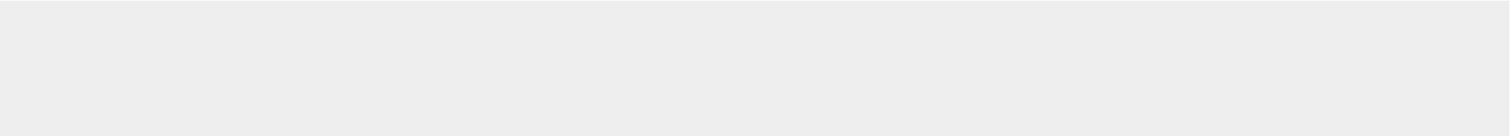
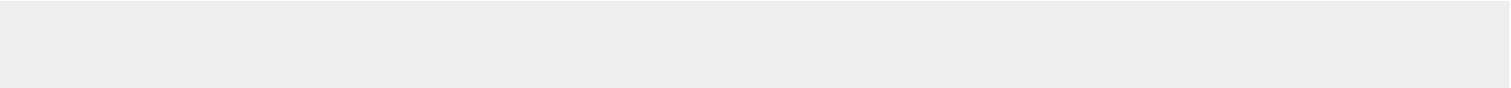
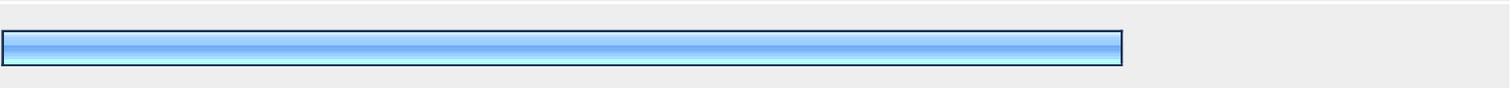
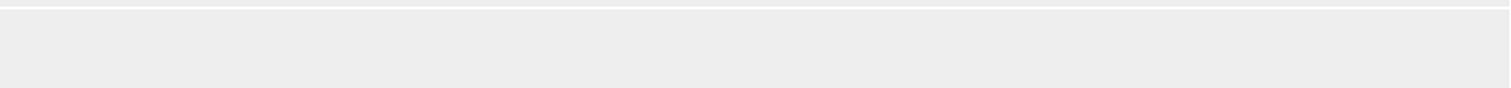
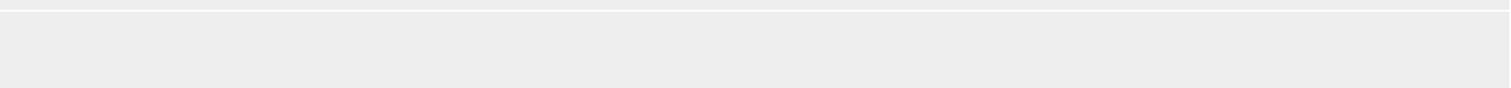
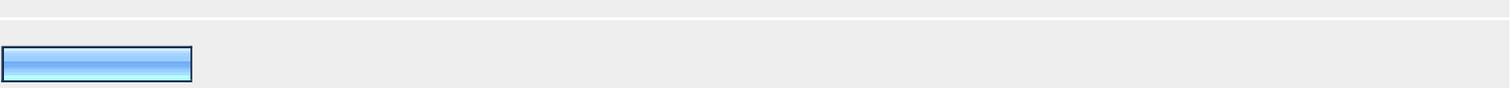
25. Q3) By your understanding, which leadership competencies were the basis for the program/curriculum? Check all that apply			
		Response Percent	Response Count
Cross Cultural Interactions		12.5%	1
Developing Others		0.0%	0
Continual Learning		25.0%	2
Creativity and Innovation		25.0%	2
External Awareness		50.0%	4
Flexibility		25.0%	2
Resilience		12.5%	1
Public Service Motivation		0.0%	0
Strategic Thinking		37.5%	3
Vision		0.0%	0
<b>Conflict Management</b>		<b>75.0%</b>	6
Leveraging Diversity		0.0%	0

Integrity/Honesty		12.5%	1
Team Building		12.5%	1
Accountability		25.0%	2
Customer Service		12.5%	1
Decisiveness		37.5%	3
Entrepreneurship		0.0%	0
Problem Solving		25.0%	2
Technical Credibility		0.0%	0
Financial Management		0.0%	0
Human Capital Management		12.5%	1
Technology Management		0.0%	0
Influencing/Negotiating		50.0%	4
Interpersonal Skills		62.5%	5
Oral Communication		62.5%	5
Partnering		0.0%	0
<b>Political Savvy</b>		<b>75.0%</b>	<b>6</b>
Written Communication		37.5%	3
		<b>answered question</b>	<b>8</b>
		<b>skipped question</b>	<b>321</b>

26. Q4) Which learning methods were utilized in the program/curriculum? Check all that apply

		Response Percent	Response Count
AgLearn courses		0.0%	0
Action Learning Project/Team Presentation		25.0%	2
Assessments		62.5%	5
<b>Coaching</b>		<b>100.0%</b>	<b>8</b>
Developmental Assignment(s)		25.0%	2
Learning Contract/IDP		12.5%	1
Mentoring		0.0%	0
Reading Assignment(s)		25.0%	2
Shadow Assignment(s)		12.5%	1
Workshops/Seminars		62.5%	5
		<b>answered question</b>	<b>8</b>
		<b>skipped question</b>	<b>321</b>

27. Q5) In your opinion, which learning method was the most effective for your learning? Check one answer

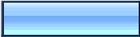
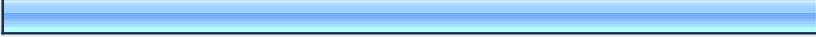
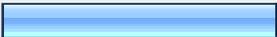
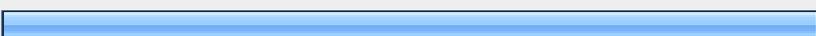
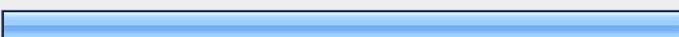
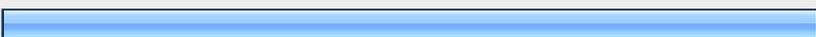
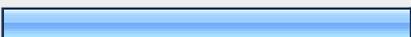
		Response Percent	Response Count
AgLearn courses		0.0%	0
Action Learning Project/Team Presentation		0.0%	0
Assessments		0.0%	0
<b>Coaching</b>		<b>75.0%</b>	<b>6</b>
Developmental Assignment(s)		12.5%	1
Learning Contract/IDP		0.0%	0
Mentoring		0.0%	0
Reading Assignment(s)		0.0%	0
Shadow Assignment(s)		0.0%	0
Workshops/Seminars		12.5%	1
		<b>answered question</b>	<b>8</b>
		<b>skipped question</b>	<b>321</b>

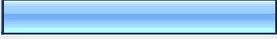
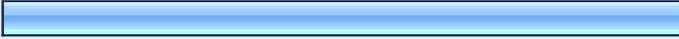
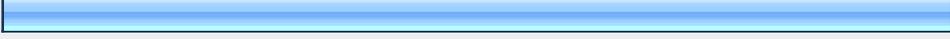
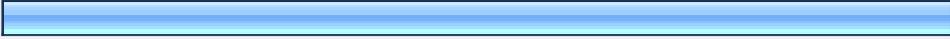
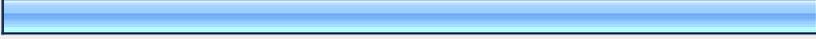
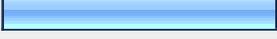
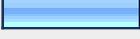
28. Q6) I have had an opportunity to apply the training since completing the program/curriculum.								
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count	
BRS	12.5% (1)	12.5% (1)	0.0% (0)	<b>50.0% (4)</b>	25.0% (2)	3.63	8	
	<i>answered question</i>							<b>8</b>
	<i>skipped question</i>							<b>321</b>

29. Q7) The program/curriculum benefitted the Agency by furthering my professional and personal development.								
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count	
BRS	0.0% (0)	0.0% (0)	25.0% (2)	<b>37.5% (3)</b>	<b>37.5% (3)</b>	4.13	8	
	<i>answered question</i>							<b>8</b>
	<i>skipped question</i>							<b>321</b>

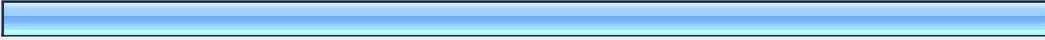
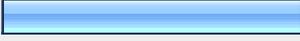
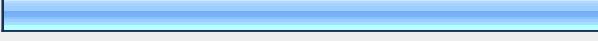
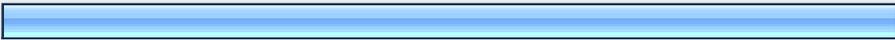
30. Q1) The program/curriculum provided opportunities for professional growth and development.								
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count	
ESS	0.0% (0)	8.3% (1)	25.0% (3)	<b>58.3% (7)</b>	8.3% (1)	3.67	12	
	<i>answered question</i>							<b>12</b>
	<i>skipped question</i>							<b>317</b>

31. Q2) The program/curriculum was the appropriate choice for my position.								
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count	
ESS	0.0% (0)	0.0% (0)	16.7% (2)	<b>58.3% (7)</b>	25.0% (3)	4.08	12	
	<i>answered question</i>							<b>12</b>
	<i>skipped question</i>							<b>317</b>

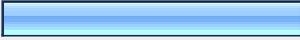
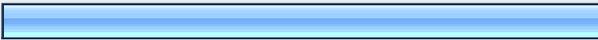
32. Q3) By your understanding, which leadership competencies were the basis for the program/curriculum? Check all that apply			
		Response Percent	Response Count
Cross Cultural Interactions		9.1%	1
Developing Others		45.5%	5
Continual Learning		54.5%	6
Creativity and Innovation		18.2%	2
External Awareness		27.3%	3
Flexibility		0.0%	0
Resilience		18.2%	2
Public Service Motivation		0.0%	0
Strategic Thinking		54.5%	6
Vision		45.5%	5
Conflict Management		54.5%	6
Leveraging Diversity		27.3%	3

Integrity/Honesty		27.3%	3
<b>Team Building</b>		<b>63.6%</b>	7
Accountability		27.3%	3
Customer Service		18.2%	2
Decisiveness		36.4%	4
Entrepreneurship		0.0%	0
Problem Solving		45.5%	5
Technical Credibility		9.1%	1
Financial Management		9.1%	1
<b>Human Capital Management</b>		<b>63.6%</b>	7
Technology Management		0.0%	0
<b>Influencing/Negotiating</b>		<b>63.6%</b>	7
Interpersonal Skills		54.5%	6
Oral Communication		54.5%	6
Partnering		27.3%	3
Political Savvy		18.2%	2
Written Communication		9.1%	1
		<b>answered question</b>	<b>11</b>
		<b>skipped question</b>	<b>318</b>

33. Q4) Which learning methods were utilized in the program/curriculum? Check all that apply

		Response Percent	Response Count
AgLearn courses		0.0%	0
<b>Action Learning Project/Team Presentation</b>		<b>70.0%</b>	<b>7</b>
Assessments		50.0%	5
Coaching		40.0%	4
Developmental Assignment(s)		10.0%	1
Learning Contract/IDP		20.0%	2
Mentoring		0.0%	0
Reading Assignment(s)		40.0%	4
Shadow Assignment(s)		0.0%	0
Workshops/Seminars		60.0%	6
		<b>answered question</b>	<b>10</b>
		<b>skipped question</b>	<b>319</b>

34. Q5) In your opinion, which learning method was the most effective for your learning? Check one answer

		Response Percent	Response Count
AgLearn courses		0.0%	0
Action Learning Project/Team Presentation		20.0%	2
Assessments		10.0%	1
Coaching		20.0%	2
Developmental Assignment(s)		10.0%	1
Learning Contract/IDP		0.0%	0
Mentoring		0.0%	0
Reading Assignment(s)		0.0%	0
Shadow Assignment(s)		0.0%	0
<b>Workshops/Seminars</b>		<b>40.0%</b>	<b>4</b>
		<b><i>answered question</i></b>	<b>10</b>
		<b><i>skipped question</i></b>	<b>319</b>

35. Q6) I have had an opportunity to apply the training since completing the program/curriculum.								
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count	
ESS	0.0% (0)	10.0% (1)	20.0% (2)	<b>60.0% (6)</b>	10.0% (1)	3.70	10	
	<i>answered question</i>							<b>10</b>
	<i>skipped question</i>							<b>319</b>

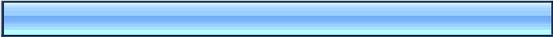
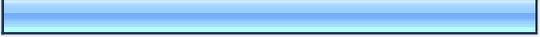
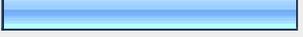
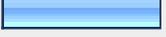
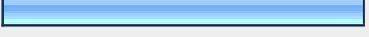
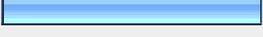
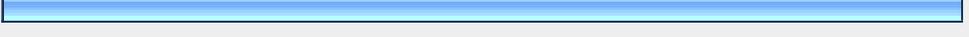
36. Q7) The program/curriculum benefitted the Agency by furthering my professional and personal development.								
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count	
ESS	10.0% (1)	10.0% (1)	0.0% (0)	<b>60.0% (6)</b>	20.0% (2)	3.70	10	
	<i>answered question</i>							<b>10</b>
	<i>skipped question</i>							<b>319</b>

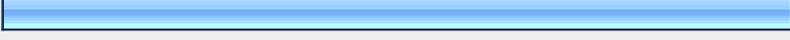
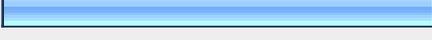
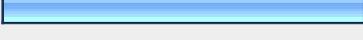
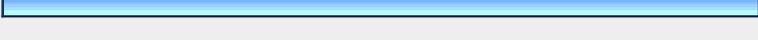
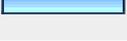
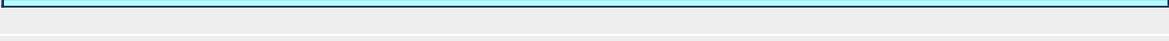
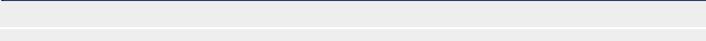
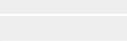
37. Q1) The program/curriculum provided opportunities for professional growth and development.								
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count	
FAHRM	0.0% (0)	2.2% (2)	13.5% (12)	<b>60.7% (54)</b>	23.6% (21)	4.06	89	
	<i>answered question</i>							<b>89</b>
	<i>skipped question</i>							<b>240</b>

**38. Q2) The program/curriculum was the appropriate choice for my position.**

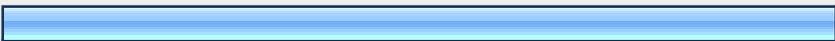
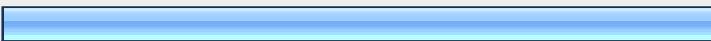
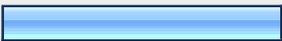
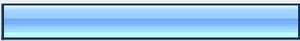
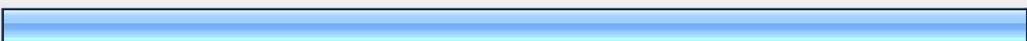
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count
FAHRM	0.0% (0)	2.2% (2)	11.2% (10)	<b>58.4% (52)</b>	28.1% (25)	4.12	89
	<i>answered question</i>						<b>89</b>
	<i>skipped question</i>						<b>240</b>

**39. Q3) By your understanding, which leadership competencies were the basis for the program/curriculum? Check all that apply**

		Response Percent	Response Count
Cross Cultural Interactions		36.8%	32
Developing Others		73.6%	64
Continual Learning		35.6%	31
Creativity and Innovation		17.2%	15
External Awareness		20.7%	18
Flexibility		19.5%	17
Resilience		10.3%	9
Public Service Motivation		5.7%	5
Strategic Thinking		24.1%	21
Vision		17.2%	15
<b>Conflict Management</b>		<b>83.9%</b>	73
Leveraging Diversity		64.4%	56

Integrity/Honesty		36.8%	32
Team Building		69.0%	60
Accountability		52.9%	46
Customer Service		28.7%	25
Decisiveness		24.1%	21
Entrepreneurship		5.7%	5
Problem Solving		50.6%	44
Technical Credibility		8.0%	7
Financial Management		9.2%	8
Human Capital Management		78.2%	68
Technology Management		4.6%	4
Influencing/Negotiating		47.1%	41
Interpersonal Skills		73.6%	64
Oral Communication		44.8%	39
Partnering		20.7%	18
Political Savvy		8.0%	7
Written Communication		11.5%	10
		<b>answered question</b>	<b>87</b>
		<b>skipped question</b>	<b>242</b>

40. Q4) Which learning methods were utilized in the program/curriculum? Check all that apply

		Response Percent	Response Count
AgLearn courses		61.6%	53
Action Learning Project/Team Presentation		55.8%	48
Assessments		47.7%	41
Coaching		18.6%	16
Developmental Assignment(s)		19.8%	17
Learning Contract/IDP		15.1%	13
Mentoring		3.5%	3
Reading Assignment(s)		52.3%	45
Shadow Assignment(s)		0.0%	0
<b>Workshops/Seminars</b>		<b>68.6%</b>	<b>59</b>
		<b>answered question</b>	<b>86</b>
		<b>skipped question</b>	<b>243</b>

41. Q5) In your opinion, which learning method was the most effective for your learning? Check one answer

		Response Percent	Response Count
AgLearn courses		5.8%	5
Action Learning Project/Team Presentation		26.7%	23
Assessments		0.0%	0
Coaching		4.7%	4
Developmental Assignment(s)		4.7%	4
Learning Contract/IDP		1.2%	1
Mentoring		2.3%	2
Reading Assignment(s)		1.2%	1
Shadow Assignment(s)		1.2%	1
<b>Workshops/Seminars</b>		<b>52.3%</b>	<b>45</b>
		<b><i>answered question</i></b>	<b>86</b>
		<b><i>skipped question</i></b>	<b>243</b>

42. Q6) I have had an opportunity to apply the training since completing the program/curriculum.								
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count	
FAHRM	0.0% (0)	2.3% (2)	9.3% (8)	<b>60.5% (52)</b>	27.9% (24)	4.14	86	
	<i>answered question</i>							<b>86</b>
	<i>skipped question</i>							<b>243</b>

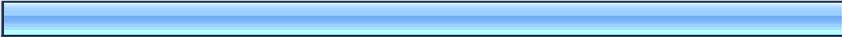
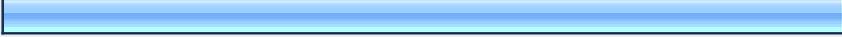
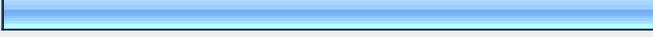
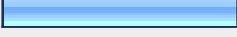
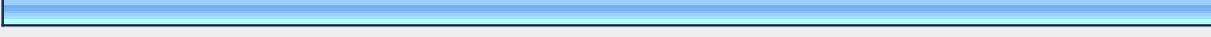
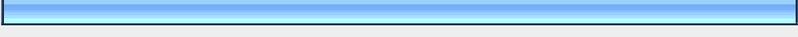
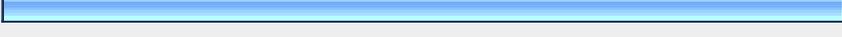
43. Q7) The program/curriculum benefitted the Agency by furthering my professional and personal development.								
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count	
FAHRM	0.0% (0)	2.3% (2)	9.3% (8)	<b>58.1% (50)</b>	30.2% (26)	4.16	86	
	<i>answered question</i>							<b>86</b>
	<i>skipped question</i>							<b>243</b>

44. Q1) The program/curriculum provided opportunities for professional growth and development.								
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count	
L-21	3.1% (1)	6.3% (2)	12.5% (4)	34.4% (11)	<b>43.8% (14)</b>	4.09	32	
	<i>answered question</i>							<b>32</b>
	<i>skipped question</i>							<b>297</b>

45. Q2) The program/curriculum was the appropriate choice for my position.

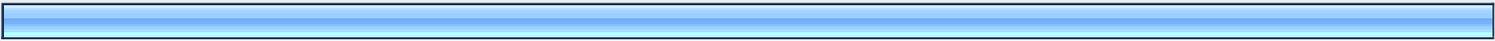
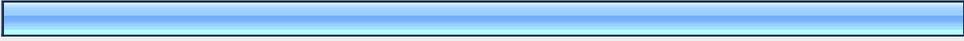
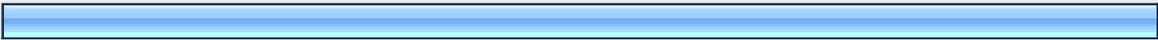
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count
L-21	3.1% (1)	9.4% (3)	9.4% (3)	<b>40.6% (13)</b>	37.5% (12)	4.00	32
	<i>answered question</i>						<b>32</b>
	<i>skipped question</i>						<b>297</b>

46. Q3) By your understanding, which leadership competencies were the basis for the program/curriculum? Check all that apply

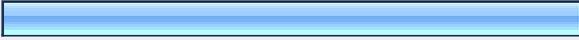
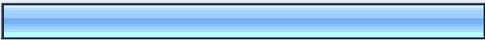
		Response Percent	Response Count
Cross Cultural Interactions		56.3%	18
Developing Others		28.1%	9
Continual Learning		56.3%	18
Creativity and Innovation		65.6%	21
External Awareness		50.0%	16
Flexibility		43.8%	14
Resilience		37.5%	12
Public Service Motivation		15.6%	5
Strategic Thinking		81.3%	26
Vision		53.1%	17
Conflict Management		56.3%	18
Leveraging Diversity		56.3%	18

Integrity/Honesty		43.8%	14
<b>Team Building</b>		<b>93.8%</b>	30
Accountability		40.6%	13
Customer Service		12.5%	4
Decisiveness		21.9%	7
Entrepreneurship		18.8%	6
Problem Solving		62.5%	20
Technical Credibility		12.5%	4
Financial Management		3.1%	1
Human Capital Management		21.9%	7
Technology Management		6.3%	2
<b>Influencing/Negotiating</b>		<b>93.8%</b>	30
Interpersonal Skills		84.4%	27
Oral Communication		68.8%	22
Partnering		53.1%	17
Political Savvy		62.5%	20
Written Communication		46.9%	15
		<b>answered question</b>	<b>32</b>
		<b>skipped question</b>	<b>297</b>

47. Q4) Which learning methods were utilized in the program/curriculum? Check all that apply

		Response Percent	Response Count
AgLearn courses		25.8%	8
<b>Action Learning Project/Team Presentation</b>		<b>100.0%</b>	<b>31</b>
Assessments		96.8%	30
<b>Coaching</b>		<b>100.0%</b>	<b>31</b>
Developmental Assignment(s)		38.7%	12
Learning Contract/IDP		64.5%	20
Mentoring		25.8%	8
Reading Assignment(s)		93.5%	29
Shadow Assignment(s)		3.2%	1
Workshops/Seminars		77.4%	24
		<b>answered question</b>	<b>31</b>
		<b>skipped question</b>	<b>298</b>

48. Q5) In your opinion, which learning method was the most effective for your learning? Check one answer

		Response Percent	Response Count
AgLearn courses		0.0%	0
<b>Action Learning Project/Team Presentation</b>		<b>38.7%</b>	<b>12</b>
Assessments		22.6%	7
Coaching		3.2%	1
Developmental Assignment(s)		3.2%	1
Learning Contract/IDP		0.0%	0
Mentoring		0.0%	0
Reading Assignment(s)		0.0%	0
Shadow Assignment(s)		0.0%	0
Workshops/Seminars		32.3%	10
		<b>answered question</b>	<b>31</b>
		<b>skipped question</b>	<b>298</b>

49. Q6) I have had an opportunity to apply the training since completing the program/curriculum								
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count	
L-21	0.0% (0)	3.2% (1)	12.9% (4)	29.0% (9)	54.8% (17)	4.35	31	
	<i>answered question</i>							31
	<i>skipped question</i>							298

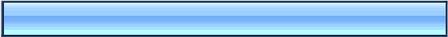
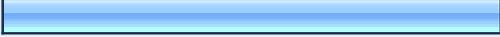
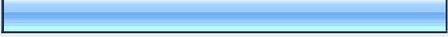
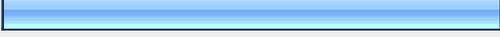
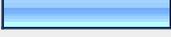
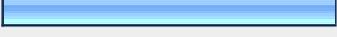
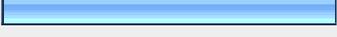
50. Q7) The program/curriculum benefitted the Agency by furthering my professional and personal development.								
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count	
L-21	0.0% (0)	0.0% (0)	9.7% (3)	25.8% (8)	64.5% (20)	4.55	31	
	<i>answered question</i>							31
	<i>skipped question</i>							298

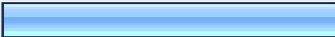
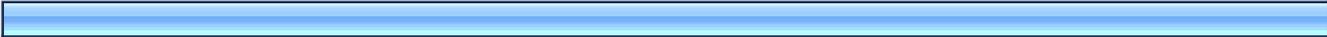
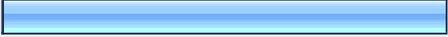
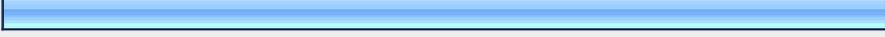
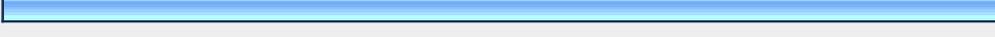
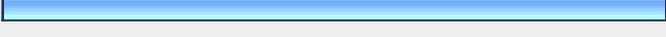
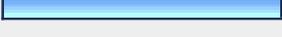
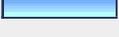
51. Q1) The program/curriculum provided opportunities for professional growth and development.								
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count	
NSS	7.4% (2)	7.4% (2)	3.7% (1)	44.4% (12)	37.0% (10)	3.96	27	
	<i>answered question</i>							27
	<i>skipped question</i>							302

52. Q2) The program/curriculum was the appropriate choice for my position.

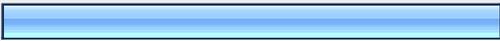
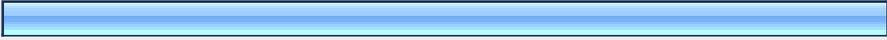
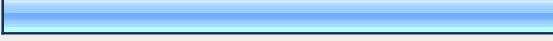
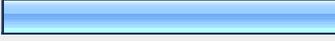
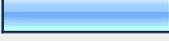
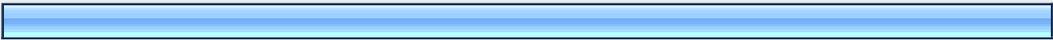
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count
NSS	11.1% (3)	3.7% (1)	0.0% (0)	<b>48.1% (13)</b>	37.0% (10)	3.96	27
	<i>answered question</i>						<b>27</b>
	<i>skipped question</i>						<b>302</b>

53. Q3) By your understanding, which leadership competencies were the basis for the program/curriculum? Check all that apply

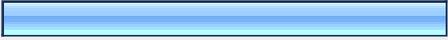
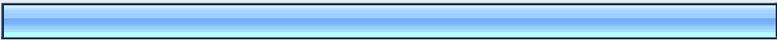
		Response Percent	Response Count
Cross Cultural Interactions		29.6%	8
Developing Others		66.7%	18
Continual Learning		33.3%	9
Creativity and Innovation		29.6%	8
External Awareness		22.2%	6
Flexibility		33.3%	9
Resilience		11.1%	3
Public Service Motivation		3.7%	1
Strategic Thinking		22.2%	6
Vision		22.2%	6
<b>Conflict Management</b>		<b>88.9%</b>	24
Leveraging Diversity		29.6%	8

Integrity/Honesty		22.2%	6
<b>Team Building</b>		<b>88.9%</b>	24
Accountability		44.4%	12
Customer Service		29.6%	8
Decisiveness		25.9%	7
Entrepreneurship		3.7%	1
Problem Solving		59.3%	16
Technical Credibility		11.1%	3
Financial Management		3.7%	1
Human Capital Management		22.2%	6
Technology Management		7.4%	2
Influencing/Negotiating		40.7%	11
Interpersonal Skills		66.7%	18
Oral Communication		44.4%	12
Partnering		18.5%	5
Political Savvy		7.4%	2
Written Communication		7.4%	2
		<b>answered question</b>	<b>27</b>
		<b>skipped question</b>	<b>302</b>

54. Q4) Which learning methods were utilized in the program/curriculum? Check all that apply

		Response Percent	Response Count
AgLearn courses		33.3%	9
Action Learning Project/Team Presentation		59.3%	16
Assessments		37.0%	10
Coaching		44.4%	12
Developmental Assignment(s)		14.8%	4
Learning Contract/IDP		22.2%	6
Mentoring		11.1%	3
Reading Assignment(s)		11.1%	3
Shadow Assignment(s)		3.7%	1
<b>Workshops/Seminars</b>		<b>70.4%</b>	19
		<b><i>answered question</i></b>	<b>27</b>
		<b><i>skipped question</i></b>	<b>302</b>

55. Q5) In your opinion, which learning method was the most effective for your learning? Check one answer

		Response Percent	Response Count
AgLearn courses		0.0%	0
Action Learning Project/Team Presentation		29.6%	8
Assessments		3.7%	1
Coaching		11.1%	3
Developmental Assignment(s)		0.0%	0
Learning Contract/IDP		3.7%	1
Mentoring		0.0%	0
Reading Assignment(s)		0.0%	0
Shadow Assignment(s)		0.0%	0
<b>Workshops/Seminars</b>		<b>51.9%</b>	<b>14</b>
		<b><i>answered question</i></b>	<b>27</b>
		<b><i>skipped question</i></b>	<b>302</b>

56. Q6) I have had an opportunity to apply the training since completing the program/curriculum								
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count	
NSS	11.1% (3)	3.7% (1)	14.8% (4)	<b>40.7% (11)</b>	29.6% (8)	3.74	27	
	<i>answered question</i>							<b>27</b>
	<i>skipped question</i>							<b>302</b>

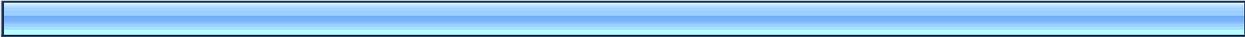
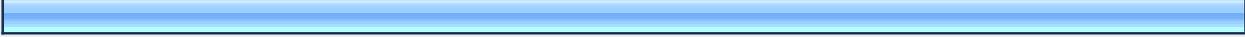
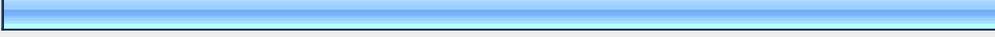
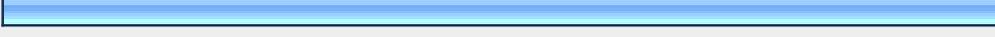
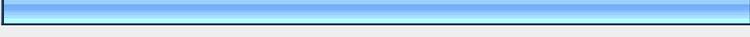
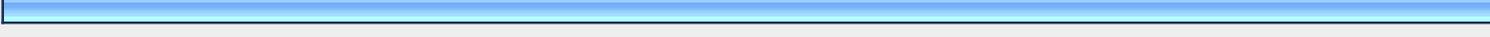
57. Q7) The program/curriculum benefitted the Agency by furthering my professional and personal development.								
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count	
NSS	3.7% (1)	0.0% (0)	11.1% (3)	<b>55.6% (15)</b>	29.6% (8)	4.07	27	
	<i>answered question</i>							<b>27</b>
	<i>skipped question</i>							<b>302</b>

58. Q1) The program/curriculum provided opportunities for professional growth and development.								
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count	
OJ II	0.0% (0)	0.0% (0)	0.0% (0)	33.3% (2)	<b>66.7% (4)</b>	4.67	6	
	<i>answered question</i>							<b>6</b>
	<i>skipped question</i>							<b>323</b>

59. Q2) The program/curriculum was the appropriate choice for my position.

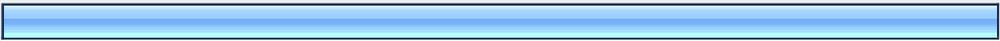
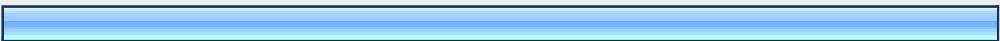
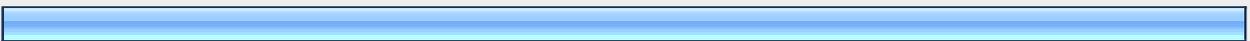
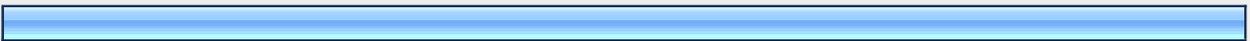
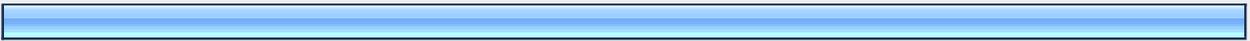
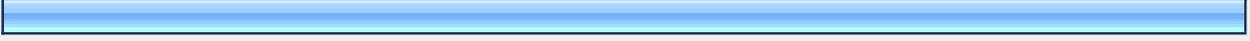
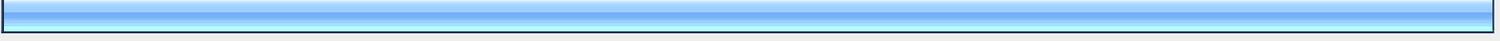
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count	
OJ II	0.0% (0)	16.7% (1)	0.0% (0)	<b>50.0% (3)</b>	33.3% (2)	4.00	6	
	<i>answered question</i>							<b>6</b>
	<i>skipped question</i>							<b>323</b>

60. Q3) By your understanding, which leadership competencies were the basis for the program/curriculum? Check all that apply

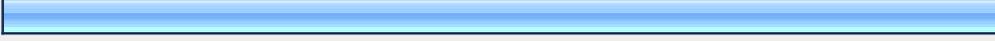
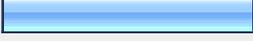
		Response Percent	Response Count
Cross Cultural Interactions		83.3%	5
Developing Others		83.3%	5
Continual Learning		83.3%	5
Creativity and Innovation		83.3%	5
External Awareness		66.7%	4
Flexibility		66.7%	4
Resilience		50.0%	3
Public Service Motivation		16.7%	1
Strategic Thinking		66.7%	4
Vision		50.0%	3
<b>Conflict Management</b>		<b>100.0%</b>	<b>6</b>
Leveraging Diversity		33.3%	2

<b>Integrity/Honesty</b>		<b>100.0%</b>	<b>6</b>
<b>Team Building</b>		<b>100.0%</b>	<b>6</b>
Accountability		83.3%	5
<b>Customer Service</b>		<b>100.0%</b>	<b>6</b>
Decisiveness		50.0%	3
Entrepreneurship		16.7%	1
Problem Solving		83.3%	5
Technical Credibility		33.3%	2
Financial Management		50.0%	3
Human Capital Management		33.3%	2
Technology Management		33.3%	2
Influencing/Negotiating		50.0%	3
<b>Interpersonal Skills</b>		<b>100.0%</b>	<b>6</b>
<b>Oral Communication</b>		<b>100.0%</b>	<b>6</b>
Partnering		66.7%	4
Political Savvy		0.0%	0
<b>Written Communication</b>		<b>100.0%</b>	<b>6</b>
	<b><i>answered question</i></b>		<b>6</b>
	<b><i>skipped question</i></b>		<b>323</b>

61. Q4) Which learning methods were utilized in the program/curriculum? Check all that apply

		Response Percent	Response Count
AgLearn courses		66.7%	4
Action Learning Project/Team Presentation		66.7%	4
Assessments		83.3%	5
Coaching		83.3%	5
Developmental Assignment(s)		83.3%	5
Learning Contract/IDP		33.3%	2
<b>Mentoring</b>		<b>100.0%</b>	<b>6</b>
Reading Assignment(s)		66.7%	4
Shadow Assignment(s)		83.3%	5
<b>Workshops/Seminars</b>		<b>100.0%</b>	<b>6</b>
		<i>answered question</i>	<b>6</b>
		<i>skipped question</i>	<b>323</b>

62. Q5) In your opinion, which learning method was the most effective for your learning? Check one answer

		Response Percent	Response Count
AgLearn courses		0.0%	0
Action Learning Project/Team Presentation		0.0%	0
Assessments		0.0%	0
Coaching		0.0%	0
Developmental Assignment(s)		16.7%	1
Learning Contract/IDP		0.0%	0
Mentoring		0.0%	0
Reading Assignment(s)		0.0%	0
<b>Shadow Assignment(s)</b>		<b>66.7%</b>	<b>4</b>
Workshops/Seminars		16.7%	1
		<b>answered question</b>	<b>6</b>
		<b>skipped question</b>	<b>323</b>

63. Q6) I have had an opportunity to apply the training since completing the program/curriculum.								
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count	
OJ II	0.0% (0)	0.0% (0)	0.0% (0)	16.7% (1)	83.3% (5)	4.83	6	
	<i>answered question</i>							6
	<i>skipped question</i>							323

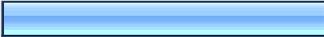
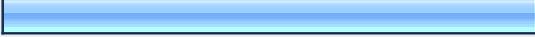
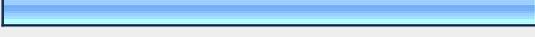
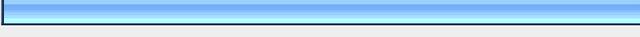
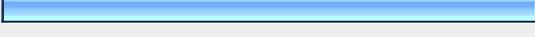
64. Q7) The program/curriculum benefitted the Agency by furthering my professional and personal development.								
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count	
OJ II	0.0% (0)	16.7% (1)	0.0% (0)	16.7% (1)	66.7% (4)	4.33	6	
	<i>answered question</i>							6
	<i>skipped question</i>							323

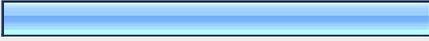
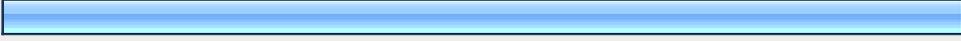
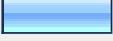
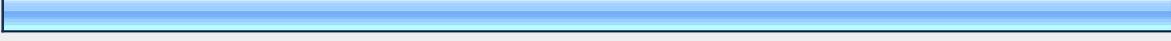
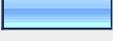
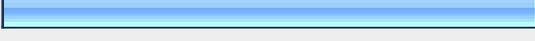
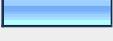
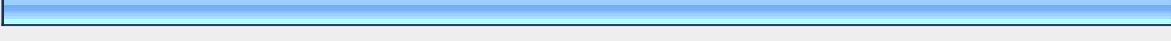
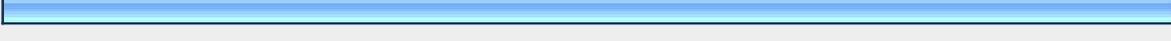
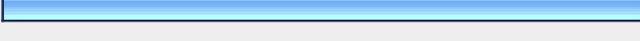
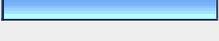
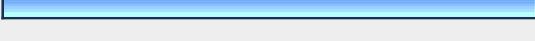
65. Q1) The program/curriculum provided opportunities for professional growth and development.								
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count	
PAT	7.1% (1)	0.0% (0)	21.4% (3)	57.1% (8)	14.3% (2)	3.71	14	
	<i>answered question</i>							14
	<i>skipped question</i>							315

66. Q2) The program/curriculum was the appropriate choice for my position.

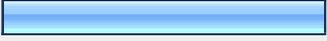
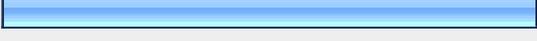
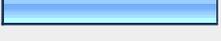
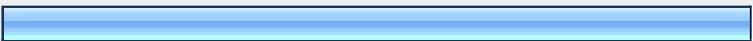
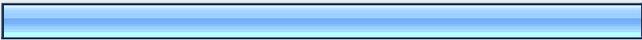
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count
PAT	7.1% (1)	0.0% (0)	7.1% (1)	<b>64.3% (9)</b>	21.4% (3)	3.93	14
	<i>answered question</i>						<b>14</b>
	<i>skipped question</i>						<b>315</b>

67. Q3) By your understanding, which leadership competencies were the basis for the program/curriculum? Check all that apply

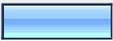
		Response Percent	Response Count
Cross Cultural Interactions		21.4%	3
Developing Others		64.3%	9
Continual Learning		35.7%	5
Creativity and Innovation		50.0%	7
External Awareness		28.6%	4
Flexibility		42.9%	6
Resilience		14.3%	2
Public Service Motivation		7.1%	1
Strategic Thinking		35.7%	5
Vision		42.9%	6
<b>Conflict Management</b>		<b>100.0%</b>	14
Leveraging Diversity		35.7%	5

Integrity/Honesty		35.7%	5
Team Building		85.7%	12
Accountability		28.6%	4
Customer Service		28.6%	4
Decisiveness		64.3%	9
Entrepreneurship		7.1%	1
Problem Solving		78.6%	11
Technical Credibility		21.4%	3
Financial Management		7.1%	1
Human Capital Management		35.7%	5
Technology Management		7.1%	1
Influencing/Negotiating		78.6%	11
Interpersonal Skills		78.6%	11
Oral Communication		78.6%	11
Partnering		42.9%	6
Political Savvy		14.3%	2
Written Communication		35.7%	5
		<b>answered question</b>	<b>14</b>
		<b>skipped question</b>	<b>315</b>

68. Q4) Which learning methods were utilized in the program/curriculum? Check all that apply

		Response Percent	Response Count
AgLearn courses		92.9%	13
Action Learning Project/Team Presentation		71.4%	10
Assessments		71.4%	10
Coaching		21.4%	3
Developmental Assignment(s)		14.3%	2
Learning Contract/IDP		35.7%	5
Mentoring		14.3%	2
Reading Assignment(s)		50.0%	7
Shadow Assignment(s)		0.0%	0
Workshops/Seminars		42.9%	6
		<b>answered question</b>	<b>14</b>
		<b>skipped question</b>	<b>315</b>

69. Q5) In your opinion, which learning method was the most effective for your learning? Check one answer

		Response Percent	Response Count
AgLearn courses		7.1%	1
Action Learning Project/Team Presentation		28.6%	4
Assessments		21.4%	3
Coaching		0.0%	0
Developmental Assignment(s)		0.0%	0
Learning Contract/IDP		0.0%	0
Mentoring		0.0%	0
Reading Assignment(s)		0.0%	0
Shadow Assignment(s)		0.0%	0
<b>Workshops/Seminars</b>		<b>42.9%</b>	<b>6</b>
		<b><i>answered question</i></b>	<b>14</b>
		<b><i>skipped question</i></b>	<b>315</b>

70. Q6) I have had an opportunity to apply the training since completing the program/curriculum.								
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count	
PAT	7.1% (1)	0.0% (0)	35.7% (5)	<b>50.0% (7)</b>	7.1% (1)	3.50	14	
	<i>answered question</i>							<b>14</b>
	<i>skipped question</i>							<b>315</b>

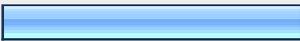
71. Q7) The program/curriculum benefitted the Agency by furthering my professional and personal development.								
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count	
PAT	7.1% (1)	7.1% (1)	21.4% (3)	<b>50.0% (7)</b>	14.3% (2)	3.57	14	
	<i>answered question</i>							<b>14</b>
	<i>skipped question</i>							<b>315</b>

72. Q1) The program/curriculum provided opportunities for professional growth and development.								
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count	
SOT	0.0% (0)	0.0% (0)	40.0% (2)	<b>60.0% (3)</b>	0.0% (0)	3.60	5	
	<i>answered question</i>							<b>5</b>
	<i>skipped question</i>							<b>324</b>

**73. Q2) The program/curriculum was the appropriate choice for my position.**

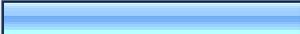
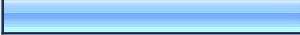
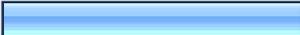
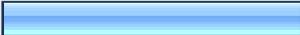
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count
SOT	0.0% (0)	0.0% (0)	40.0% (2)	<b>60.0% (3)</b>	0.0% (0)	3.60	5
<i>answered question</i>							<b>5</b>
<i>skipped question</i>							<b>324</b>

**74. Q3) By your understanding, which leadership competencies were the basis for the program/curriculum? Check all that apply**

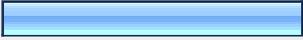
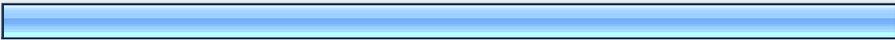
		Response Percent	Response Count
Cross Cultural Interactions		0.0%	0
Developing Others		0.0%	0
Continual Learning		60.0%	3
Creativity and Innovation		20.0%	1
External Awareness		20.0%	1
Flexibility		0.0%	0
Resilience		0.0%	0
Public Service Motivation		0.0%	0
Strategic Thinking		20.0%	1
Vision		0.0%	0
Conflict Management		0.0%	0
Leveraging Diversity		0.0%	0

Integrity/Honesty		0.0%	0
Team Building		20.0%	1
Accountability		0.0%	0
Customer Service		20.0%	1
Decisiveness		0.0%	0
Entrepreneurship		0.0%	0
Problem Solving		0.0%	0
Technical Credibility		0.0%	0
Financial Management		20.0%	1
Human Capital Management		0.0%	0
Technology Management		0.0%	0
Influencing/Negotiating		0.0%	0
<b>Interpersonal Skills</b>		<b>80.0%</b>	<b>4</b>
<b>Oral Communication</b>		<b>80.0%</b>	<b>4</b>
Partnering		20.0%	1
Political Savvy		20.0%	1
<b>Written Communication</b>		<b>80.0%</b>	<b>4</b>
		<b>answered question</b>	<b>5</b>
		<b>skipped question</b>	<b>324</b>

75. Q4) Which learning methods were utilized in the program/curriculum? Check all that apply

		Response Percent	Response Count
AgLearn courses		100.0%	5
Action Learning Project/Team Presentation		20.0%	1
Assessments		20.0%	1
Coaching		20.0%	1
Developmental Assignment(s)		40.0%	2
Learning Contract/IDP		0.0%	0
Mentoring		20.0%	1
Reading Assignment(s)		80.0%	4
Shadow Assignment(s)		0.0%	0
Workshops/Seminars		80.0%	4
		<b>answered question</b>	<b>5</b>
		<b>skipped question</b>	<b>324</b>

76. Q5) In your opinion, which learning method was the most effective for your learning? Check one answer

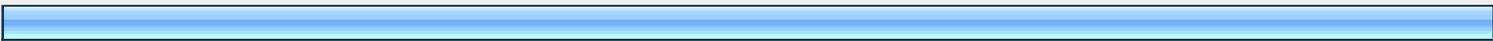
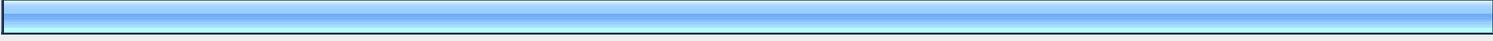
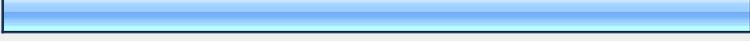
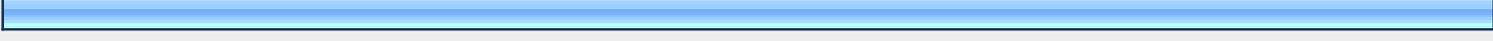
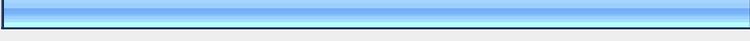
		Response Percent	Response Count
AgLearn courses		0.0%	0
Action Learning Project/Team Presentation		20.0%	1
Assessments		0.0%	0
Coaching		0.0%	0
Developmental Assignment(s)		20.0%	1
Learning Contract/IDP		0.0%	0
Mentoring		0.0%	0
Reading Assignment(s)		0.0%	0
Shadow Assignment(s)		0.0%	0
<b>Workshops/Seminars</b>		<b>60.0%</b>	<b>3</b>
		<b>answered question</b>	<b>5</b>
		<b>skipped question</b>	<b>324</b>

77. Q6) I have had an opportunity to apply the training since completing the program/curriculum.								
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count	
SOT	0.0% (0)	0.0% (0)	<b>80.0% (4)</b>	20.0% (1)	0.0% (0)	3.20	5	
	<i>answered question</i>							5
	<i>skipped question</i>							324

78. Q7) The program/curriculum benefitted the Agency by furthering my professional and personal development.								
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count	
SOT	0.0% (0)	0.0% (0)	<b>80.0% (4)</b>	20.0% (1)	0.0% (0)	3.20	5	
	<i>answered question</i>							5
	<i>skipped question</i>							324

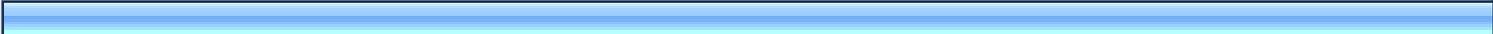
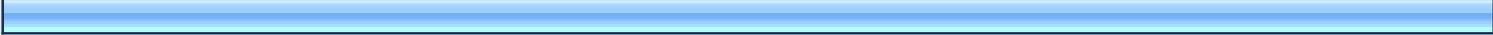
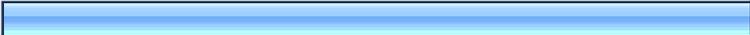
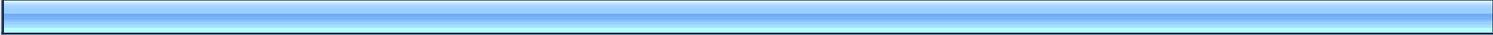
79. Q1) The program/curriculum provided opportunities for professional growth and development.								
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count	
SELF	0.0% (0)	0.0% (0)	<b>50.0% (1)</b>	<b>50.0% (1)</b>	0.0% (0)	3.50	2	
	<i>answered question</i>							2
	<i>skipped question</i>							327

80. Q2) The program/curriculum was the appropriate choice for my position.								
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count	
SELF	0.0% (0)	0.0% (0)	0.0% (0)	<b>100.0% (2)</b>	0.0% (0)	4.00	2	
	<i>answered question</i>							<b>2</b>
	<i>skipped question</i>							<b>327</b>

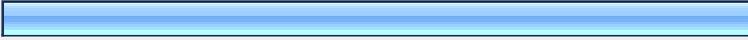
81. Q3) By your understanding, which leadership competencies were the basis for the program/curriculum? Check all that apply			
		Response Percent	Response Count
<b>Cross Cultural Interactions</b>		<b>100.0%</b>	2
Developing Others		0.0%	0
<b>Continual Learning</b>		<b>100.0%</b>	2
<b>Creativity and Innovation</b>		<b>100.0%</b>	2
External Awareness		50.0%	1
<b>Flexibility</b>		<b>100.0%</b>	2
Resilience		50.0%	1
Public Service Motivation		0.0%	0
<b>Strategic Thinking</b>		<b>100.0%</b>	2
Vision		50.0%	1
Conflict Management		0.0%	0
Leveraging Diversity		50.0%	1

<b>Integrity/Honesty</b>		<b>100.0%</b>	<b>2</b>
<b>Team Building</b>		<b>100.0%</b>	<b>2</b>
Accountability		50.0%	1
<b>Customer Service</b>		<b>100.0%</b>	<b>2</b>
<b>Decisiveness</b>		<b>100.0%</b>	<b>2</b>
Entrepreneurship		0.0%	0
<b>Problem Solving</b>		<b>100.0%</b>	<b>2</b>
Technical Credibility		50.0%	1
Financial Management		50.0%	1
Human Capital Management		50.0%	1
Technology Management		0.0%	0
Influencing/Negotiating		50.0%	1
<b>Interpersonal Skills</b>		<b>100.0%</b>	<b>2</b>
<b>Oral Communication</b>		<b>100.0%</b>	<b>2</b>
<b>Partnering</b>		<b>100.0%</b>	<b>2</b>
Political Savvy		50.0%	1
<b>Written Communication</b>		<b>100.0%</b>	<b>2</b>
		<b><i>answered question</i></b>	<b>2</b>
		<b><i>skipped question</i></b>	<b>327</b>

82. Q4) Which learning methods were utilized in the program/curriculum? Check all that apply

		Response Percent	Response Count
AgLearn courses		100.0%	2
Action Learning Project/Team Presentation		100.0%	2
Assessments		100.0%	2
Coaching		50.0%	1
Developmental Assignment(s)		50.0%	1
Learning Contract/IDP		100.0%	2
Mentoring		50.0%	1
Reading Assignment(s)		50.0%	1
Shadow Assignment(s)		50.0%	1
Workshops/Seminars		50.0%	1
		<b>answered question</b>	<b>2</b>
		<b>skipped question</b>	<b>327</b>

83. Q5) In your opinion, which learning method was the most effective for your learning? Check one answer

		Response Percent	Response Count
AgLearn courses		0.0%	0
<b>Action Learning Project/Team Presentation</b>		<b>50.0%</b>	<b>1</b>
<b>Assessments</b>		<b>50.0%</b>	<b>1</b>
Coaching		0.0%	0
Developmental Assignment(s)		0.0%	0
Learning Contract/IDP		0.0%	0
Mentoring		0.0%	0
Reading Assignment(s)		0.0%	0
Shadow Assignment(s)		0.0%	0
Workshops/Seminars		0.0%	0
		<b>answered question</b>	<b>2</b>
		<b>skipped question</b>	<b>327</b>

84. Q6) I have had an opportunity to apply the training since completing the program/curriculum.								
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count	
SELF	0.0% (0)	50.0% (1)	0.0% (0)	0.0% (0)	50.0% (1)	3.50	2	
	<i>answered question</i>							2
	<i>skipped question</i>							327

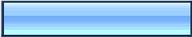
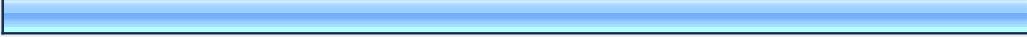
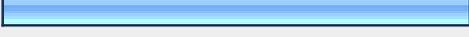
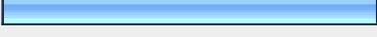
85. Q7) The program/curriculum benefitted the Agency by furthering my professional and personal development.								
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count	
SELF	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (2)	0.0% (0)	4.00	2	
	<i>answered question</i>							2
	<i>skipped question</i>							327

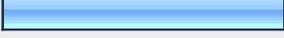
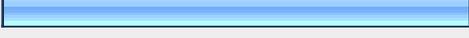
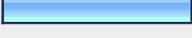
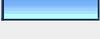
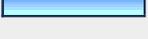
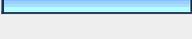
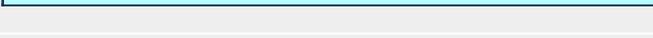
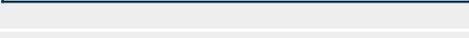
86. Q1) The program/curriculum provided opportunities for professional growth and development.								
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count	
VSCP	9.1% (3)	6.1% (2)	3.0% (1)	51.5% (17)	30.3% (10)	3.88	33	
	<i>answered question</i>							33
	<i>skipped question</i>							296

87. Q2) The program/curriculum was the appropriate choice for my position.

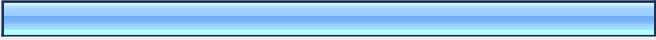
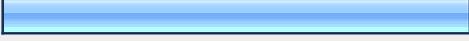
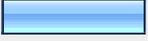
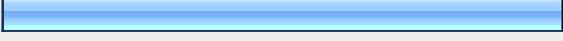
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count
VSCP	6.1% (2)	9.1% (3)	15.2% (5)	<b>39.4% (13)</b>	30.3% (10)	3.79	33
	<i>answered question</i>						<b>33</b>
	<i>skipped question</i>						<b>296</b>

88. Q3) By your understanding, which leadership competencies were the basis for the program/curriculum? Check all that apply

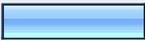
		Response Percent	Response Count
Cross Cultural Interactions		12.5%	4
Developing Others		18.8%	6
<b>Continual Learning</b>		<b>68.8%</b>	22
Creativity and Innovation		15.6%	5
External Awareness		25.0%	8
Flexibility		15.6%	5
Resilience		3.1%	1
Public Service Motivation		18.8%	6
Strategic Thinking		31.3%	10
Vision		25.0%	8
Conflict Management		37.5%	12
Leveraging Diversity		6.3%	2

Integrity/Honesty		18.8%	6
Team Building		59.4%	19
Accountability		18.8%	6
Customer Service		31.3%	10
Decisiveness		12.5%	4
Entrepreneurship		0.0%	0
Problem Solving		37.5%	12
Technical Credibility		37.5%	12
Financial Management		6.3%	2
Human Capital Management		6.3%	2
Technology Management		9.4%	3
Influencing/Negotiating		12.5%	4
Interpersonal Skills		46.9%	15
Oral Communication		43.8%	14
Partnering		31.3%	10
Political Savvy		12.5%	4
Written Communication		6.3%	2
		<b>answered question</b>	<b>32</b>
		<b>skipped question</b>	<b>297</b>

89. Q4) Which learning methods were utilized in the program/curriculum? Check all that apply

		Response Percent	Response Count
AgLearn courses		90.6%	29
Action Learning Project/Team Presentation		43.8%	14
Assessments		31.3%	10
Coaching		6.3%	2
Developmental Assignment(s)		15.6%	5
Learning Contract/IDP		9.4%	3
Mentoring		3.1%	1
Reading Assignment(s)		37.5%	12
Shadow Assignment(s)		0.0%	0
Workshops/Seminars		81.3%	26
		<b>answered question</b>	<b>32</b>
		<b>skipped question</b>	<b>297</b>

90. Q5) In your opinion, which learning method was the most effective for your learning? Check one answer

		Response Percent	Response Count
AgLearn courses		9.4%	3
Action Learning Project/Team Presentation		18.8%	6
Assessments		3.1%	1
Coaching		0.0%	0
Developmental Assignment(s)		3.1%	1
Learning Contract/IDP		0.0%	0
Mentoring		0.0%	0
Reading Assignment(s)		3.1%	1
Shadow Assignment(s)		0.0%	0
<b>Workshops/Seminars</b>		<b>62.5%</b>	<b>20</b>
		<b><i>answered question</i></b>	<b>32</b>
		<b><i>skipped question</i></b>	<b>297</b>

91. Q6) I have had an opportunity to apply the training since completing the program/curriculum.								
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count	
VSCP	9.4% (3)	9.4% (3)	3.1% (1)	<b>68.8% (22)</b>	9.4% (3)	3.59	32	
	<i>answered question</i>							<b>32</b>
	<i>skipped question</i>							<b>297</b>

92. Q7) The program/curriculum benefitted the Agency by furthering my professional and personal development.								
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count	
VSCP	9.4% (3)	3.1% (1)	6.3% (2)	<b>62.5% (20)</b>	18.8% (6)	3.78	32	
	<i>answered question</i>							<b>32</b>
	<i>skipped question</i>							<b>297</b>

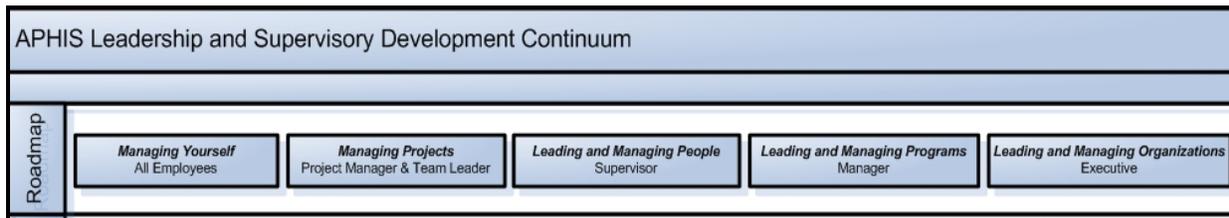
## APHIS LEADERSHIP AND SUPERVISORY DEVELOPMENT CONTINUUM

As noted in the report, the creation of an APHIS Leadership and Supervisory Development Continuum is one of the team’s main recommendations. The continuum would serve as a reference for linking leadership programs/curricula to the agency’s strategic goals and the APHIS Leadership Roadmap. The entire continuum is on page E-3.

### Organization of the APHIS Leadership and Supervisory Development Continuum

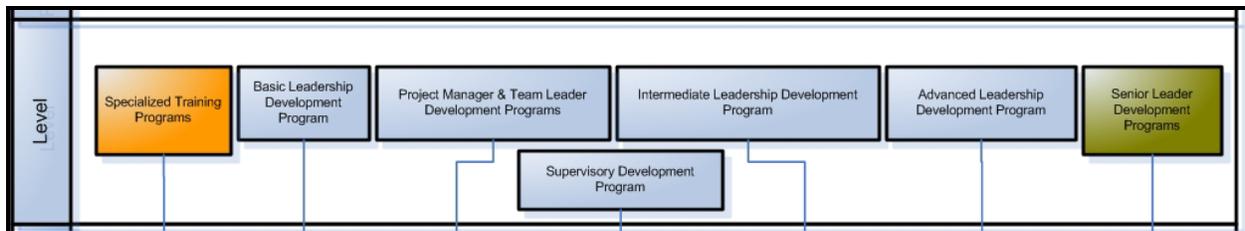
#### Section 1

The first section of the continuum provides alignment to the levels of APHIS Leadership Roadmap as shown.



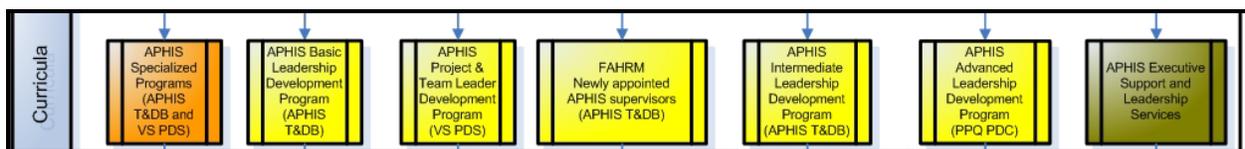
#### Section 2

The second section of the continuum establishes levels of leadership programs which recognize the need for progressive competency and skill development at every employee level.



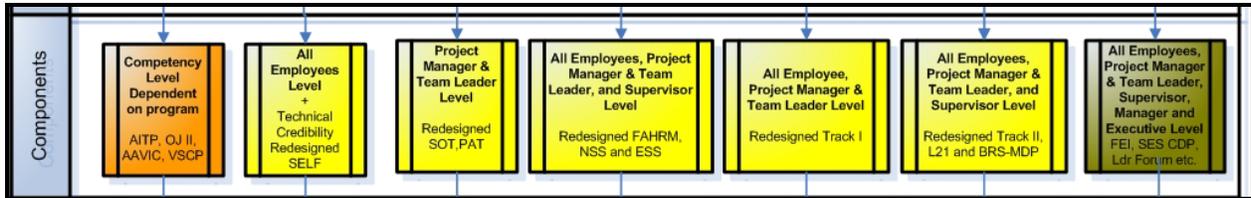
#### Section 3

The third section of the continuum lists the training unit which has been tasked with the program(s). The training unit would serve as the main contact for the program, but the other training units would collaborate in design, development, delivery, and evaluation.



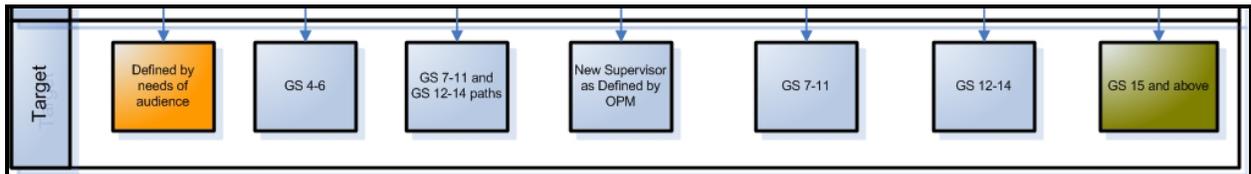
Section 4

The fourth section of the continuum details the components of each program including the revised leadership programs/curricula.

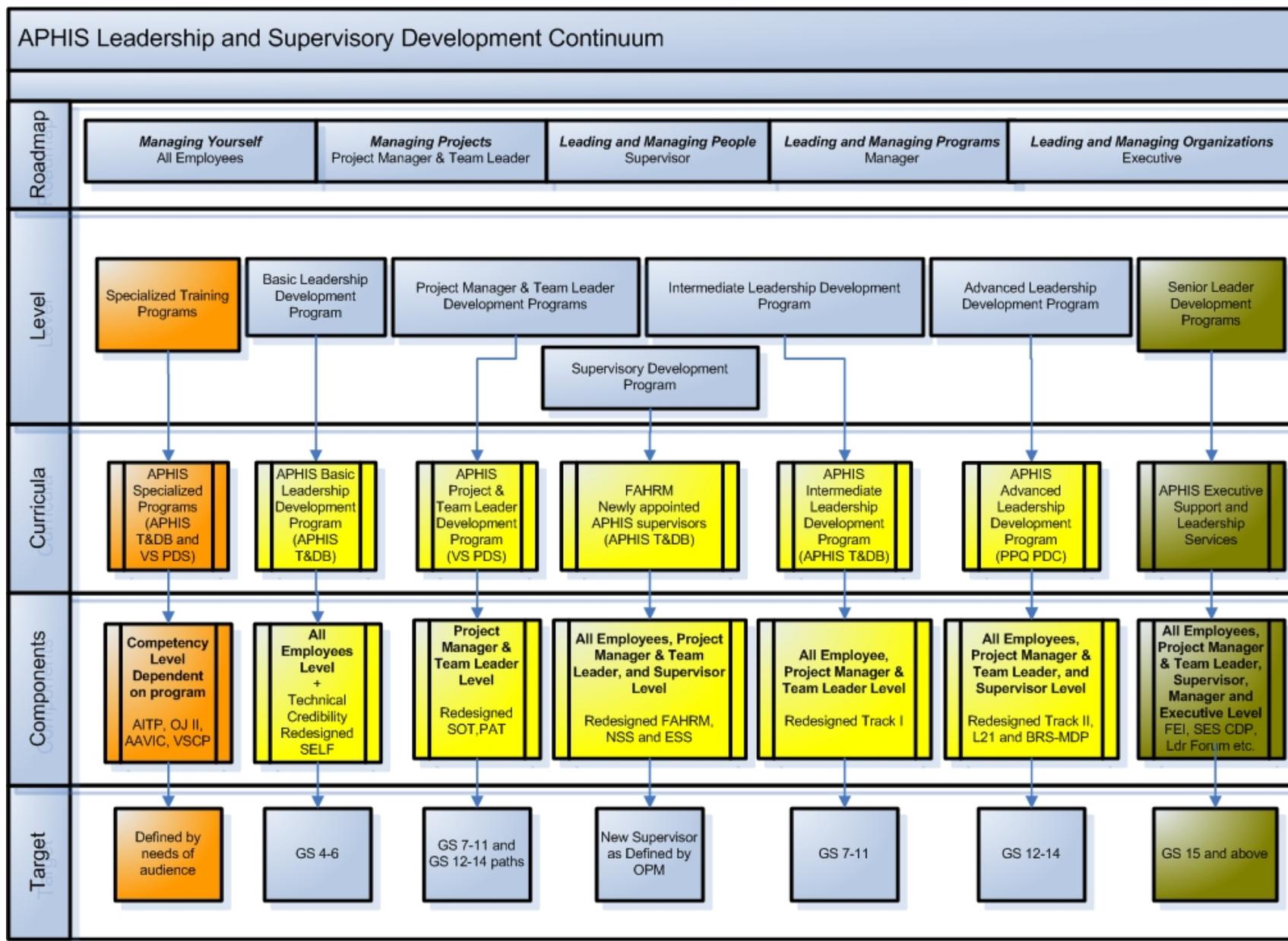


Section 5

The final section of the continuum defines the target audience for each program as listed in the Components level.



Appendix E: APHIS Leadership and Supervisory Development Continuum



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