

Current Practices: Leadership Development in the National Park Service

CPM Project Team

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Section 1: Executive Summary

The National Park Service (NPS) Learning & Development (L&D) office commissioned the National Park Conservation Association's (NPCA) Center for Park Management (CPM) to research current practices in Leadership Development that have been implemented at the local and regional level over the past few years. Extensive interviews with field employees and document review of both leadership literature and L&D's Training Overview (October, 2008) informed compilation of this report. The report outlines both specific programs and general trends which comprise an overview of current practices in leadership development at the NPS today.

This report details 45 leadership, specialized training, and services programs that are currently available to employees. The programs described in the report are not a comprehensive inventory of training programs across the NPS, but instead provide a representative sample of the types of programs the field and WASO have created over the past few years. Each program is detailed in a one-page Briefing Statement, which includes contact information for the employee managing the program. These current practices have been categorized by CPM in order to more easily identify attributes and general trends.

In addition to the Briefing Statements on current practices, the report identifies and analyzes key findings. These findings are based largely on the interview research, as well as the recent L&D Report to the NPS National Leadership Council, by Office of Personnel Management (OPM) and NPS Leadership Development Competencies, and through data collected from the Federal Human Capital Survey. Finally, the report proposes ideas for addressing these findings and aligning the NPS field efforts in this area with a national leadership development program. Additional information, including further detail on specialized training programs as well as leadership development theory, is located in the appendices.

The key findings and trends covered in this report include:

- Redundancies between programs exist.
- NPS employees perceive that there are very few leadership development opportunities for career levels below Superintendent.
- Employee participation in trainings is ad-hoc, and guided by employee interests instead of an overarching development plan.
- Evaluation of leadership development initiatives is not widespread, and outcome-based evaluation is quite rare.
- The majority of existing leadership development programs are occupational or discrete, not holistic.
- Partners play a substantive role in several initiatives.
- Locally-driven initiatives indicate field empowerment, creativity, and innovation.
- There is an opportunity to build leadership development competencies into non-leadership development ('specialized') training initiatives already in existence.
- Details and mentoring are considered to be leadership development opportunities that are very high-value when managed well.

Leadership development programs are found throughout the Park Service; in the absence of a holistic national program all regions are undertaking their own programs to train their employees in leadership development. However, the scale, quality, and approach of these initiatives varies substantially. Some of these programs would benefit from being developed for Servicewide application, with dedicated support and funding for a holistic national program that addresses discrete local needs. NPS employees require a mixture of functional, specialized training as well as leadership development. Partners, including academic institutions, are recognized as valuable stakeholders who can help leverage the resources of the NPS.

Section 2: Introduction

Ratings from the government-wide Federal Human Capital Survey indicate that effective leadership is a key driver of employee satisfaction. It is also an area in which the governmental workforce lags far behind the private sector. The National Park Service's (NPS) Learning and Development (L&D) program is addressing this issue by working toward the implementation of a nationwide, robust learning environment and leadership development program with a transparent career path model to help guide employee training choices.

Accordingly, L&D recognizes that a considerable amount of thought has already been put into the concepts of leadership development and training within the NPS and its partner agencies. In order to ensure that current efforts and lessons learned are captured and factored into the program implementation, NPS asked the Center for Park Management (CPM) to identify current practices in leadership development at localized levels in the system. The research team from CPM collected data on 21 field programs, which provide a representative sample of field-based initiatives. Each program, identified through in-person and phone-based interviews, carries with it unique successes and challenges associated with developing leaders in the Park Service system. Additional information on 24 programs and services identified through the *L&D Training Overview* report was provided to the CPM team, and is incorporated into this report.

The following report identifies and summarizes existing programs, categorizes the programs according to functional type, and analyzes their challenges, successes, and implementation models. CPM's research revealed several current practices in leadership development within the Park Service that warrant consideration for implementation on a Servicewide scale. Examples of existing programs vary from holistic programs, which represent stand-alone initiatives, to discrete programs, which might complement a more robust initiative. Programs which are specific to career level and/or technical disciplines are also outlined. The final section includes analysis of current practices, identifying key trends in leadership development. Additionally, this section provides tips for addressing issues and leveraging resources when developing the national leadership program, informed by lessons culled from the report.

The Current Practices section summarizes each program identified in a consistent Briefing Statement format. The *L&D Training Overview* has been integrated into this report in order to provide a single reference document for L&D. Each Briefing Statement indicates whether the program findings were sourced by CPM or by NPS, and includes key contacts for the initiative to support collaboration within the Service. The report is intended to serve as a resource for L&D by providing a stepping stone toward a more intentional, Servicewide approach to leadership development.

Section 3: Methodology

The process of conducting the research and analysis for this report included data collection, data analysis, and the formulation of next steps for implementing a Servicewide leadership training and development program. Data were collected from every NPS region, and from employees ranging from park first-line supervisors to Regional Directors. However, this report is not an exhaustive inventory of all of the current practices in leadership development throughout the NPS. Rather, it is intended to be a representative sample of the types of programs that are being implemented at local or regional levels. The intention is to use the lessons learned from these programs to inform NPS national leadership.

Data Collection

Data were collected from key NPS staff and stakeholders related to formal and informal leadership development initiatives that are found across the NPS. Information was gathered by CPM primarily through research interviews and literature reviews. Interviews with NPS field staff included (but were not limited to) discussions with the Regional Director, Deputy Regional Director, and/or Employee Development Officer from each NPS Region. A second data source for many of the programs was the NPS WASO Learning & Development office, specifically the Training Overview compiled by L&D staff in October, 2008. The results of the data collection component can be found in *Section 4: Current Practices*, and in *Appendix 7: Specialized Training Practices*, in the form of one-page Briefing Statements on each program. The following paragraphs detail the data collection processes.

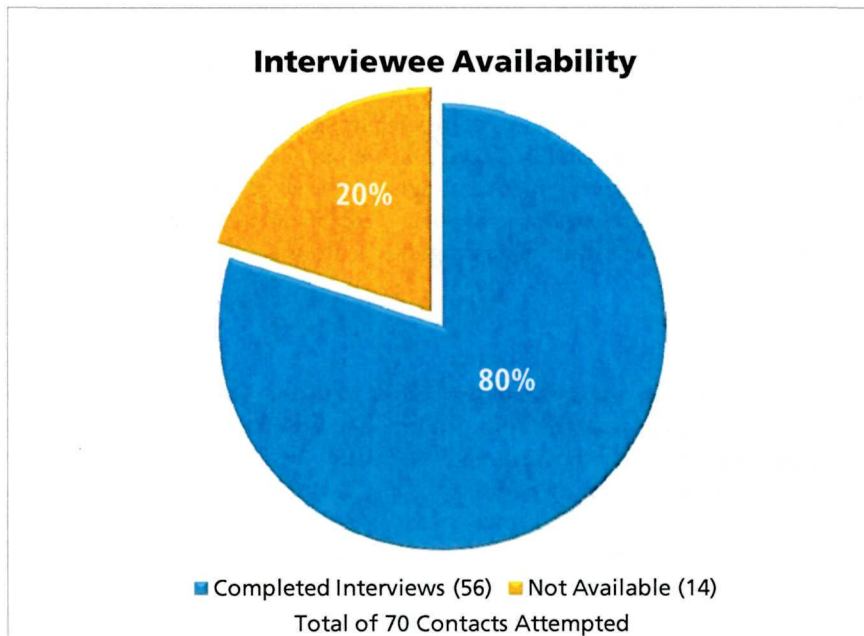
Interviews

CPM began a review of current leadership development and training practices in every region of the NPS prior to the Leadership Development Academic Roundtable, which took place in October 2008. Initially, interviews focused primarily on leadership development and training needs in the NPS, and the potential role of academic partners to fulfill a portion of those training needs. However, many of the interviews also included descriptions of leadership development initiatives, or current practices, which had been implemented at a local or regional level. Following the Leadership Development Academic Roundtable, CPM modified the interview protocol to focus the questions more specifically on these current practices. The findings of the interviews provide the framework for this report.

Between August, 2008 and March, 2009, a total of 56 interviews were conducted. Of these, 18 interviews were conducted in person and 38 by phone. A priority of the interview process was to engage a diverse range of employees from each region and technical discipline. The focus of the research was on employees with first-hand knowledge of current leadership development programs within the service. Each interview was conducted following one of the two protocols to ensure that the information gathered was as consistent as possible across programs and interviewer personnel. Please see *Appendix 1* for a copy of these interview protocols. The first protocol was developed for use in preparation for the Academic Roundtable, whereas the second focuses questions specifically on detailed descriptions of the current practices in leadership development.

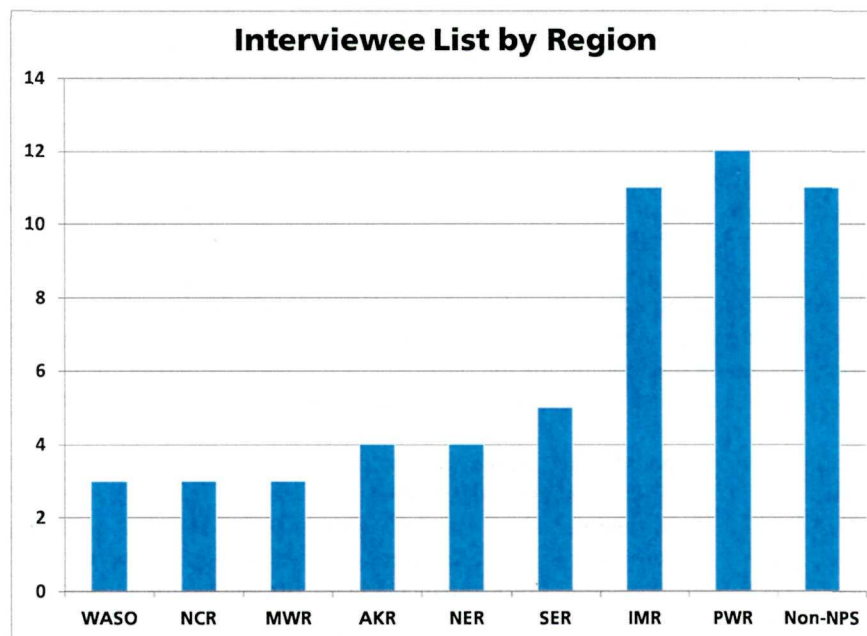
Individuals selected for interviews included key employees and major stakeholders recommended by senior leadership at the NPS, as well as individuals suggested by other interviewees. This type of research, connecting with new interviewees through in-situ references, is commonly known as the 'snowball' sampling method. Additionally, CPM researchers interviewed a Regional Director, Deputy Regional Director, and/or Employee Development Officer (EDO) in every region. Unfortunately, a tactic for identifying these current practices through a Servicewide email request was not available to the research team, for the following reasons: a.) Due to several recent electronic surveys, such as the federal Human Capital Survey, the research team was concerned about survey fatigue, and b.) The amount of time and human capital necessary to conduct such a an

effort was beyond the scope of this project. In some cases, prospective interviewees were unavailable for an interview. The following chart shows the breakdown between contacts made and completed interviews.



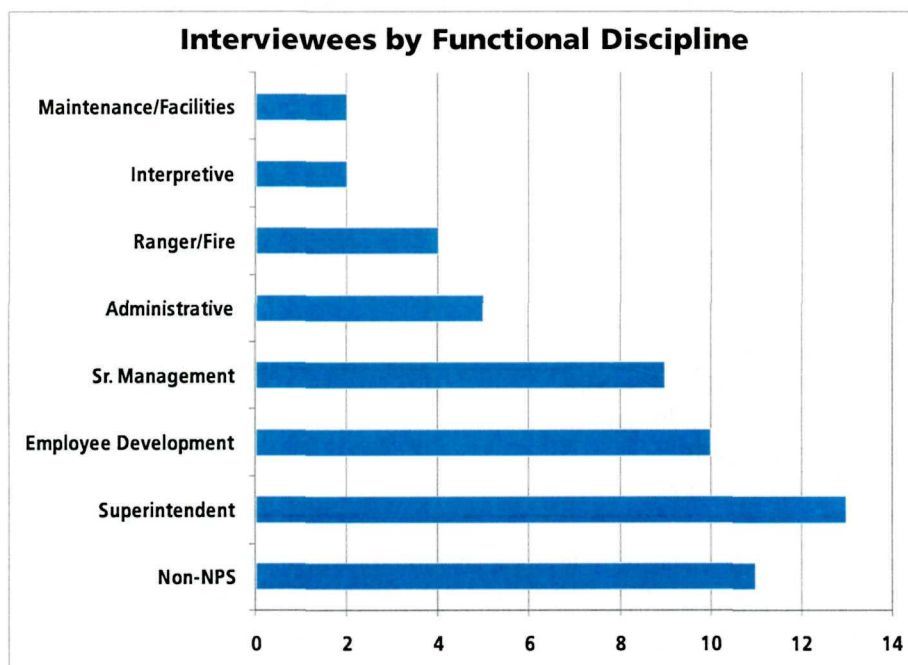
*Interview Status as of March 30, 2009 – Total of 70 Contacts Attempted

The research team contacted NPS employees from each region, as well as some non-NPS employees, such as academics, consultants, and other partners. The non-NPS employees selected for interviews participate in the development, design, and/or delivery of leadership development programs. As a result, they were able to provide key context and information on leadership program components and needs. The following chart summarizes interviewee representation by region.



*Interview Status as of March 30, 2009 – 56 Total Interviews

Lastly, interviewees represented a diverse array of technical disciplines, as well as administrative and senior management ranks. The following chart summarizes the breakdown of interviewees by their functional discipline.



*Interview Status as of March 30, 2009 – 56 Total Interviews

L&D Training Overview

After interviews were conducted, CPM developed a consistent program Briefing Statement format for each leadership development initiative identified through the research. At that point, NPS L&D suggested that CPM reformat the program descriptions included in the *L&D Training Overview* into the Briefing Statement format used in this report. This included the addition of 24 program descriptions which provided additional context to augment the Analysis and Next Steps section of this report. Some programs were not specifically focused on leadership development, these can be found in *Appendix 7: Specialized Training Practices*.

Analysis and Next Steps

Data were analyzed after summarizing each program and categorizing its primary function. Each program's functional type, implementation driver, and any exceptional strengths or challenges were identified. The holistic picture provided by this data was compared to the leadership development components essential for a national NPS leadership development program, as well as informal feedback on leadership development provided by interviewees and previous research, such as the 2008 L & D Training Overview. This analysis informed preliminary suggestions regarding next steps for developing such a program. Further detail on the analysis and results of this component can be found in *Section 5: Analysis of Current Practices and Next Steps*, and in *Appendix 9: Success Factors Research & Analysis*.

After the delivery of this report, CPM will support the NPS in identifying the next logical efforts that will advance a comprehensive leadership development approach resulting from the research and analysis process. NPS will determine, with assistance from CPM and other NPS partners where appropriate, which partners will assume roles in components of the adopted implementation approach. Next steps may include further developing implementation plans and/or implementing elements of those plans.

Section 4: Current Practices

The leadership programs identified through interviews and extracted from the *L&D Training Overview* were distilled into a one-page Briefing Statement that follows a consistent structure. Following an introduction to the Briefing Statement structure and categorization, this section is further divided into three sub-sections of program Briefing Statements, including:

4.1: Current Leadership Development Practices

4.2: Services

4.3: Programs Under Development

Each Briefing Statement is designed to provide an overview of the identified program and includes the following information:

Briefing Statement

Bureau:	National Park Service	Functional Type:	Holistic
Issue:	Leadership Program	Driver:	Local
Park Site:	Service-wide		
Date:	March, 2009	Source:	CPM Field Research

Background: This section may include an explanation for why the program was started, what theories the curriculum is based on, who the program targets, or why the program is needed.

Program Information: This section describes the basic structure of the program. All of the following components are included, and some further context may also be added.

<u>Geographic Scope</u>	Where the program is offered (park, region, Service-wide, etc).
<u>Program Length</u>	May include individual course length or entire program length.
<u>Competencies</u>	Specific leadership competencies, skills, or other development the program addresses.
<u>Enrollment Capacity</u>	Capacity of the program, recent enrollment numbers, or total trained.
<u>Career Level</u>	What career-level this program focuses on (GS-level or general level indication)
<u>Functional Discipline</u>	If applicable, what functional discipline this program is geared toward.
<u>Learning Method</u>	Examples include classroom, on-line, video- conferencing, or resource libraries.
<u>Evaluation Method</u>	If the program is currently being evaluated, evaluation measures and/or brief results are noted here.
<u>Funding Sources</u>	Examples include national, regional, park, partner, or individual employee resources.

Current Status: This section notes current news about the program as well as whether the program is currently operational, is finished, is temporarily shelved, or is pending approval.

Contact: This section provides a point-of-contact for more information.

In some cases, additional program information beyond what is listed in the Briefing Statement is included in the appendices. If applicable, the location of this information will be noted within the Briefing Statement. Additional information found in the appendices includes: detailed program information, leadership theory or competencies used by the program as a foundation, and general reference documents.

Categorization of Programs

In addition to the attributes that have been pulled out of each program within the body of the Briefing Statement, each program has been further categorized in three ways. These designations are located in the upper-right hand corner of the header on each Briefing Statement and are labeled as:

- Functional Program Type
- Implementation Driver
- Information Source

In many instances, a program exhibits characteristics of more than one functional type or implementation driver. In these cases, the *predominant* type or driver of that program was chosen. However, it is important to note that some programs do retain traits which encompass more than one designation.

Functional Program Type

Each Current Practice can be categorized into one of three **functional program types**. This designation seeks to capture the focus and reach of the program. There are three major functional program types: **Occupational**, **Discrete**, and **Holistic**. The Briefing Statements are ordered in this report according to their program type. Each program's functional type designation can be found next to the heading '**Functional Type**.'

1. **Occupational** programs include current practices which are focused on developing career paths, or on one specific career level, such as Superintendent. Examples of current Occupational programs include:
 - Chief Ranger University, Grand Canyon National Park
 - Superintendents' Leadership Roundtable
 - Upward Mobility, Midwest Region
 - Dinosaur National Monument Cross-functional SCEP & Leadership Program
2. **Discrete** programs include current practices which are focused on developing one specific leadership competency or skill, such as Mentoring. Examples of current Discrete programs include:
 - Mentoring, National Capital Region
 - Crucial Conversations
 - Leadership Tours, Antietam National Military Park
 - Making Friends Partnership Training, Midwest Region
3. **Holistic** programs include current practices which are generally based on a set of leadership competencies, and include a spectrum of programs designed to meet short- and long-term leadership development needs of employees at different career levels and/or in different functional disciplines. Examples of current Holistic programs include:
 - Leadership Development Program, Intermountain Region
 - Operational Leadership, Lake Mead & Pacific West Region
 - GOAL Program, Grand Canyon National Park
 - Wildland Fire Leadership Program

Implementation Driver

In addition to categorizing the Briefing Papers by Functional Type, the programs are also categorized according to their respective **implementation driver**. The implementation driver designation seeks to capture the circumstances under which the program was initiated. There are three major categories of implementation drivers: **Local**, **System**, and **Partner**. Each program's implementation driver designation can be found next to the heading 'Driver.'

1. **Locally-driven**, or "grassroots," programs include current practices which have been implemented at the park or regional level using local financial, material, and human resources. These programs are generally developed in response to a need recognized by local leadership, and are often innovative in their cost structure. They sometimes use partners or outside consultants to help deliver specialized training, but also 'train the trainers' so that the park or region has an in-house resource for training delivery in the long-term. This category represents the majority of programs investigated during the research. Examples of current Locally-driven programs include:
 - Coaching, Northeast Region
 - Dinosaur National Monument Cross-functional SCEP & Leadership Program
 - GOAL Program, Grand Canyon National Park
 - Supervisory Training, Southeast Region
2. **System-driven** programs include current practices which are implemented by a park or region in response to a leadership training need for which the financial, material, or human resources are available through another NPS entity or through the national program office. Many of these programs are **discrete** programs which a park or region can use to augment other leadership training. Examples of current System-driven programs include:
 - Superintendents' Leadership Roundtable
 - Mentoring Pilot in Alaska Region
3. **Partner-driven** programs include current practices which have been implemented at the local or regional level in partnership with another agency or outside partner. These programs are often implemented in response to a specific need with the recognition that shared financial, material, or human resources can lead to mutual benefit of each entity. Such a benefit may include reduced cost or access to resources not otherwise available. Examples of current Partner-driven programs include:
 - Gallup University
 - Wildland Fire Leadership Program

Information Source

The **information source** designation is intended to identify which of the two major research sources, **CPM Field Research** or **NPS WASO L&D**, provided the information presented in each of the Current Practices Briefing Statements. These two sources have been discussed previously, in *Section 3: Methodology*. Each program's information source designation can be found next to the header, '**Source**,' and appears in italics.

1. **CPM Field Research** indicates that information pertaining to the Current Practice was gleaned through interviews with NPS field personnel or their partners using one of the two interview protocols found in *Appendix 1*. After information was distilled into Briefing Statement format, interviewees were asked to verify the information via email.

2. NPS WASO L&D indicates that information pertaining to the Current Practice was pulled directly from the *L&D Training Overview* Briefing Statement format to the Briefing Statement format developed for this report. Given that the information came from L&D, and due to time constraints, points-of-contact for the Briefing Statements were not contacted to verify accuracy of information in the new format.

The research interviews and information provided by the NPS WASO Learning & Development office yielded a total of 45 Briefing Statements on current practices in the National Park Service. These current practices are divided into two major sections: *4.1 Current Leadership Development Practices*, and *Appendix 7: Specialized Training Practices*. The former represent leadership development initiatives implemented throughout the Service. The latter, *Specialized Training Practices*, represent training efforts geared toward a particular functional discipline, discrete skill, or business process, which do not currently incorporate strong leadership development components.

In addition, some Learning and Development Services have also been reviewed. These are in the original Briefing Statement format and can be found in *Section 4.2: Services*. Finally, there are a few programs which are currently under development, and therefore not ready for full-scale implementation. These can be found in *4.3 Practices Under Development*. Each of these three sub-sections begins with an index of the included Briefing Statements.

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Briefing Statement

Bureau:	National Park Service	Functional Type:	Occupational
Issue:	Chief Ranger University	Driver:	Local
Park Site:	Grand Canyon National Park		
Date:	March, 2009	Source:	CPM Field Research

Background:

NPS has documented a significant number of senior managers approaching retirement age. In law enforcement, this problem is exacerbated by a mandatory separation age of 57 in the Ranger series and a trend for personnel to stay in the law enforcement field rather than moving up in the agency. This will contribute to significant management difficulties in the future. The Chief Ranger University at Grand Canyon has the potential to affect 50 law enforcement officers, roughly four percent of the national ranger base.

Program Information:

Components of the Chief Ranger University include:

1. *Community Partnering* – Identification of a community group outside of the normal work unit and relationship development.
2. *Mentoring* – Establish a mentor for every participant as well as becoming a mentor to someone. Develop Individual Development Plans (IDP's) for individuals involved.
3. *Detail* – Identify a realistic detail opportunity and work toward putting it into action.
4. *Project* – Identify a park issue; research, develop, and implement a solution and funding strategy.
5. *Advance Training Plan* – Upon completion each person will have developed an advance training plan to carry their development forward for the next 1-3 years.

<u>Geographic Scope</u>	Grand Canyon National Park.
<u>Competencies Addressed</u>	Based on selected OPM and NPS Leadership Competencies (Appendix 2).
<u>Program Length</u>	One year, with four-hour monthly meetings.
<u>Enrollment Capacity</u>	50 participants; 20 currently enrolled.
<u>Career Level</u>	Mid-level supervisor (District Ranger/Program Manager) with goal of obtaining Chief Ranger position within 2-5 years.
<u>Functional Discipline</u>	Ranger Division at Grand Canyon; open to anyone who is interested in developing leadership skills for a career with National Park Service.
<u>Learning Method</u>	Four-hour monthly meetings include readings, discussion, monthly speakers, public speaking, and analytical writing. Video conferencing may be available.
<u>Evaluation Method</u>	Feedback session with pilot program participants (See <i>Appendix 3</i> for a sample of the results of this evaluation).
<u>Funding Sources</u>	Division of Visitor and Resource Protection will set aside \$12,000 for travel cost for guest speakers and miscellaneous expense for the first course.
Current Status:	15 students were enrolled in the original pilot program, ranging from GS-7-12.
Contact:	Mike Archer, Chief Ranger, Grand Canyon National Park, Mike.Archer@nps.gov

Briefing Statement

Bureau:	National Park Service	Functional Type:	Occupational
Issue:	Superintendents' Leadership Roundtable	Driver:	System
Park Site:	Servicewide		
Date:	March, 2009	Source:	CPM Field Research

Background:

In 2001 the NPS Conservation Study Institute (CSI) launched the Superintendents' Leadership Roundtable (SLR) program. The program was based on a similar program developed by the U.S. Forest Service which started in the mid 1990s. Based on the idea that Superintendents are the ideal career level for leading change in the NPS, the SLR provides the opportunity for park managers to network and problem-solve as peers. In this way, the SLR provides an important lever for developing leaders in the NPS. The SLR program directly addresses organizational goals for leadership development and succession identified by Director's Order #33 and the Learning and Development Report.

Program Information:

The SLR consists of facilitated annual sessions that encourage peer consultation in an environment that fosters trust and self awareness. Facilitators guide the conversations using a leadership framework and participants develop agendas based on real world problem-solving while gaining valuable perspectives from peers. Sessions also focus on contemporary leadership challenges and opportunities, and on gaining effectiveness in leading change and leading people.

Participants are recruited by CSI through the Regional Directors' offices using a self-nominating process. In creating SLR groups, a number of factors are considered ensuring a mix of regions, length of service, and size of park. A group of participants advises CSI on program management and evaluation. SLR sessions are held at or near a national park and focus on current issues.

<u>Geographic Scope</u>	Servicewide.
<u>Competencies Addressed</u>	Problem solving, peer consultation, critical thinking, networking.
<u>Program Length</u>	Groups work together over a span of years (varies according to individual); continuous learning model for professional development.
<u>Enrollment Capacity</u>	Capacity is capped at 100 due to funding constraints.
<u>Career Level</u>	Superintendent level.
<u>Functional Discipline</u>	Open to all park superintendents; self-nominating.
<u>Learning Method</u>	Peer-learning through annual sessions with pre-established cohort of 12 – 14 participants.
<u>Evaluation Method</u>	Short-term participant evaluation; long-term evaluation by University of Vermont.
<u>Funding Sources</u>	CSI base funding with support from Intermountain Region and outside funders; participants pay their travel costs.

Current Status:

Ongoing, but at financial capacity. The program can back-fill with new participants as current participants leave the program due to retirement or promotion.

Contact: Nora Mitchell, Conservation Study Institute, Nora_Mitchell@nps.gov

Briefing Statement

Bureau:	National Park Service	Functional Type:	Occupational
Issue:	Upward Mobility	Driver:	Local
Park Site:	Midwest Region		
Date:	March, 2009	Source:	CPM Field Research

Background:

One of the leadership issues that the Midwest region is trying to address is career paths, particularly for university students working part time at the park who decide to become an entry-level employee of the NPS through the STEP/SCEP program. This particular kind of intake is heavily focused on diversity recruitment – NPS gets diverse candidates by taking lower-grade employees, hiring them, and putting them into career-track positions while providing formalized training and education. This is called the “Upward Mobility Program.”

This program has been successful in the past because the Midwest Region set up a formalized training system for the candidates, and modified the program as they went through the different career levels. Each participant finishes at the GS-12 level.

Program Information:

<u>Geographic Scope</u>	Midwest Region.
<u>Competencies Addressed</u>	Career path training; competencies focused by discipline and career level.
<u>Program Length</u>	Throughout career, to GS-12.
<u>Enrollment Capacity</u>	5 hires over 20 year period.
<u>Career Level</u>	Begin at entry level, work toward GS-12.
<u>Functional Discipline</u>	Open to all functional disciplines.
<u>Learning Method</u>	Formalized training program, system modified to fit needs of employees.
<u>Evaluation Method</u>	Unknown.
<u>Funding Sources</u>	Midwest Region training budget.

Current Status:

Open; dependent on student entry-level availability.

Contact: Marty Sterkel, Assistant Regional Director, Partnerships, Midwest Region, Marty_Sterkel@nps.gov

Briefing Statement

Bureau:	National Park Service	Functional Type:	Occupational
Issue:	Cross-functional Student Career Experience Program (SCEP) & Leadership Program	Driver:	Partner
Park Site:	Dinosaur National Monument		
Date:	March, 2009	Source:	CPM Field Research

Background:

The Cross-functional Student Career Experience Program (SCEP) and Leadership Programs at Dinosaur National Park were implemented as a way to address diversity recruiting in the NPS, starting at the park level. This brings in new people who wouldn't otherwise work for the NPS, and addresses a specific training and resource need in the park – visitor center management. Leadership training in both programs includes practical supervisory skills, including performance management and discipline, as well as coaching, mentoring, and leading projects. Grants have been proposed for implementation funding of both programs.

Program Information:

The SCEP program brings in entry-level people based on an old Co-op model. A university student participates for two summers in the program. During the first season, the intern works 2-3 weeks in each division to learn how the NPS works. During the second season, the intern chooses a specialization while mentoring the new first-year student. At the end of the program, the student has 120 days of non-competitive status. The challenge in implementing the program is that the initiative requires a long-term commitment that shows few tangible results in the short-term.

The Leadership program is seeking funding through "Parks as Classrooms," a partnership with Stephen F. Austin University, to develop a visitors center management internship. In this program, the intern starts in January with training on volunteer management and human resource principles. Working collaboratively with a partner organization, the intern would also learn about coaching, mentoring, and managing a small interpretation program. Practical results include conducting one special event and one project.

<u>Geographic Scope</u>	Dinosaur National Monument.
<u>Competencies Addressed</u>	Career path, coaching, mentoring, human resource skills.
<u>Program Length</u>	Two seasons or two semesters (fall and spring).
<u>Enrollment Capacity</u>	One participant annually per program.
<u>Career Level</u>	Entry-level.
<u>Functional Discipline</u>	Open to all functional disciplines.
<u>Learning Method</u>	Peer-to-peer, mentoring, practical application of concepts.
<u>Evaluation Method</u>	No evaluation procedure to date.
<u>Funding Sources</u>	Proposed funding through Parks as Classrooms, Student Conservation Association (SCA), and AmeriCorps.

Current Status:

In implementation, pending funding request approval.

Contact: Carla Beasley, Chief of Interpretation, Dinosaur National Monument, Carla_Beasley@nps.gov

Briefing Statement

Bureau:	National Park Service	Functional Type:	Occupational
Issue:	Coaching	Driver:	Local
Park Site:	Northeast Region		
Date:	March, 2009	Source:	CPM Field Research

Background:

In 2008 the NER provided coaching to a handful of superintendents.

Program Information:

The program provided coaching for four to six superintendents within the NER through seven separate sessions. The program is similar to an executive coach program, but at the superintendent level.

<u>Geographic Scope</u>	Northeast Region.
<u>Competencies Addressed</u>	Unknown.
<u>Program Length</u>	One year.
<u>Enrollment Capacity</u>	Four to six during pilot.
<u>Career Level</u>	Superintendent.
<u>Functional Discipline</u>	Supervision.
<u>Learning Method</u>	Self-directed.
<u>Evaluation Method</u>	Unknown.
<u>Funding Sources</u>	NER training budget.

Current Status:

In 2008 approximately six superintendents were offered one-on-one coaching sessions. The continuation of this program is unclear at this time.

Contact: Mike Reynolds, Deputy Regional Director, Northeast Region, Mike_Reynolds@nps.gov

Briefing Statement

Bureau:	National Park Service	Functional Type:	Occupational
Issue:	Law Enforcement Intake Program	Driver:	Local
Park Site:	Northeast Region		
Date:	March, 2009	Source:	CPM Field Research

Background:

In 2009 the NER undertook a partnership with Temple University in Philadelphia to develop a Law Enforcement Intake program.

Program Information:

Temple University has a strong law enforcement program and a very diverse student population. This partnership (whose MOU details are still being worked out at the time of writing) will provide NER's law enforcement division with a strong foundation of entry-level LE Rangers while meeting the NPS' diversity goals.

<u>Geographic Scope</u>	Northeast Region.
<u>Competencies Addressed</u>	Law Enforcement.
<u>Program Length</u>	Unknown.
<u>Enrollment Capacity</u>	Unknown.
<u>Career Level</u>	Entry-level.
<u>Functional Discipline</u>	Law Enforcement.
<u>Learning Method</u>	Academic.
<u>Evaluation Method</u>	Grades, as provided through a typical university-based system.
<u>Funding Sources</u>	NER training budget.

Current Status:

The Law Enforcement Intake Program is kicking-off in 2009.

Contact: Mike Reynolds, Deputy Regional Director, Northeast Region, Mike_Reynolds@nps.gov

Briefing Statement

Bureau:	National Park Service	Functional Type:	Holistic
Issue:	Senior Executive Service	Driver:	Partner
	Candidate Development Program		
Park Site:	Servicewide		
Date:	March, 2009	Source:	CPM Field Research

Background:

Leaders who have gone through this training report that they gain a broader governmental perspective from peer leaders in other governmental agencies. The highly selective Department of Interior program includes mentoring, detail, and academic learning programs. Typically candidates selected for the program, which has no intake limit, are those who have been with the bureau for a while and are “known commodities”. Funding for DOI SES programs comes from individual bureaus which identify candidates through a rating system that identifies which employees are eligible and will best meet the staffing needs of the bureaus in the coming years. The funding level that each bureau provides dictates the number of participants as well as the number and types of programs the candidates can attend.

Program Information:

Selected candidates include their participation in the program as part of their Individual Development Plan which is approved by their immediate supervisor and mentor. Travel costs are paid for out of the local budget (park or regional level). In 2009, OPM will begin to provide guidance regarding SES programs. This may pressure DOI to work together on a departmental level in order to achieve critical mass and to develop strong, executive-level programs.

<u>Geographic Scope</u>	Servicewide.
<u>Competencies Addressed</u>	OPM Leadership Competencies at high level.
<u>Program Length</u>	18 months.
<u>Enrollment Capacity</u>	Dependent on available bureau funding.
<u>Career Level</u>	Senior Management.
<u>Functional Discipline</u>	Open to all functional disciplines.
<u>Learning Method</u>	Classroom, on-line resources, details throughout DOI, University, group networking.
<u>Evaluation Method</u>	Unknown.
<u>Funding Sources</u>	Costs paid by NPS; park or region provides travel cost.

Current Status:

The Department of Interior program is on-going.

Contact: Sandy Wells, Director, Strategic Employee Development, Department of Interior,
Sandra_Wells@ios.doi.gov

Briefing Statement

Bureau:	National Park Service	Functional Type:	Discrete
Issue:	Mentoring Pilot Program	Driver:	System
Park Site:	Alaska Region		
Date:	March, 2009	Source:	CPM Field Research

Background:

In June 2007 the Mid-Level Management Development Class of 2007 developed a "National Park Service Mentoring Program." The intent was to pilot the program in two regions, National Capital Region and the Alaska Region. The Alaska region has piloted the program in a slightly reduced form. National Capital Region is currently implementing the pilot.

Program Information:

<u>Geographic Scope</u>	Alaska Region.
<u>Competencies Addressed</u>	Unknown.
<u>Program Length</u>	Pilot ran December 2007 – February 2009.
<u>Enrollment Capacity</u>	4 pairings during pilot for a total of 8 participants.
<u>Career Level</u>	Mid-level (GS-11/12).
<u>Functional Discipline</u>	Open to all functional disciplines.
<u>Learning Method</u>	Linda Wright conducted "Crucial Conversations" to help the participants identify the type of conversations they should be having with employees. Joann Polcari of Italix Consulting Services delivered a one-day mentoring course, titled <i>Building Mentoring Relationships: Tools and Techniques</i> . The remainder of the program was largely self-directed, with John Bryant providing oversight.
<u>Evaluation Method</u>	A formal assessment is expected in spring 2009.
<u>Funding Sources</u>	Alaska Regional budget.

Current Status:

The Alaska pilot comes to an end in February 2009; continuation of the program is currently unclear.

Contact: John Bryant, Employee Development Officer, Alaska Region, John_Bryant@nps.gov

Briefing Statement

Bureau:	National Park Service	Functional Type:	Discrete
Issue:	Mentoring Pilot Program	Driver:	Local
Park Site:	Intermountain Region		
Date:	March, 2009	Source:	CPM Field Research

Background:

In 2009, the Intermountain Region decided that a pilot mentoring program would allow for greater career development and retention of institutional knowledge.

Program Information:

<u>Geographic Scope</u>	Intermountain Region.
<u>Competencies Addressed</u>	Will improve retention of new employees, offer developmental or “stretch” assignments, and pass on institutional knowledge; individual mentor/mentee pairs will identify appropriate competencies.
<u>Program Length</u>	February 1, 2009 to September 30, 2009.
<u>Enrollment Capacity</u>	78; 39 mentees and 39 mentors.
<u>Career Level</u>	Permanent and term employees at the GS-4 through GS-13 levels are eligible to apply as mentees; permanent employees at the GS-9 through GS-14 levels are eligible to apply as mentors.
<u>Functional Discipline</u>	Open to all functional disciplines.
<u>Learning Method</u>	One-on-one mentoring.
<u>Evaluation Method</u>	A formal assessment of the program is expected in fall, 2009, at the conclusion of the pilot program.
<u>Funding Sources</u>	\$5,000 from Intermountain’s training budget.

Current Status:

Ongoing, program was launched in February 2009.

Contact: Colleen Osborne, Employee Development Specialist, Colleen_Osborne@nps.gov

Briefing Statement

Bureau:	National Park Service	Functional Type:	Discrete
Issue:	Mentoring Pilot Program	Driver:	System
Park Site:	National Capital Region		
Date:	March, 2009	Source:	CPM Field Research

Background:

In June, 2007 the Mid-Level Management Development Class of 2007 developed a "National Park Service Mentoring Program." The intent was to pilot the program in two regions, National Capital Region and the Alaska Region. The National Capital Region implemented the pilot in December 2009.

Program Information:

<u>Geographic Scope</u>	National Capital Region.
<u>Competencies Addressed</u>	Individual mentors/mentees will identify appropriate competencies.
<u>Program Length</u>	Unknown.
<u>Enrollment Capacity</u>	Unknown.
<u>Career Level</u>	Unknown.
<u>Functional Discipline</u>	Open to all functional disciplines.
<u>Learning Method</u>	Self-directed.
<u>Evaluation Method</u>	Unknown.
<u>Funding Sources</u>	NCR training budget.

Current Status:

The National Capital Region's pilot is currently ongoing.

Contact: Lisa Mendelson-Ielmini, Deputy Regional Director, National Capital Region,
Lisa_Mendelson_Ielmini@nps.gov

Briefing Statement

Bureau:	National Park Service	Functional Type:	Discrete
Issue:	Crucial Conversations	Driver:	Local
Park Site:	Pacific West Region		
Date:	March, 2009	Source:	CPM Field Research

Background:

According to the authors of *Crucial Conversations*, our lives are run by crucial conversations we are not having or not having well. Crucial conversations are defined as a discussion between two or more people where the stakes are high, opinions vary, and emotions run strong. This training program helps people recognize the need for crucial conversations, effectively identify and resolve disagreements, build acceptance, embrace change, and foster teamwork. As a result of the training, important decisions occur early and have a better chance to yield high-quality decisions backed by unity and agreement. Furthermore, crucial conversations are addressed early and don't fester into long-standing conflicts that often diminish productivity and employee satisfaction.

Program Information:

Geographic Scope Available to all interested employees in Pacific West Region; Alaska region piloted the course as a part of its mentoring program in February, 2008.

Competencies Addressed

- Conflict Management
- Influencing/Negotiating
- Interpersonal Skills
- Integrity/Honesty
- Resilience
- Problem Solving
- Accountability
- Oral/written communication
- Flexibility
- Continual Learning

Program Length 2 to 2.5 Days.

Enrollment Capacity Preferred class size is between 18 and 24 participants.

Career Level Pre-supervisory to supervisory and above. The point is to get tools to employees early in their career so that they bring more resourcefulness to their interactions. First-line supervisors would be a good focus.

Functional Discipline Open to all functional disciplines.

Learning Method A 2-day instructor-led workshop where participants learn specific techniques for first recognizing, then productively engaging in crucial conversations. Participants learn their "style under stress" when faced with a conflict and they learn how to manage that style in ways that promote more effective outcomes for themselves and others.

Evaluation Method Kirkpatrick Method (level four) is the preferred industry approach for the Department and for government.

Funding Sources Currently funded out of regional budgets; PWR provides a "matching grant" for parks/offices interested in participating.

Current Status:

Continues to be held in Pacific West Region on an ad-hoc basis.

Contact: Linda Wright, Organization Consultant, Pacific West Region, Linda.Wright@nps.gov

Briefing Statement

Bureau:	National Park Service	Functional Type:	Discrete
Issue:	Leadership Tours	Driver:	Local
Park Site:	Antietam National Military Park		
Date:	March, 2009	Source:	CPM Field Research

Background:

Antietam regularly conducts training for a variety of government agencies, as well as some private industries. Because Antietam began as a military property, it has always been used as an open classroom, or "test bed," for the military. Approximately 10 years ago, this training began to evolve into a focus on the "characters" and what could be learned from them. How did their strategies and leadership impact the battle? Communication styles, leadership types, and strategies all influenced the battle's outcome. Rangers perform about 90 of these trainings per year. Occasionally, the military brings classes with their own trainers.

Program Information:

<u>Geographic Scope</u>	Antietam National Military Park; open to all organizations to attend.
<u>Competencies Addressed</u>	Communication, strategic planning, leadership skills and style.
<u>Program Length</u>	2-3 hour session.
<u>Enrollment Capacity</u>	90 trainings for various organizations held in the past year.
<u>Career Level</u>	All; seasonal workers to SES level training.
<u>Functional Discipline</u>	Focus on military and law enforcement; open to all functional disciplines.
<u>Learning Method</u>	Learning through an interpretive tour held by a ranger. Examples of the battle at Antietam and how the leadership styles of the generals and other commanders influenced the battle. Training may also involve reenactment of pieces of the battle or working as a team to "man" a canon.
<u>Evaluation Method</u>	Measured mainly by its popularity and frequency of use.
<u>Funding Sources</u>	Funded through the park for interpretive resources and internal employees' training time; external audiences pay for their own travel expense and any classroom space.

Current Status:

Ongoing as part of the resource interpretation mission of the park.

Contact: John Howard, Superintendent, Antietam National Battlefield, John_Howard@nps.gov

Briefing Statement

Bureau:	National Park Service	Functional Type:	Discrete
Issue:	Making Friends Partnership Training	Driver:	Local
Park Site:	Midwest Region		
Date:	March, 2009		

Source: CPM Field Research

Background:

The Making Friends Partnership training was originally conceived under the title, "Taking Flight on How to Start a Friends Group." The training has been well-received, and is in the running for a Collaborative Conservation Award. Trainings occur in classroom settings throughout each region, though portions of the trainings are available via the web. The training materials include a hard copy of the "*Making Friends*" handbook and a flash drive with copy of Director's Order 21 and the document "The Future of America's National Parks: A Report to the President by the Secretary of Interior, May 2007." By June of 2009, an expected nine trainings will be completed.

Program Information:

<u>Geographic Scope</u>	Servicewide.
<u>Competencies Addressed</u>	Managing Partnerships.
<u>Program Length</u>	2-3 days.
<u>Enrollment Capacity</u>	30 – 35 participants.
<u>Career Level</u>	Generally, Supervisor and above, preference for emerging leaders.
<u>Functional Discipline</u>	Open to all functional disciplines, including NPS personnel, partners, and prospective Park partners.
<u>Learning Method</u>	Classroom and on-line training resources.
<u>Evaluation Method</u>	Unknown.
<u>Funding Sources</u>	The benefitting organization(s) pays for travel costs, other costs are unknown.

Current Status:

Ongoing; 9 trainings to be completed by June, 2009; additional courses will be offered, dependent on attendee interest and funding.

Contact: Mike Pflaum, Partnership Coordinator, Midwest Region, Mike_Pflaum@nps.gov

Briefing Statement

Bureau:	National Park Service	Functional Type:	Discrete
Issue:	Contracting Officer's Representative (COR) and, Contracting Officer's Technical Representative (COTR)	Driver:	Local
Park Site:	Alaska Region		
Date:	March, 2009	Source:	CPM Field Research

Background:

COTR Certification prepares individuals in agencies to act for the Contracting Officer in certain situations and administer a contract on a daily basis. Curriculum for this training varies from one governmental agency to another.

Program Information:

A comprehensive COTR course is designed to provide non-contracting personnel with knowledge of the federal acquisition process as well as the knowledge and skills to execute their responsibilities as a representative of the contracting officer.

<u>Geographic Scope</u>	Alaska Region.
<u>Competencies Addressed</u>	Procurement ethics, managing and measuring contract performance, problem-solving, attention to detail, negotiating and influencing, project management.
<u>Program Length</u>	Unknown.
<u>Enrollment Capacity</u>	Approximately 15.
<u>Career Level</u>	Unknown.
<u>Functional Discipline</u>	Project manager, contracting officer, training managers, or anyone who has or may have budget responsibilities or contract responsibilities.
<u>Learning Method</u>	In-person, instructor-delivered training with team-based projects.
<u>Evaluation Method</u>	Unknown.
<u>Funding Sources</u>	Funded through a contractual agreement between the NPS and U.S. Fish and Wildlife because they share resources that require contracting in the Alaska region.

Current Status:

Unknown.

Contact: Ralph Moore, Superintendent, Katmai National Park and Preserve, Aniakchak National Monument and Preserve, Alagnak Wild River, Ralph.Moore@nps.gov

Briefing Statement

Bureau:	National Park Service	Functional Type:	Holistic
Issue:	Gallup University	Driver:	Partner
Park Site:	Midwest Region		
Date:	March, 2009		

Source: CPM Field Research

Background:

Gallup University is located near the Regional office in Omaha, Nebraska and regularly trains 75,000 executives a year, so working with them on leadership development seemed like a natural fit for the Midwest Region. Gallup and the Midwest Regional Office have agreed to share their expertise in leadership development. Gallup will help the NPS to build business acumen with park leaders, and NPS will help Gallup to build conservation acumen with business leaders; i.e., teach them there is “more to green than just the color of money.”

Of particular interest are Gallup’s leadership assessment tools, which assess leaders before they’re put into place. This system could prove helpful to the NPS for targeting the best candidates for leadership development. MWR is also working on the development of a curriculum-based engagement strategy to decrease absenteeism, and increase productivity and retention.

Program Information:

<u>Geographic Scope</u>	Midwest Region.
<u>Competencies Addressed</u>	Business management principles, leadership assessment, succession planning, leadership skills.
<u>Program Length</u>	Unknown.
<u>Enrollment Capacity</u>	In total, Gallup trains about 75,000 executives per year.
<u>Career Level</u>	GS-9 and above.
<u>Functional Discipline</u>	Open to all functional disciplines.
<u>Learning Method</u>	Unknown.
<u>Evaluation Method</u>	Gallup will use their well-tested and well-respected assessment tools.
<u>Funding Sources</u>	Midwest Regional budget.

Current Status:

NPS is currently working on an MOA to define the relationship and develop it into an MOU.

Contact:

Marty Sterkel, Assistant Regional Director, Partnerships, Midwest Region, Marty_Sterkel@nps.gov

Briefing Statement

Bureau:	National Park Service	Functional Type:	Holistic
Issue:	Operational Leadership Program	Driver:	Local
Park Site:	Lake Mead, Pacific West Regional Office		
Date:	March, 2009	Source:	CPM Field Research

Background:

The Lake Mead Ranger Division established a leadership training program to reaffirm its commitment to developing leaders at the unit level who will lead at the national level. All employees are responsible for demonstrating critical leadership competencies appropriate to their pay grade. The program ensures that leadership development is not viewed as a stand-alone program, but rather a necessary culture shift. Based on the Coast Guard model and the fundamentals of Operational Leadership, the model has been rolled out at Lake Mead, is being implemented at the Pacific West Regional level, and is being developed for Servicewide utilization.

Program Information:

The program consists of the following components:

- 1) Updated Performance Plans with Operational Risk Management and Leadership Critical Elements
- 2) Operational Leadership Training required for all employees
- 3) Park/Unit Level Leadership Training (Line Academy by Steve Kent)
- 4) Individual Development Plans
- 5) Continual Learning
- 6) Mentoring Opportunities
- 7) Consistent System-wide Training
- 8) Reliable & Accurate Evaluations

<u>Geographic Scope</u>	Lake Mead NRA, Pacific West Regional Office, eventually Servicewide.
<u>Competencies Addressed</u>	Based on US Coast Guard's 28 Leadership Competencies; broad categories include Leading Self, Leading Others, Leading Performance & Change, and Leading the National Park Service (Appendix 4).
<u>Program Length</u>	Utilized throughout the employee's tenure at Lake Mead; encouraged to continue training throughout career. Line Academy is a week-long course.
<u>Enrollment Capacity</u>	Open to all functional disciplines at Lake Mead.
<u>Career Level</u>	All; program focuses on different competencies depending on career level.
<u>Functional Discipline</u>	Focused on Ranger ranks.
<u>Learning Method</u>	Line Academy is a classroom setting; continual learning resources; supervisor meetings for development planning, mentor meetings.
<u>Evaluation Method</u>	Individual evaluations yearly; still drafting evaluation plan for program.
<u>Funding Sources</u>	Generally compiled through Ranger training funds or 'leftover' funds.

Current Status:

Operational Leadership is ongoing at Lake Mead, and has also been offered throughout Pacific West Region.

Contact: David Horne, Deputy Chief Ranger, Lake Mead, David_Horne@nps.gov
Scott Wanek, Chief Ranger, Pacific West Region, Scott_Wanek@nps.gov

Briefing Statement

Bureau:	National Park Service	Functional Type:	Holistic
Issue:	GOAL Program	Driver:	Local
Park Site:	Grand Canyon National Park		
Date:	March, 2009	Source:	CPM Field Research

Background:

Generating Organizational Advancement and Leadership (GOAL) is a program for all Grand Canyon National Park employees. It provides employees with the skills necessary to intentionally and strategically develop career and leadership goals that will create effective leaders to sustain a highly functioning National Park Service. All employees are encouraged to participate; some are targeted for the Grand Canyon Leadership Academy.

Program Information:

Each employee creates an Individual Development Plan (IDP) and has access to biannual speaker sessions, leadership resource libraries, and Resiliency and Intergenerational Diversity programs. Supervisors are provided coaching workshops, offered twice a year, to provide the skills needed to have focused conversations with employees about their development goals. Sixteen employees participate in the Leadership Academy, which spends an average of one day per month for eight months exploring leadership topics and applying them to their work at Grand Canyon (i.e. planning and implementing a project to improve the park).

Geographic Scope The program is open to all employees at Grand Canyon National Park, and smaller Parks with which Grand Canyon works closely, as appropriate (e.g. Navajo National Monument).

Program Length There is an annual schedule of learning activities & events for employees. The Leadership Academy is held 9 months out of the year.

Competencies Based on selected OPM and NPS Leadership Competencies (Appendix 2).

Enrollment Capacity All employees of the park have access to the IDP's, speaker sessions, and library resources; the Grand Canyon Leadership Academy is open to 16 selected employees, including one from Navajo National Monument.

Career Level All employees; GS 9-12 are targeted for the Leadership Academy.

Functional Discipline Open to all functional disciplines.

Learning Method Use "simultaneous learning," through IDP's, speaker sessions, leadership resource libraries, coaching workshops for supervisors, and small-grant funded projects intended to stretch employees' professional skills.

Evaluation Method Each session is evaluated, measuring learning against desired competencies. Evaluation protocol for full program is currently being drafted.

Funding Sources Grand Canyon training budget.

Current Status:

The program was developed in response to focused research on staff development needs in September of 2008. The first full nine-month program began in January, 2009.

Contact: Raquel Romero, Leadership & Organization Development Manager, Raquel_Romero@nps.gov

Briefing Statement

Bureau:	National Park Service, Other Federal Agencies	Functional Type:	Holistic
Issue:	Wildland Fire Leadership Program	Driver:	Partner
Park Site:	Fire Discipline Servicewide		
Date:	March, 2009	Source:	CPM Field Research

Background:

The Wildland Fire Leadership Development program was formed upon request from the National Wildfire Coordinating Group (NWCWG) in 2000, upon recognition of the need to improve leadership development within the interagency wildland fire service. While it was acknowledged that the program would likely take 10 years to fully mature, a curriculum was developed based on the following guiding principles:

- 1) Use a common set of leadership values
- 2) Invest early in a person's career for leadership development training
- 3) Use experiential learning opportunities
- 4) Emphasize decision-making skills
- 5) Encourage fire personnel to be students of leadership throughout their career
- 6) Partner with outside expertise

Although the basic tenets of leadership are universal, due to the responsive needs of the fire discipline, the program focuses more on decision-making and team cohesion skills than on workforce development type skills. The curriculum teaches these skills through a series of formal courses taught throughout a career as well as self-development tools and informational resources on-line.

Program Information:

<u>Geographic Scope</u>	International.
<u>Competencies Addressed</u>	Situational Awareness, Decision-making, Communication, Values/Principles/Ethical Dilemmas, Building Team Cohesion, Mentoring.
<u>Program Length</u>	Available throughout career, from week-long programs to resource libraries.
<u>Enrollment Capacity</u>	Approximately 1,000-2,500 per year, depending on demand.
<u>Career Level</u>	All; with emphasis on early leader development.
<u>Functional Discipline</u>	Wildland Fire Fighters.
<u>Learning Method</u>	Online tools, simulation and experiential learning, case studies, in-person workshops (training series throughout career track – 5 formal courses).
<u>Evaluation Method</u>	One major success measure is who is using the program. Graduate student survey using post-testing and 5-yr evaluation are available on website.
<u>Funding Sources</u>	Training funding must come from individual agencies' training programs. Program development was sponsored by NCWG.

Current Status:

The Wildland Fire Leadership Program is finishing its 8th year, and continues. The program has trained 10,000-20,000 to date. Additional information can be found at: www.fireleadership.gov.

Contact: Jim Cook, Training Projects Coordinator, US Forest Service, jrcook@fs.fed.us

Briefing Statement

Bureau:	National Park Service	Functional Type:	Holistic
Issue:	Leadership Development Program	Implementation:	Local
Park Site:	Intermountain Region		
Date:	March, 2009	Source:	CPM Field Research

Background:

The Intermountain Region recognizes that a combination of initiatives that encourage leadership development must be implemented in order to ingrain leadership practices culturally within the NPS. The Leadership Development Program which is currently being cultivated in the region is attempting to address the major components of leadership development at different career levels. The program is based both on OPM's Leadership Competencies (Appendix 2) and on the fundamentals of Operational Leadership (Appendix 6).

Program Information:

The program consists of the following components:

- 1) Executive Coaching
- 2) Developmental Details
- 3) Socially Responsive Management Program
- 4) Assessments and Appraisals
- 5) Developmental Superintendent Positions
- 6) Regional Leadership Council
- 7) Mentoring and Superintendent's Leadership Roundtable
- 8) Future Superintendents Academy – under development

Please see *Appendix 5* for further information on each of these programs.

<u>Geographic Scope</u>	Intermountain Region.
<u>Competencies Addressed</u>	Based on OPM's Leadership Competencies.
<u>Program Length</u>	Ongoing, with periodic classroom components.
<u>Enrollment Capacity</u>	Limited by Regional training budget.
<u>Career Level</u>	Program is geared toward Division Chief level and higher.
<u>Functional Discipline</u>	Open to all disciplines with leadership aspirations.
<u>Learning Method</u>	Combination of one-on-one, peer review, and classroom settings.
<u>Evaluation Method</u>	TBD.
<u>Funding Sources</u>	TBD.

Current Status:

Ongoing program; some components are under development.

Contact: Sarah Conlon, Employee Development Officer, Intermountain Region, Sarah_Conlon@nps.gov
Mike Snyder, Regional Director, Intermountain Region, Mike_Snyder@nps.gov

Briefing Statement

Bureau:	National Park Service	Functional Type:	Holistic
Issue:	Supervisory Training	Driver:	Local
Park Site:	Southeast Region		
Date:	March, 2009	Source:	CPM Field Research

Background:

In FY 2008, SER's EDO refocused regional training to ensure that required supervisory training is being completed.

Program Information:

The Supervisory Training Program consists of two phases:

Phase I is a 40-hour course designed to meet mandatory training requirements for new supervisors, teaching human resource management, EEO, diversity, and ethics. The course is classroom based.

Phase II supports development of supervisory leadership competencies and skills. The primary goal is to provide leaders with an increased self-awareness to visualize, communicate, and forge the National Park Service future. The intent is to prepare leaders to display proficiency in a leadership role; situational leadership is the foundation of Phase II training which is delivered using the experiential learning methodology (ELM). This allows participants to acquire new behaviors by trying them in realistic situations similar to those faced on-the-job. Targeted competencies include: interpersonal skills, oral communication, conflict management, team building, influencing, flexibility, and negotiating.

<u>Geographic Scope</u>	Southeast Region.
<u>Competencies Addressed</u>	Diversity, Employee Development, Delegation, Situational Leadership, OWCP & Safety, Conflict Management, Oral Communication, Influencing.
<u>Program Length</u>	The two phases occur over a two-year period. The length of each phase is 40 hours.
<u>Enrollment Capacity</u>	18 – 21 participants.
<u>Career Level</u>	Supervisor.
<u>Functional Discipline</u>	Supervision.
<u>Learning Method</u>	Classroom.
<u>Evaluation Method</u>	Journaling throughout the course and an in-depth, end-of-course evaluation where participants compare knowledge prior to the course to their knowledge after course completion.
<u>Funding Sources</u>	SER training budget.

Current Status:

Training is ongoing.

Contact: Kimberlee Suber, Employee Development Officer, Southeast Region, Kimberlee_Suber@nps.gov

Briefing Statement

Bureau:	National Park Service	Functional Type:	Holistic
Issue:	Community Leadership Training	Driver:	Partner
Park Site:	San Antonio Missions		
Date:	March, 2009	Source:	CPM Field Research

Background:

The local Federal Executive Board (FEB) in San Antonio, Texas has been providing leadership development training for federal employees who reside locally for many years. A comparable program is available through the local Chamber of Commerce (CoC). Employees of San Antonio Missions have been able to participate in both programs.

Program Information:

Both of these programs target mid-level NPS employees. Participants meet once a month with the same group over a one-year span. Funding for the program is provided by the FEB or CoC; there is little to no cost burden to the individual park. Supervisors approve the participation of employees in the programs, and allocate any small fees, if necessary. Both programs are seen as valuable to park employees.

<u>Geographic Scope</u>	San Antonio Missions.
<u>Competencies Addressed</u>	Initiative, goal-setting, accountability, leading by example, professionalism.
<u>Program Length</u>	Approximately one year.
<u>Enrollment Capacity</u>	Dependent on program funding.
<u>Career Level</u>	GS-7 to GS-11.
<u>Functional Discipline</u>	Open to all functional disciplines.
<u>Learning Method</u>	Classroom.
<u>Evaluation Method</u>	Unknown.
<u>Funding Sources</u>	Federal Executive Board training is free, Chamber of Commerce training funding provided by the park.

Current Status:

Ongoing; Federal Executive Board training may be ending due to lack of funding.

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Briefing Statement

Bureau:	National Park Service	Functional Type:	Occupational
Issue:	Facility Manager Leaders Program	Driver:	System
Park Site:	Servicewide		
Date:	March, 2009	Source:	NPS WASO L&D

Background:

The Facility Manager Leaders Program (FMLP) was developed as a result of a need identified in several guidance documents from DOI, NPS, Facility Management Professionals, and NPS Facility Management field staff. NPS Learning & Development's 1997 Facility Manager Competencies were revised and realigned to place strong emphasis on facility management, and were then validated outside of the NPS. These competencies, which can be found on the FMP web page, provide a foundation for the FMLP and facility management workforce development plan.

Program Information:

Based on information provided by a workgroup in August, 2005, the FMLP has been developed with a course of study document created by the Eppley Institute. Additionally, a workforce development plan was created to provide a wider audience the opportunity for individual development. The year-long FMLP began in FY 2006 and includes the following courses:

- *Principles of Asset Management*
- Distributed Learning Session #1
- *Advanced Facility Managers Course*
- Distributed Learning Session #2
- *Capstone Study of Facility Management*

FLMP students have piloted the training development for a Park Asset Management Plan, and current students are piloting training on how to manage the work flow at a park through an Annual Work Plan.

<u>Geographic Scope</u>	Servicewide.
<u>Competencies Addressed</u>	NPS Facility Manager Competencies.
<u>Program Length</u>	1 year.
<u>Enrollment Capacity</u>	Past courses have included 15-18 students.
<u>Career Level</u>	FMLP for pre-management level; workforce development open to all levels.
<u>Functional Discipline</u>	Facility Management.
<u>Learning Method</u>	Classroom, e-learning, details, park and/or system level projects, readings.
<u>Evaluation Method</u>	FY06/07: 11 of 15 students promoted; FY07/08: 4 of 15 students promoted; Ongoing assessments, including ROI analysis.
<u>Funding Sources</u>	WASO, Regional funding.

Current Status:

FY06/07 had 15 students; FY07/08 had 15 students, and FY08/09 (current class) has 18 students enrolled.

Contact: Betsy Dodson, Facility Management Specialist PFMD, Betsy.Dodson@nps.gov

Briefing Statement

Bureau:	National Park Service	Functional Type:	Occupational
Issue:	New Superintendent Academy	Driver:	System
Park Site:	Servicewide		
Date:	March, 2009	Source:	NPS WASO L&D

Background:

The New Superintendent Academy is designed to meet the leadership development needs of newly assigned, veteran, and potential superintendents. The academy provides a platform for self-discovery and recreation necessary for first-time Superintendents to transition into their leadership roles. To develop the program, ten key learning outcomes identified from broad-based interviews were combined with OPM Executive Core Qualifications to form the foundation. A design team representing a wide range of Superintendent interest helped construct the curriculum which was vetted through the NLC and Deputy Regional Directors.

Program Information:

Program uses varied approaches to draw learning from within the Superintendent's current workload. E-learning provides access to speaker sessions that involve national and globally recognized leaders and thinkers, providing continuity between the three classroom seminars. Rolling recruitment allows new superintendents to enroll as soon as they are appointed. Residential components address leadership, communication, self-awareness, working with the media, and policy implementation. Special emphasis learning tracks address current issues facing the NPS.

<u>Geographic Scope</u>	Servicewide.
<u>Competencies Addressed</u>	Ten core learning outcomes, or business needs, developed through broad-based interviews; OPM's Executive Core Qualifications, learning track based on current issues (2008-09 is "Partnering").
<u>Program Length</u>	18 months.
<u>Enrollment Capacity</u>	Pilot enrollment at 24 full-time enrollees and 27 self-directed learners; rolling recruitment for new superintendents to join.
<u>Career Level</u>	Superintendent.
<u>Functional Discipline</u>	Open to all functional disciplines.
<u>Learning Method</u>	Classroom, on-line discussion boards, TEL, web seminars, park component, coaching, mentoring, speaker sessions.
<u>Evaluation Method</u>	Unknown.
<u>Funding Sources</u>	WASO's Learning and Development Division.

Current Status:

Launched June 1, 2008. Classroom sessions, on-line discussion boards, webinars, and virtual classroom fully operational. Instructional guide to mentoring, *Sharing Wisdom* was introduced. Various National and Regional Directors have addressed the Academy. To date, 41 full-time enrollees with 27 self-directed learners.

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Sandy Taylor, Supervision, Management, and Leadership Program Manager, WASO, Capital Training Center, Sandy.Taylor@nps.gov

Briefing Statement

Bureau:	National Park Service	Functional Type:	Holistic
Issue:	NPS Fundamentals	Driver:	System
Park Site:	Servicewide		
Date:	March, 2009	Source:	NPS WASO L&D

Background:

The National Park Service Fundamentals course of study had its beginnings as Compass, a training program which began in the mid-1990's as the successor to Ranger Skills. In 2001, NPS Fundamentals was established as a centrally funded program, and has since assisted over 2500 learners achieve entry-level Universal Competencies.

Program Information:

Classroom instructors include training center staff, NPS employees from a variety of parks and offices, NPS retirees, contractors, and employees of numerous partner agencies perform classroom instruction. The NPS Fundamentals program includes the following course series and on-line resources:

- *NPS Mission and History* (Fundamentals I) – available to NPS and the public on-line
- *Introduction to NPS Operations* (Fundamentals II) – Albright Training Center
- *NPS Career Management and Retirement Planning* (Fundamentals III) – e-course on-line
- *Managing Work and Life in the NPS* (Fundamentals IV) – e-course on-line
- *Building Trust, Teams, and Leaders* (Fundamentals V) – Mather Training Center

<u>Geographic Scope</u>	Servicewide.
<u>Competencies Addressed</u>	8 NPS Universal Competencies: Mission Comprehension, Agency Orientation, Resource Stewardship, NPS Operations, Fundamental Values, Communication Skills, Problem Solving Skills, and Individual Development and Planning.
<u>Program Length</u>	A five-unit program (Fundamentals I, II, III, IV, V) over 1 year.
<u>Enrollment Capacity</u>	FY08 graduated 575 from Fundamentals II and 238 from Fundamentals V.
<u>Career Level</u>	All permanent and term employees within first 3 years of service. Employees with longer service are also welcome to attend the series, on a space-available basis.
<u>Functional Discipline</u>	Open to all functional disciplines.
<u>Learning Method</u>	Classroom (Fundamentals II, V) and via e-course (Fundamentals I, III, IV).
<u>Evaluation Method</u>	Evaluated and revised periodically by the NPS and partner organizations.
<u>Funding Sources</u>	Centrally funded.

Current Status:

Staff revised curriculum for *Building Trust, Teams, and Leaders* in FY 2007. The other four units are due for similar updates. In FY 2009, 24 Fundamentals II and 14 Fundamentals V classes are scheduled.

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Briefing Statement

Bureau:	National Park Service	Functional Type:	Occupational
Issue:	Entry Level Employee Development Program	Driver:	System
Park Site:	Servicewide		
Date:	March, 2009	Source:	NPS WASO L&D

Background:

The pilot Entry-Level Employee Development Program (ELEDP) is a 2-year competency-based training opportunity designed to enhance the knowledge and skills of current NPS employees to more effectively fulfill the mission and workforce needs of the NPS. The program may also be suitable for NPS employees who wish to acquire knowledge and experience in a new career field. Five eligible candidates were selected by each region and the Washington Office for participation, totaling 40 possible participants.

Program Information:

Competency development is fostered through diverse learning methods, which are listed below. The participant's supervisor is expected to play an active role, particularly in the first year of the program. The program also provided training for supervisors to support their effective leadership from within and outside of the program. Selection to the program does not confer with it a promotion or non-competitive eligibility for a promotion. Participant progress was evaluated on a regular basis, and those not making satisfactory progress may be asked to leave the program.

<u>Geographic Scope</u>	Servicewide.
<u>Competencies Addressed</u>	Career-field competencies, Project Management, Communication skills, knowledge of park and program operations, Leadership skills, and Teamwork.
<u>Program Length</u>	Two year program.
<u>Enrollment Capacity</u>	40 candidates per year.
<u>Career Level</u>	Full-time Career/Career Conditional employees; GS-5 to GS-8 or equivalent wage grade.
<u>Functional Discipline</u>	Open to all functional disciplines.
<u>Learning Method</u>	Classroom, job-based, project completion, TEL, e-learning, guided self-study.
<u>Evaluation Method</u>	Evaluation of participants for progress; those not making satisfactory progress may be asked to leave the program.
<u>Funding Sources</u>	Unknown.

Current Status:

On April 11, 2008, 37 ELEDP participants graduated from the program. This program has been postponed until further notice.

Contact:

Katrina Roberts, Employee Development Officer, WASO, Capital Training Center, Katrina_Roberts@nps.gov

Briefing Statement

Bureau:	National Park Service	Functional Type:	Occupational
Issue:	Mid-Level Management Development Program	Driver:	System
Park Site:	Servicewide		
Date:	March, 2009	Source:	NPS WASO L&D

Background:

The Mid-Level Management Development Program (MLMDP) is designed to develop mid-level employees to meet the organizational need to more efficiently fulfill the mission and workforce needs of the NPS. The program aims to build the next generation of leaders and enhance the knowledge and skill level of current employees. As a result of program participation, Mid-Level Managers model a more compassionate, accountable, performance-driven leader, prepared to engage the commitment of others with full energy and sincerity.

Program Information:

The program provides a multi-faceted approach to learning, and participants receive advice and guidance from a range of NPS professionals and learning experts. Mentor/protégé relationships are formed to promote a deeper understanding of organizational culture and operational endeavors. The goal of the program is to assess current skill and behavioral levels and to challenge individual growth. Highly qualified participants are selected by Regional and WASO Deputy Directors.

<u>Geographic Scope</u>	Servicewide.
<u>Competencies Addressed</u>	Based on NPS Competencies.
<u>Program Length</u>	2 years.
<u>Enrollment Capacity</u>	18 participants annually.
<u>Career Level</u>	Mid-level; GS-11/2 or Wage Grade equivalent.
<u>Functional Discipline</u>	Open to all functional disciplines.
<u>Learning Method</u>	Classroom, e-learning, on-the-job, details, individual and group projects, monthly book reviews, personal assessments, coaching, mentoring, and guided self-study.
<u>Evaluation Method</u>	History of promotions after participant completion (see Current Status).
<u>Funding Sources</u>	Funded in part through Learning & Development Division.

Current Status:

To date, two Mid-Level Management Development Programs have graduated 32 participants; four graduates will soon be enrolled in the New Superintendent Academy. The most recent Bevinetto Fellow selectee is a graduate from the 2007 Mid-Level class. In 2007, 65 percent of the class had achieved career movement or promotion to a position of higher authority; in 2008, 50 percent of the class had been promoted. Both the 2007 and 2008 group projects were adopted. These include Mentoring pilots in Alaska and National Capital Regions, and a camping in parks program through Sequoia Kings Canyon and available through an on-line tool-kit. The MLMDP is currently postponed until further notice.

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Briefing Statement

Bureau:	National Park Service	Functional Type:	Holistic
Issue:	Future Leaders Program	Driver:	Local
Park Site:	Northeast Region		
Date:	March, 2009	Source:	NPS WASO L&D

Background:

The Future Leaders program is part of the Northeast Region's Leadership Excellence Program (NER LEP), and was launched as a pilot program last summer. It is designed for participation of both supervisors within the NER and at least one of their employees.

Program Information:

The program has a dual goal: refining the skills of supervisors in mentoring employees and developing their respective staff, and to launch a program to develop individual employees' leadership skills. A component of this is the *Future Leaders Guidebook*. The guidebook outlines four key features of career planning for employees:

1. It introduces the concept of Personal Strategic Planning
2. It is competency-based
3. It provides a personal planning pathway
4. It defines roles and functions

The guidebook serves as a resource and outlines processes to be used by supervisors to help their employees examine career paths, assess their skills, and create a plan to strengthen leadership abilities. It is designed to ensure employee development efforts are consistent and effective. At the conclusion of the program, participants rate whether the guidebook is applicable to all employees and if it should be implemented as part of a group, or if it can be implemented for any employee's self-use.

<u>Geographic Scope</u>	Northeast Region.
<u>Competencies Addressed</u>	Competencies found in the <i>Future Leaders Guidebook</i> .
<u>Program Length</u>	6 months.
<u>Enrollment Capacity</u>	Eight employees currently enrolled.
<u>Career Level</u>	Supervisor/Employee dual participation.
<u>Functional Discipline</u>	Open to all functional disciplines.
<u>Learning Method</u>	On-the-job, mentoring, guidebook.
<u>Evaluation Method</u>	Pilot program to assess usefulness of the <i>Future Leaders Guidebook</i> ; evaluation underway and will likely result in reworked program.
<u>Funding Sources</u>	Northeast Region.

Current Status:

Eight employees are currently participating in the pilot. One of the original selectees has withdrawn for personal reasons. The group is continuing to work on individual projects, interviews, and shadowing assignments as well as assigned readings. The current class finished all program requirements in January, 2009.

Contact:

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Briefing Statement

Bureau:	National Park Service	Functional Type:	Occupational
Issue:	Trainer Development Program	Driver:	System
Park Site:	Servicewide		
Date:	March, 2009	Source:	NPS WASO L&D

Background:

The Learning & Development and Park Facility Management (PFMD) Divisions, through a partnership with the Eppley Institute, have established a Servicewide Trainer Development Program (TDP). The goal is to provide instructional knowledge and skills tailored to all levels of training and delivery within the NPS.

Program Information:

Employees can gain insights for casual training, putting on seasonal or longer courses within a park or region, presenting formal sessions at training centers, or becoming a credentialed instructor for a Servicewide training program. At the national level, this cadre of trainers will have demonstrated a high level of knowledge and skill in instruction of one or more content areas. Furthermore, the trainers will be required to maintain that level of expertise in order to be retained in the program. There are three levels of the TDP, designed for different audiences and needs:

1. **First Level** *Presentation Basics – Ready, Set Go* (e-course)
Audience – Any employee required to give brief presentations
2. **Second Level** *Trainer Skills* (e-course)
Audience – Employees interested in developing skills for collateral duty training; full-time instructors
3. **Third Level** *Instructor Institute* (classroom)
Audience – Instructors seeking endorsements in subject areas (i.e. Facility Management, etc)

<u>Geographic Scope</u>	Servicewide.
<u>Competencies Addressed</u>	Instructional knowledge and skills tailored to all levels of training delivery.
<u>Program Length</u>	Short-term courses.
<u>Enrollment Capacity</u>	E-courses unlimited; classroom subject to capacity restriction.
<u>Career Level</u>	First level open to all levels of employees, second and third levels restricted.
<u>Functional Discipline</u>	Open to any employee who gives presentations or trainings.
<u>Learning Method</u>	E-courses and Classroom.
<u>Evaluation Method</u>	Unknown.
<u>Funding Sources</u>	Unknown.

Current Status:

The first level courses have been beta-tested and are available via DOI Learn. The second level course is under development. The third level course will be piloted by the Facility Management program later this year. A new task agreement is required to complete program development. The program will be maintained out of WASO L&D and coordinated through a Board of Regents that includes career field experts and Eppley.

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Section 4.2: Services

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Briefing Statement

Bureau:	National Park Service	Functional Type:	Occupational
Issue:	Albright-Wirth Grant Program	Driver:	Partner
Park Site:	Servicewide		
Date:	March, 2009	Source:	NPS WASO L&D

Background:

The Capital Training Center, in partnership with the national Park Foundation, administers the Albright-Wirth Grant Program (AWG). The National Park foundation manages the Albright-Wirth endowment from funds donated by the Rockefeller family. Interest accrued from the endowment depending on investment performance averages \$120,000 a year and supports each grant awarded. The National Park foundation is the Congressionally-chartered, non-profit partner of America's National Parks. For FY 2009 the Albright-Wirth Grant Program received 188 applications from employees covering approximately 52 parks and offices.

Program Information:

Each year the Albright-Wirth Grant Program provides financial awards to qualifying employees in all career fields, grade levels and geographic locations. Grants are awarded to train and develop employees in areas of personal interest or fields of study that are typically unavailable due to budget realities. Grants are awarded based on appropriateness, creativity, and merit. The application process is paperless, where employees who wish to apply can do so online at www.inside.nps.gov, where applications are stored, retrieved, rated, and tracked. The Albright-Wirth Grant Program is announced beginning each year in February.

Current Status:

In 2008 the Albright-Wirth Grant Program recorded 188 employees who completed applications requesting grants totaling \$897,656. The Peer Review rating phase was completed and 86 grant applications totaling \$408,139 were forwarded to Management Review teams who are currently reviewing and rating applications.

Contact:

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Briefing Statement

Bureau:	National Park Service	Functional Type:	Discrete
Issue:	Technology Enhanced Learning Interactive Satellite Program	Driver:	System
Park Site:	Servicewide		
Date:	March, 2009	Source:	NPS WASO L&D

Background:

The Servicewide satellite network, part of the Technology Enhanced Learning (TEL) initiative, plays a pivotal role in delivering mission critical training to NPS units. Since 2001 over 700 events serving 50,000 employees and providing over 130,000 training hours have been delivered to the 238 downlinks across the Service. Close to 93 percent of all FTE have access to a downlink site either right at their unit or within a close drive. Infrastructure costs have totaled \$2.36 million with sites contributing \$1.3 million and TEL contributing \$1.06 million. All TEL funding was from the Fee Demonstration Program. The digital satellite system operates over six time zones, which limits program delivery from between 12 noon to 4:00 pm Eastern. Because it is a digital network, individual sites can be illuminated for training or left alone to continue to view the home channel, which is CNN. Because of the individual selection capability, sites can be targeted for participation. If one just wanted sites in one Region to be involved, that can be accommodated. The push-to-talk microphone technology allows for employees in the field to have immediate access to the instructor. An extensive group of Site Point-of Contact manages the equipment at the site level and forwards participation numbers to the TEL group.

The National Park Service uses a GSA Satellite services contract, currently with Hughes Network Systems, along with 22 other government agencies. All downlink dishes in the government-wide network are pointed at the same satellite allowing for shared programming between agencies. Uplink capabilities, getting the studio signal to the satellite, are provided by the U.S. Fish and Wildlife Service (USFWS) studio and uplink facility at the National Conservation Training Center in Shepherdstown, WV. Because of new videoconferencing advancements program signals can be delivered via the conferencing equipment to the USFWS uplink. Law Enforcement at FLETC produces about 12 programs a year from their studios in Georgia and sends them to the uplink for distribution across the Service. Similar technology is used to get a signal from a small studio in Cook Hall at the Mather Training Center and soon from the DOI studio on C Street in downtown DC. Videoconferencing also works on the receiving end as all sites in Alaska are connected through their extensive conferencing network.

Current Status:

More and more programs are not competency-based, but more informational in content. From its inception the network was advertised as a potential management tool, but only recently has that feature been utilized. With the addition of the DOI studio the hope is that it will be used more often. Outside of a few career fields, L&D use of the system is limited. The program would like to see more training managers taking advantage of network opportunities. A residential train-the-trainer class for TEL presenters was delivered for the first time in September. Designed to prepare instructors for delivery on-camera, the program is scheduled to be offered again in the spring of FY09.

Contact:

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Briefing Statement

Bureau:	National Park Service	Functional Type:	Holistic
Issue:	U. S. Fish & Wildlife Service (USFWS)	Driver:	Partner
	National Conservation Training Center (NCTC)		
Park Site:	Servicewide		
Date:	March, 2009	Source:	NPS WASO L&D

Background:

The USFWS National Conservation Training Center (NCTC) opened its doors in October, 1997. A decision was made at the Department of the Interior level to locate several liaison positions from within DOI and the Department of Agriculture to this site. Upon its opening, NCTC had five liaison positions filled that included employees from the Bureau of Land Management (BLM), The Conservation Fund (TCF), USFWS State Aid, USFWS Federal Aid, U.S. Forest Service (USFS) and the National Park Service (NPS). The NPS liaison position was filled the day NCTC officially opened, the TCF position was hired in December of that same year.

Program Information:

As part of the interagency initiative placing liaison positions at NCTC, each agency was to complete an Interagency Agreement (IA) that outlined the purpose and authorities, statement of work, terms, and key officials to oversee the agreement. Also, BLM and NPS were specifically directed by Congress to contribute \$400,000 to USFWS/NCTC for the operational costs of the Center (i.e. lodging and food service operations, facility and grounds maintenance, security, and course development). In addition, each agency was to set aside an additional \$100,000 to pay for salary and benefits for their agency liaisons. No additional services were guaranteed through the IA.

Since NCTC opened, three NPS/USFWS Interagency Agreements have been approved. The first was signed in 1997, and modified in 1998. The second agreement was signed in June of 2002, and replaced in 2003. A new 5 year agreement was signed in June 2008.

Current Status:

The new Director of the USFWS/NCTC has arrived and has initiated changes in procedures and practices that may have an effect on NPS operations at the site. In addition, the "*Learning & Development Report to the National Leadership Council*" calls for the initiation of discussions with NCTC staff to determine feasibility of moving some or all of the NPS Fundamentals V Program to that location from its current home at Mather Training Center. In addition, administrative tracking and accountability procedures by the USFWS contracting branch in Denver, Colorado will place new and different responsibilities on the NPS liaison position that will need to be factored in to the overall working relationships between the NCTC and NPS.

Recommendations include beginning an internal NPS Learning & Development review of all previous documents, commitments, and anticipated needs pertaining to the NCTC. Establish a clear understanding of new roles and expectations between the bureaus. Discuss the feasibility of moving a major NPS program to the USFWS/NCTC.

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Section 4.3: Practices Under Development

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Briefing Statement

Bureau:	National Park Service	Functional Type:	Holistic
Issue:	Supervision, Management and Leadership Program	Driver:	System
Park Site:	Servicewide		
Date:	March, 2009	Source:	NPS WASO L&D

Background:

The Supervision, Management, and Leadership (SML) Programs moved from the Albright Training Center to the Capital Training Center in 2003. The program expanded to include the management of the Bevinetto Congressional Fellowship and the Advanced Studies Programs, along with the Albright-Wirth Grant Program. In addition, SML is the program liaison for National Park Service with USDA Graduate School, the Federal Executive Institute (FEI), DOI University and the Office of Personnel Management (OPM), to offer leadership and management programs from external NPS training sources. SML provides an array of course offerings to educate employees in supervisory and managerial competencies and promotes leadership development opportunities. Distance learning courses are provided through TEL. Residential classes are hosted by the Regions and WASO to promote "just-in-time" training and easy access for participants.

Program Information:

During the last four years, three mid-level leadership programs have been developed. In 2005, the Emerging Leaders Consortium, the largest single mid-level NPS development effort, enrolled 103 participants and graduated 74 eligible employees after the completion of a one year developmental schedule. The virtual ceremony conducted on TEL was the largest and most cost-effective graduation program conducted by the NPS. During the summer of 2005, the Mid-Level Management Development Program was launched and graduated all 17 participants in 2007. In 2006, an additional Mid-Level Management Development Program was launched and 15 students graduated in June 2008. As a result of changing demographics and increased retirements of senior managers, the New Superintendents Course was expanded from an eight day class to an eighteen month developmental program known as the New Superintendent Academy.

Current Status:

Two Mid-Level Management Development Programs have graduated 32 participants with four graduates soon to be enrolled in the New Superintendent Academy. The Albright-Wirth Grant Program has a dedicated staff person coordinating activities for FY08-09 and the most recent Bevinetto Fellowship selectee is a graduate from the 2007 Mid-Level class. During FY08, two SML courses were funded: *Managers Institute on Public Policy* offered in Washington, DC, with 24 attendees, and *The Introduction to Supervision: Understanding the Fundamentals* with over 20 attendees hosted by the Alaska Region. Three participants enrolled in the FEI leadership Program and one manager was sponsored with funding by the SML to attend Harvard University's Kennedy School of Government course titled "Leadership for the 21st Century.1" Two employees each graduated from USDA Graduate School's Executive Potential Program and the Federal Executive Institute.

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Briefing Statement

Bureau:	National Park Service	Functional Type:	Occupational
Issue:	Under Development: Career Field Foundations Academy	Driver:	System
Park Site:	Servicewide		
Date:	March, 2009	Source:	NPS WASO L&D

Background:

This program will address a key outcome described within the *Learning and Development Report to the National Leadership Council*, July 2008, calling for the establishment of seven Career Field Academy tracks designed to meet specific developmental needs of employees once they are established in the Service and working toward attainment of their career field competencies.

Program Information:

Each Academy will be tailored to the needs of individual career fields utilizing national program managers, training managers, and field practitioners/subject matter experts (SME's). Each Academy will serve as the critical development bridge between entry-level employees acquiring the universal competencies of their respective career fields, and a later, more advanced level of development attained through NPS training, professional organizations, universities, and other sources outside the NPS. Each Academy track will incorporate a variety of learning models (classroom training, on-line or computer-based learning, TEL, mentoring) to equip employees with career field competencies needed within that field.

Recommendations:

During the discussions to develop this program, several key questions must also be addressed to clarify the purpose of this important part of the Report, including: What does an academy track look like? How will they all serve the same purpose yet be tailored to fit individual career field needs? What about job areas that are not listed as part of one of the tracks? How are the Academy tracks going to be funded? What supporting programs (TDP, Fundamentals, Distance Learning, etc.) need to be integrated?

Once these details are established and other unknowns clarified, this program must be marketed so that the large portion of the workforce that might take advantage within their chosen career fields will be aware of the available learning and development opportunities the program provides. Likewise they will be able to see the journey-level expertise needed in other career fields, enabling them to make informed choices about options for career change or crossover development.

Current Status:

Preliminary discussions amongst the L&D Leadership Team have begun the process of defining how the Academies might take shape. The Superintendent, STMA, will convene a series of face-to-face and telephone meetings to set out a common purpose, define the basic Academy template, lay out a timeline with near- and long-term goals, identify additional needs/outcomes to be achieved, and define a method of conveying this information to field employees. Models and best practices exist that can be drawn from to help develop a common template for the Academies.

Contact:

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Briefing Statement

Bureau:	National Park Service	Functional Type:	Discrete
Issue:	Under Development: Distance Learning Capacity at Mather Training Center	Driver:	System
Park Site:	Servicewide		
Date:	March, 2009	Source:	NPS WASO L&D

Background and Program Information:

Mather Training Center has been the home of the satellite broadcasting training network, a component of Technology Enhanced Learning (TEL) for decades. This program has grown in scope from a handful of downlink sites to over 203 sites in 2008. The reach of the program has continually improved, but as that has occurred, additional technologies have become available to skillful trainers nationwide. The potential nexus of technologies presents an opportunity to the NPS to build additional learning programs that, using appropriate delivery methods, can reach more employees with electronic learning opportunities at a relatively inexpensive cost per participant.

In the summer of 2008, the *"Learning & Development Report to the National Leadership Council"* called for important changes in Servicewide learning efforts. The Report includes a recommendation to create at Mather Training Center "a center for distance learning, fully developing NPS capabilities for on-line and other distance learning programs." This component in the Report highlights the obvious link between our existing TEL capacity and the growing opportunity to use a blended approach of electronic delivery systems.

Future Vision:

Early discussions need to be broadened to include all centers and program areas of the Learning & Development division so that the distance learning effort will serve all L&D programs. Important relationships and consultation must take place with the OCIO in Washington to assure that new distance learning systems will be compatible with related Servicewide strategies. To be successful, the Distance Learning program will have to rise to and remain at the forefront of technology and technology implementations to accommodate field needs.

Regardless of the final form, any Distance Learning effort will need to be marketed to the field as one-stop-shopping for information. It will need to be searchable to the extent that we have all grown accustomed (Googleable), and though large programs can be delivered, the value to the Service will be the ability to provide small chunks of content "just-in-time" to the employee that needs the information for a project in front of them. TEL currently has hundreds of hours of video content that is currently being reviewed with segments being identified to be included in this training/information repository.

Current Status:

Mather has existing capacity to prepare and present a full range of TEL programming. As recommended in the "Report," Mather training and program managers have conducted initial internal scoping discussions to define the potential and related needs for this initiative. Ultimately STMA will develop a protocol to assist the broader Learning & Development community in identifying whether the distance learning delivery systems are appropriate for specific content and desired learning outcomes, and make available expertise in developing effective delivery of those content areas.

Contact:

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Briefing Statement

Bureau:	National Park Service	Functional Type:	Holistic
Issue:	Senior Leadership & Strategic Change	Driver:	Partner
Park Site:	Pacific West Region		
Date:	May, 2009	Source:	CPM Field Research

Background:

Issues in park management are becoming increasingly complex worldwide and managers are faced with a range of issues barely imaginable 30 years ago. These problems require careful analysis and sophisticated, collaborative solutions – problems that are better addressed through strategic, anticipatory approaches than reacting as issues arise. There is also a need to prepare emerging leaders as a growing number of baby boomers retire.

This pilot program was created through a partnership between the University of California at Merced and the National Park Service and draws on UC's academic leadership, pairing it with an opportunity for field study and experiential learning in Yosemite and Golden Gate National Parks.

Program Information:

<u>Geographic Scope</u>	Pacific West Region
<u>Competencies Addressed</u>	Leading change, strategic thinking, and communication, and engaging internal and external stakeholders
<u>Program Length</u>	2 weeks
<u>Enrollment Capacity</u>	30, with some international participation
<u>Career Level</u>	GS-12 and above
<u>Functional Discipline</u>	Open to all functional disciplines
<u>Learning Method</u>	Case studies and experiential learning
<u>Evaluation Method</u>	Under development
<u>Funding Sources</u>	Private funding

Current Status:

In development, seeking final funding

Contact: Steve Shackelton, Chief Ranger, Yosemite National Park, Steve_Shackelton@nps.gov

Section 5: Analysis of Current Practices and Next Steps

The previous two sections summarized the current practices in NPS leadership development programs and employee training identified during CPM's interview research and through WASO Learning and Development's own data collection. Based upon a review of these programs, as well as additional perceptions and ideas gathered from NPS employees during interviews, CPM prepared an analysis of key program attributes and composite trends in leadership development across the NPS. In the following section, key findings from this analysis are followed by a discussion of potential next steps toward a more Servicewide approach to leadership development for all NPS employees. The findings are listed in no particular order.

1. ***Redundancies between programs exist.*** A review of the programs listed in this report reveals that there is overlap across several programs. While there is certain value to the repetition of important competencies or skills, programs should reinforce competencies while building on them as participants progress. Wildland Fire is a good example of a program that integrates mandated safety and risk management training with leadership development. On the other hand, redundancies are particularly apparent between the conceptual Career Fields Academy and many of the resource and trades trainings (Appendix 7).

Addressing the Issue: NPS should consider how to integrate or align the repetitive aspects of these programs in order to eliminate unnecessary redundancies for participants. For the Career Fields Academy in particular, a design that provides leadership development in a cross-functional, multi-skilled manner that also meets DOI/OPM training requirements should eliminate many potential redundancies.

2. ***NPS employees perceive that there are very few leadership development opportunities for career levels below Superintendent.*** In fact, CPM's analysis shows that across the Service, there are leadership development programs for employees of all levels. Table 1 (on the following page) illustrates that for each functional type, programs exist that address a wide spectrum of levels. It is important to note that holistic programs, due to their very nature, tend to address more career levels per program than other functional types. Examples of leadership development programs that are available to lower-level employees include the Facility Management Leadership Program, the regional Mentoring pilot programs, and Fundamentals V.

Despite the existence of these programs, employees still maintained during interviews that "we are not getting enough people through training at the division chief level" (*Superintendent Interviewee*). Several issues may explain the disparity between perception and reality in this case. First, employees at targeted (lower) levels simply may not know about the program or opportunity. Second, the program may not be accessible to the employee due to limited enrollment, funding constraints, accessibility, or limited scope (e.g., Region or career field). Finally, the usefulness of the program may be in question, and therefore demand for the opportunity is low.

Table 1. Career Levels Addressed by Leadership Development Programs

Program	Career-Level				
	Entry	Supervisory	Division Chief	Superintendent	Senior Management
Occupational					
Chief Ranger University, GRCA		X	X		
Superintendents' Leadership Round Table				X	
Upward Mobility, MWR	X	X			
Cross-Functional SCEP & Leadership Program, DINO	X				
Coaching, NER				X	X
Law Enforcement Intake Program, NER	X				
Senior Executive Service				X	X
Facility Manager Leaders Program		X	X		
New Superintendent Academy				X	
Entry Level Employee Development Program	X				
Mid-Level Management Development Program		X	X		
Trainer Development Program	X	X	X		
Under Development: Career Field Foundations Academy	X	X	X		
Discrete					
Mentoring, AKR		X	X		
Mentoring, IMR	X	X	X	X	
Mentoring, NCR		X	X		
Crucial Conversations		X	X	X	X
Leadership Tours at Antietam	X	X	X	X	X
Making Friends Partnership Training, MWR		X	X	X	X
COR & COTR, Alaska	X	X			
Holistic					
Gallup University, MWR		X	X	X	X
Operational Leadership, LAME & PWR	X	X	X	X	X
GOAL, GRCA	X	X	X	X	X
Wildland Fire Leadership	X	X	X	X	X
Leadership Development Program, IMR			X	X	X
Supervisory Training, SER		X	X	X	
Community Leadership Programs, SAAN		X	X		
Fundamentals	X	X	X	X	X
Future Leaders Program, NER	X	X	X		
Under Development: Senior Leadership & Strategic Change			X	X	X
Under Development: Supervision, Management and Leadership	X	X	X	X	X

Addressing the Issue: In order to ensure that NPS employees from entry-level to Division Chief are aware of, have access to, and value leadership development opportunities, NPS should:

- Increase enrollment slots through scaling up or replicating successful programs to meet field demand.
- Market existing programs more aggressively to ensure field awareness, and provide information on the value of each training opportunity. A semi-annual catalog, both hard-copy and web-based would of value. Consider developing an IT solution that provides past participants with the opportunity to share recommendations on trainings with peers.
- Identify internal or external funding opportunities to increase access to trainings, and educate supervisors about the value of employee development.
- Create additional leadership development opportunities as needed after assessment of applicability of existing efforts.
- Investigate alternatives to the current Learning Management System (LMS) or utilize the current LMS to accurately track an employees' training against required skills/abilities and allow employees easy access to training and development opportunities system-wide.
- Provide training locally, as much as possible, either through local trainers or through training provided at a number of central locations throughout a region.

These recommendations will help in follow-through of the NLC's L&D report, as noted in the executive summary.

3. *Employee participation in trainings is ad-hoc, and guided by employee interests instead of an overarching development plan.* Very few employees that were interviewed use the Individual Development Plan (IDP) or any variation of a strategic development plan. Those that participate in trainings often do so based on a last-minute decision due to unexpectedly available funds, though many mentioned that travel ceilings restricted their ability to participate. Many of those interviewed mentioned that supervisor initiative and approval is an obstacle to participating in trainings.

However, some of the programs profiled address this weakness directly. For example, the GOAL program at the Grand Canyon includes a key component that works toward a park environment that encourages employee development – supervisor coaching. Supervisors are coached twice a year on how to guide employee development, and how to use the IDP to do so.

Addressing the Issue: In order to fully implement not only a Servicewide leadership development initiative but also a commitment to employee development in general, NPS should:

- Reinststate the emphasis on every employee's development through individual development plans and provide guidance on how to use IDPs, possibly through sample IDPs or help writing their first one. The IDP is currently a component of Fundamentals IV, but there is no structured training on how to fill one out.
- Coach supervisors on employee development, and specifically how to identify high-potential future leaders and develop them more aggressively. Integrate IDPs into new supervisory training so that supervisors become skilled at using the forms and can coach direct reports on how to use them early in their career.
- Ensure that IDPs are guided by a systematically developed curriculum aligned with Servicewide training needs.
- Seek to establish a culture change that will support mandatory IDPs for all NPS employees.

4. *Evaluation of leadership development initiatives is not widespread, and outcome-based evaluation is quite rare.* Evaluation is an area of weakness in the vast majority of the programs presented in this report. When evaluation is present, program success is most often measured only by the learner's level of satisfaction with the course taken, as demonstrated with Antietam's Leadership Tours. The lack of robust evaluation severely limits the opportunities to not only improve programs to better meet participant needs, but also to communicate the real value of leadership development learning opportunities.

There are a handful of initiatives that have designed and implemented substantial evaluative systems, including the Wildland Fire Leadership Program and the Superintendent Leadership Roundtable. Wildland Fire designed a survey that includes an immediate post-test as well as a 5-year evaluation, and evaluation results are available on the program's website. The Superintendents' Leadership Roundtable is evaluated in the short-term by participants, but program organizers have engaged the University of Vermont to explore the longer-term outcomes of the program. However, even well-evaluated programs are not evaluated based on a standardized framework, and therefore comparisons between programs are difficult, if not impossible, to draw.

Addressing the Issue: NPS should encourage robust evaluation of all leadership development initiatives and work to align evaluation frameworks with NPS strategic priorities through the following next steps:

- Develop a standard scale against which the return-on-learning of diverse types of programs can be assessed. *Appendix 9* of this report provides a potential list of key success factors that should be included in any comprehensive leadership development effort. While this list may or may not fit the ultimate strategic priorities of NPS learning and development, its open-ended application is ideal for assessing a variety of programs.
- Grow the NPS “brain trust” on evaluation methodology. Train key field staff in each region in evaluation techniques and develop a mechanism for disseminating information to parks, perhaps through a fully-functioning LMS or other web-based system. Identify partners with the capacity to gather and analyze outcome data.
- Educate NPS employees on the importance of evaluation and accountability. Affirm that program evaluations are to be used as a tool for improvement and not punitively.
- Emphasize the importance of the competency system as a framework for both evaluation and program design. Currently, many in the field react negatively to the term “competency.”

5. *The majority of existing leadership development programs are occupational or discrete, not holistic.* Occupational and discrete programs are targeted towards a very narrow audience and/or focused on only one skill or set of skills. While occupational and discrete programs play a very important role in ensuring that a particular skill is taught, the need to ensure that they are aligned and integrated with a larger comprehensive approach to leadership development is still required. One example of a program that focuses on a particular skill, but is best used in tandem with a more holistic program, is the Crucial Conversations program. Table 2 on the following page illustrates the breakdown of current practices by functional type, and demonstrates the variety found across the Park Service.

Addressing the Issue: In order to ensure that discrete programs are pieces of a more comprehensive puzzle to develop well-rounded leaders, NPS should:

- Develop a guiding structure to identify the place for specific competencies and skills within a broader development plan.
- Build positive redundancies into the leadership development system through other components such as employee assessment, position descriptions, and succession planning.
- Develop leadership competencies or “success factors” which cross functional boundaries and serve as the foundation for every successful career. Include examples or online vignettes of what leadership at different levels looks like. A publicity campaign highlighting NPS employees who exemplify key attributes might be a good starting point for this.

Table 2. Leadership Development Programs by Functional Type

Program	Functional Type		
	Occupational	Discrete	Holistic
Chief Ranger University, GRCA	X		
Superintendents' Leadership Round Table	X		
Upward Mobility, MWR	X		
Cross-functional SCEP & Leadership Program, DINO	X		
Coaching, NER	X		
Law Enforcement Intake Program, NER	X		
Mentoring, AKR		X	
Mentoring, IMR		X	
Mentoring, NCR		X	
Crucial Conversations		X	
Leadership Tours at Antietam		X	
Making Friends Partnership Training, MWR		X	
COR & COTR, Alaska		X	
Senior Executive Service	X		
Gallup University, MWR			X
Operational Leadership, LAME & PWR			X
GOAL, GRCA			X
Wildland Fire Leadership			X
Leadership Development Program, IMR			X
Supervisory Training, SER			X
Community Leadership Programs, SAAN			X
Facility Manager Leaders Program	X		
New Superintendent Academy	X		
Fundamentals			X
Entry Level Employee Development Program	X		
Mid-Level Management Development Program	X		
Future Leaders Program, NER			X
Trainer Development Program	X		
Under Development: Career Field Foundations Academy	X		
Under Development: Senior Leadership & Strategic Change			X
Under Development: Supervision, Management and Leadership			X

6. *Partners play a substantive role in several initiatives.* Whether with curriculum development, program design, funding, or delivery, partners such as the Eppley Institute, Gallup University, the Conservation Study Institute, and universities play a key role in many leadership development initiatives. Table 3 illustrates those programs that were created in partnership, but many created at other levels are delivered with the support of an indispensable partner.

The addition of a partner to a leadership development initiative may strengthen the program's sustainability through increased capacity and accountability. However, it may also decrease the flexibility and control that the NPS has over a program.

Addressing the Issue: NPS should identify additional opportunities, where appropriate, to increase the level of partnership in program development and/or delivery. Not only will the additional capacity be critical for the development of a Servicewide Leadership Development system, but partners may provide opportunities for philanthropic funding and/or low-cost administrative support.

- NPS is a visible and valuable client for many potential partners. As a result, NPS is in a good position to leverage additional partnerships and funding for leadership development initiatives.
- Partners may be able to help deliver training to employees in remote locations, limiting the cost of travel.

7. *Locally-driven initiatives indicate field empowerment, creativity, and innovation.* In the absence of Servicewide leadership development initiatives, several parks and regions have developed programs to meet their own specific leadership development goals. While it is important that these goals are eventually aligned with Servicewide priorities, this should be done in a way that continues to encourage empowerment and innovation. New programs like the Cross-Functional SCEP at Dinosaur National Monument and the GOAL Program at Grand Canyon National Park provide strong models for this grassroots approach. Further, place-based learning that leverages special park resources, as is found in Antietam's Leadership Tours, is a very powerful way to tie leadership development to the core NPS mission. Table 3 illustrates the wide range of implementation drivers overall, and points out those programs that were developed on the local level by motivated and creative staff.

Table 3. Leadership Development Programs by Implementation Driver

Program	Implementation Driver		
	Local	System	Partner
Chief Ranger University, GRCA	X		
Superintendents' Leadership Round Table		X	
Upward Mobility, MWR	X		
Cross-Functional SCEP & Leadership Program, DINO	X		
Coaching, NER	X		
Law Enforcement Intake Program, NER	X		
Mentoring, AKR		X	
Mentoring, IMR	X		
Mentoring, NCR		X	
Crucial Conversations	X		
Leadership Tours at Antietam	X		
Making Friends Partnership Training, MWR	X		
COR & COTR, Alaska	X		
Senior Executive Service			X
Gallup University, MWR			X
Operational Leadership, LAME & PWR	X		
GOAL, GRCA	X		
Wildland Fire Leadership			X
Leadership Development Program, IMR	X		
Supervisory Training, SER	X		
Community Leadership Programs, SAAN			X
Facility Manager Leaders Program		X	
New Superintendent Academy		X	
Fundamentals		X	
Entry Level Employee Development Program		X	
Mid-Level Management Development Program		X	
Future Leaders Program, NER	X		
Trainer Development Program		X	
Under Development: Career Field Foundations Academy		X	
Under Development: Senior Leadership & Strategic Change			X
Under Development: Supervision, Management and Leadership		X	

Interestingly, many of the locally-driven programs are new. This may be due to the increased emphasis on leadership development from NPS leaders over the past several years, or may simply indicate a short institutional memory for prior incarnations of field-based programs.

Addressing the Issue: In order to preserve local innovation and creativity while aligning initiatives with a Servicewide vision, NPS should consider the following:

- Establish financial support and incentives for local innovation through seed grants and proof-of-concept funding.
- Consider very carefully which programs might be scaled up and which are better replicated at a grassroots level when building the Servicewide leadership development program. Mentoring, for example, is a program that is well-suited to scaling up and managing at a national or regional level. However, the GOAL program, or some adaptation thereof, might be reframed and then replicated at park level. If programs are replicated, it is important for WASO to provide strategic framework and goals to ensure priorities are met. Local program developers should be involved in discussions on how best to scale up and/or replicate.
- Involve leaders instrumental in creating locally-based leadership initiatives in the process as spokespeople who can build support in the Service for local initiatives which are scaled-up or emulated at a national level.

8. *There is an opportunity to build leadership development competencies into non-leadership development training initiatives already in existence.* Several of the programs included in the WASO Learning and Development Briefing Statements reviewed for this report are not currently focused on developing leaders, but provide an excellent opportunity to do so. Because building leadership development within employees is currently a management focus of the Park Service, this opportunity to integrate small amounts of leadership skill-building into non-leadership trainings is a low-cost, high-return proposal. Through the expansion of leadership competencies across all Service training, a broader ethic of leadership can begin to be cultivated.

These non-leadership training programs are found in Appendix 7 of this report, and include practices such as Equipment Operator Safety, the Interpretative Development Program, and Trades Training. The Partnership Training brief included in this section provides a sound model for integrating issue competencies (in this case, Partnership competencies) into existing trainings across the Service.

Addressing the Issue: In order to infuse technical and occupational trainings with leadership development principles, NPS should:

- Revisit a more complete list of these trainings and target appropriate leadership competencies toward specific programs. The Equipment Operator Safety course covered on page 78 of this report may serve as an example. This program could seamlessly incorporate a competency like teambuilding that both strengthens the content being taught and reinforces leadership.
- Ensure that these “infusions” are truly appropriate for the content and goals of the existing course in order to avoid the perception that they are token additions.

9. *Detail assignments and mentoring are considered to be leadership development opportunities that are very high-value when managed well.* Many interviewees suggested that in addition to more formal leadership development initiatives, details and mentoring provided very valuable opportunities for leadership development. However, each was mentioned in the context of an opportunity that was a waste of time or worse, a burden, when managed incorrectly. Details, in particular, represent a unique opportunity for the NPS to provide employees with diverse perspectives on the management of different parks and functional areas.

Addressing the Issue: In order to gain full value from the opportunities provided by details and mentoring, NPS should:

- Emphasize high-quality, structured details as a critical component of a holistic, servicewide leadership development program.
- Include details in employee development plans, and provide supervisors with coaching on how best to both “stretch” and support employees while on detail.
- Develop a system to facilitate inter-park and inter-region details.
- Provide a formal structure and/or guidelines for detail programs. Detail programs should be “stretch” assignments. As such, some professional guidance is appropriate. One way to do this would be to implant a detail program as part of a formal mentoring program or implant a formal mentoring program as part of a detail.
- Link details to a succession management system; employees who successfully complete specific types of details are likely to hold certain types of skills. Details can also be required at strategic points in a person’s career as part of the development process.
- Ensure that the pilots of region-wide mentoring programs are well evaluated with a focus on ensuring quality of experience for both mentor and mentee. In the next step of Servicewide implementation, refer to programs that have been successfully rolled out at that scale, including FMSS Upgrade and Superintendents’ Leadership Roundtable.

In summary, the current practices identified through this research demonstrate an understanding at the field level of the importance of leadership development to ensure the future success of the NPS workforce in meeting its mission. Several valuable programs, in which a generous amount of time and effort have been invested, are up and running. These efforts begin to address the needs presented by the NLC, by the national L&D office, through the Federal Human Capital Survey, and the focus group research addressing the Best Places to Work project over the past year. NPS now has the opportunity to focus resources on building upon those successful programs to create a national leadership development program which both aligns with the strategic goals of the Service and in which employees at every level can be fully invested.

Appendices

Appendix 1: Interview Protocols

Protocol #1: August 2008

"Leadership Development and the Role of Academic Partners"

NPS Field Interview Protocol

Objectives

- Identify field-based leadership development activities
- Understand NPS field opinions of currently available academic training opportunities
- Determine NPS field needs for academic support in leadership development
- Delineate challenges to successful engagement with academic training opportunities
- Ensure that interviewee is available for follow-up contact regarding other leadership development projects

Questions

1. LEADERSHIP DEVELOPMENT ACTIVITIES: Tell me about leadership development as it exists in your division, park, or region. What formal programs exist? What informal processes exist? Which have been most helpful? Where do you see the biggest gap or need (e.g. curriculum, access, target audience, consistency, funding, etc)?
2. CURRENTLY AVAILABLE OPPORTUNITIES: Have you and/or your park staff been able to participate in any of the currently available trainings through academic partners? (Eppley online, other schools, tuition-exchange, etc). Have you or your staff participated in any non-academic based training or development?
 - a. What courses have you taken? What was their average length? Location?
 - b. Were any of the courses focused on leadership development?
 - c. How was your attendance funded?
 - d. In what ways were they useful? How could they have been improved?
3. CURRENTLY AVAILABLE OPPORTUNITIES: If you have no experience with training provided by academic partners, why not?
 - a. Have you received training elsewhere? (from DOI University, other providers, internal)
4. ACADEMIC ROLE IN LEADERSHIP DEVELOPMENT: As you know, NPS Learning and Development is beginning to implement the NLC recommendations for leadership development. Based on your experience with current offerings, where could academic institutions add value to the Service's overall leadership development process?
5. CHALLENGES IN ACADEMIC TRAINING: What challenges have arisen in the past when utilizing academic partners to deliver training and development opportunities? How have they been successfully addressed? Do you have any ideas for addressing challenges that remained?

6. OPEN-ENDED: Is there anything else you'd like to add? Any information regarding programs you've developed or worked with inside or outside academia?
7. FOLLOW-UP: May we contact you for follow-up questions regarding this or other leadership development projects?

Interview Questions for Leadership Inventory Work

We are working with NPS to analyze leadership and training needs and develop a national leadership development and learning system, following the Learning & Development Report published by the National Leadership Council in February 2008.

Training tends to be a discrete event which may be on-the-job or may require time away from work (i.e. classroom training). Leadership is usually not a discrete event but an ongoing process that focuses on talented individuals who can learn and develop those talents and abilities to be more effective in leadership roles and processes.

1. What type of leadership development or training does your park/region provide? *(Let them talk, but use the next two questions to capture specifics that may not be answered through their discussion)*
2. Are you able to provide opportunities for your employees to participate in national NPS or DOI-Learn leadership training?
 - a. If so,
 - i. Which ones?
 - ii. How long has this been available to you/your park? How often is it offered?
 - iii. Who is targeted for the training? (Position, career-field)
 - iv. Approximately how many employees have participated/can participate (annually, since you've been there, etc)?
 - v. What is the cost for the training & how is it paid? (amount, type of funding, opportunity cost, etc)? What are the benefits?
 - vi. How is learning from the training measured and/or applied?
 - vii. Have you attended or do you know anyone who has attended? What would you say (or what have you heard) about the experience? Was it beneficial? Why or why not?
 - viii. Would you recommend this training? Why or why not?
 - b. If not, what obstacles prevent your workforce from being able to take part?
3. Are you able to provide or participate in any leadership development or training outside, or in addition to, Servicewide and DOI-Learn opportunities?
 - a. If so,
 - i. How did this training come about? (park-effort, regional effort, entrepreneurial, etc)
 - ii. How long has this been offered? How often is it offered?
 - iii. Are there/what are the pre-qualifications for attendance?
 - iv. Who is targeted for the training? (Position, career-field)
 - v. How many employees have participated/can participate (annually, since you've been there, etc)?
 - vi. What is the cost for the training and how is it paid (amt, type of funding, opportunity cost, etc)? What are the benefits?
 - vii. What is the timeframe for the training? (Days, weeks, months)?
 - viii. What types of skills or knowledge are gained from the training?
 - ix. How is learning from the training measured and/or applied?
 - x. Have you attended or do you know anyone who has attended? What would you say (or what have you heard) about the experience? Was it beneficial? Why or why not?
 - xi. Would you recommend this training? Why or why not?

- b. If not,
 - i. Would you like to see further leadership training offered?
 - ii. What do you see as the obstacles to such an effort? (cost, coordination, etc)
- 4. What other training or development would you like offered?
- 5. Have you ever participated in a mentoring program, either within NPS or with another employer? What do you think of mentoring programs in general? Do you feel NPS does a good job of supporting mentoring opportunities? What could they do better?
- 6. If you could tell the Director the most urgent need for Leadership training, what would it be? What would such a training look like, and what specific skills would it develop?
- 7. Is there any training or development offered in other regions that you know about? Anyone that you would recommend that we speak with?

Appendix 2: OPM and NPS Leadership Competencies

Leading Change

Continual Learning – Grasps the essence of new information; masters new technical and business knowledge; recognizes own strengths and weaknesses; pursues self-development; seeks feedback from others and opportunities to master new knowledge.

Creativity and Innovation – Develops new insights into situations and applies innovative solutions to make organizational improvements; creates a work environment that encourages creative thinking and innovation; designs and implements new or cutting-edge programs/processes.

External Awareness – Identifies and keeps up to date on key national and international policies and economic, political, and social trends that affect the organization. Understands near-term and long-range plans and determines how best to be positioned to achieve competitive advantage in a global economy.

Flexibility – Is open to change and new information; adapts behavior and work methods in response to new information, changing conditions, or unexpected obstacles. Adjusts rapidly to new situations warranting attention and resolution.

Resilience – Deals effectively with pressure; maintains focus and intensity and remains optimistic and persistent, even under adversity. Recovers quickly from setbacks. Effectively balances personal life and work.

Service Motivation – Creates and sustains an organizational culture which encourages others to provide the quality of service essential to high performance. Enables others to acquire the tools and support they need to perform well. Shows a commitment to public service. Influences others toward a spirit of service and meaningful contributions to mission accomplishments.

Strategic Thinking – Formulates effective strategies consistent with the business and competitive strategy of the organization in a global economy. Examines policy issues and strategic planning with a long-term perspective. Determines objectives and sets priorities; anticipates potential threats or opportunities.

Vision – Takes a long-term view and acts as a catalyst for organizational change; builds a shared vision with others. Influences others to translate vision into action.

Leading People

Conflict Management – Identifies and takes steps to prevent potential situations that could result in unpleasant confrontations. Manages and resolves conflicts and disagreements in a positive and constructive manner to minimize negative impact.

Leveraging Diversity – Recruits, develops, and retains a diverse high quality workforce in an equitable manner. Leads and manages an inclusive workplace that maximizes the talents of each person to achieve sound business results. Respects, understands, values, and seeks out individual differences to achieve the vision and mission of the organization. Develops and uses measures and rewards to hold self and others accountable for achieving results that embody the principles of diversity.

Integrity/Honesty – Instills mutual trust and confidence; creates a culture that fosters high standards of ethics; behaves in a fair and equitable manner toward others, and demonstrates a sense of corporate responsibility and commitment to public service.

Team Building – Inspires, motivates, and guides others toward goal accomplishments. Consistently develops and sustains cooperative working relationships. Encourages and facilitates cooperation within the organization and with customer groups; fosters commitment, team spirit, pride trust. Develops leadership in others through coaching, mentoring, rewarding, and guiding employees.

Results Driven

Accountability – Assures that effective controls are developed and maintained to ensure the integrity of the organization. Holds self and others accountable for rules and responsibilities. Can be relied upon to ensure that projects within areas of specific responsibility are completed in a timely manner and within budget. Monitors and evaluates plans; focuses on results and measuring attainment of outcomes.

Customer Service – Balancing interests of a variety of clients; readily adjusts priorities to responds to pressing and changing client demands. Anticipates and meets the need of clients; achieves quality end-products; is committed to continuous improvement of services.

Decisiveness – Exercises good judgment by making sounds and well-informed decisions; perceives the impact and implications of decisions; makes effective and timely decisions, even when data is limited or solutions present unpleasant consequences; is proactive and achievement oriented.

Entrepreneurship – Identifies opportunities to develop and market new products and services within or outside the organization. Is willing to take risks; initiates actions that involve a deliberate risk to achieve the recognized benefit or advantage.

Problem Solving – Identifies and analyzes problems; distinguishes between relevant and irrelevant information to make logical decisions; provides solutions to individual and organizational problems.

Technical Capability – Understands and appropriately applies procedures, requirements, regulation, and policies related to specialized expertise. Is able to make sound hiring and capital resource decisions and to address training and development needs. Understands linkages between administrative competencies and mission needs.

Business Acumen

Financial Management – Demonstrates broad understanding of principles of financial management and marketing expertise necessary to ensure appropriate funding levels. Prepares, justifies, and/or administers the budget for the program area; uses cost-benefit thinking to set priorities; monitors expenditures in support of programs and policies. Identifies cost-effective approaches. Manages procurement and contracting.

Human Resources Management – Assesses current and future staffing needs based on organizational goals and budget realities. Using merit principles, ensures staff are appropriately selected, developed, utilized, appraised, and rewarded; takes corrective action.

Technology Measurement – Uses efficient and cost-effective approaches to integrate technology into the workplace and improve program effectiveness. Develops strategies using new technology to enhance decision making. Understands the impact of technological changes on the organization.

Building Coalitions

Influencing/Negotiating – Persuades others; builds consensus through give and take; gains cooperation from others to obtain information and accomplish goals; facilitates “win-win” situations.

Interpersonal Skills – Considers and responds appropriately to the needs, feelings, and capabilities of different people in different situations; is tactful, compassionate and sensitive, and treats others with respect.

Oral Communication – Makes clear and convincing oral presentations to individuals or groups; listens effectively and clarifies information as needed; facilitates an open exchange of ideas and fosters an atmosphere of open communication.

Partnering – Develops networks and builds alliances, engages in cross-functional activities; collaborates across boundaries, and finds common ground with a widening range of stakeholders. Utilizes contacts to build and strengthen internal support bases.

Political Savvy – Identifies the internal and external politics that impact the work of the organizations. Approaches each problem with a clear perception of the organizational and political reality; recognizes the impact of alternative courses of action.

Written Communication – Expresses facts and ideas in writing in a clear, convincing, and organized manner.

Appendix 3: Chief Ranger University – Participant Feedback

Pilot program participants provided feedback on the program to Mike Archer, who implemented the program. Further feedback was garnered by the research team from three program participants. Some of the information gathered during the session and interviews are listed below.

Feedback Session

- Participants had a very positive response to NPS speakers
- Reading assignments were too heavy and aggressive
- A 6-month program would have been a better length for participants due to the pressure of high park season
- Project assignments should be pared down, and chosen based on what is best for each individual
- Alumni want to be involved as facilitators and mentors in future academies. At least one participant would like to create a mini-academy in a division unit

Conclusions: Next year's program will likely focus on GS-9 Law Enforcement Rangers, and while Mike will lead the program, much of the work will be delegated to this year's graduates. An as yet undefined supplement to the program will ensure that it reaches everyone in the division and gives them face time with Mike.

Interview Feedback

- Highlights of the program included the detail, mentoring aspect, and the opportunity to get out of the employee's comfort zone.
- Groups should be chosen carefully, as should the reading.
- Program should use more than one facilitator.
- One participant mentioned that she had no training when she became a supervisor, and that was difficult; this kind of training at that time would have been very beneficial.
- The first session was a little too broad, focusing on OPM competencies, which most NPS employees had never seen before. However, the session also informed participants about the political climate, which created awareness where there was none previously.
- When someone shows potential, they should be put on a leadership track, making sure they get the right training and mentoring to become successful.
- Fundamentals should occur early in a person's career so that they are inculcated with park culture and are emotionally invested in the mission.
- Overall, the program helped participants to be more "in tune" with their employees.

Appendix 4: Lake Mead's 28 Leadership Competencies; based on US Coast Guard Program

There are many versions of Leadership Competencies. The Office of Personnel Management lists 28 Competencies categorized in five general areas: Leading Change, Leading People, Building Coalitions/Communication, Results Driven, and Business Acumen. These competencies mirror very closely the US Coast Guard's which are broken out in four categories: Leading Self, Leading Others, Leading Performance and Change, and Leading the USCG.

The USCG competencies, while similar to OPM's, will be more simply implemented. They are plainly categorized and therefore better conceptualized. The USCG provides detailed descriptions of expected levels of expertise appropriate to every employee's function (pay-grade). Each competency is thoroughly described and expectations are clearly articulated which facilitates a simple process of adaptation to the National Park Service. The USCG introduces these competencies early in their employee's career which helps nurture a culture of leadership.

Leading Self

Fundamental to successful development as a leader is an understanding of self and one's own abilities. This includes understanding one's personality, values, and preferences, while simultaneously recognizing one's potential as a leader. Personal conduct, health and well-being, character, technical proficiency, lifelong learning, followership, and organizational commitment are elements to consider when setting short and long-term goals focused upon the leadership development of "self."

Leading Others

Leadership involves working with and influencing others to achieve common goals and to foster a positive workplace climate. Leaders interact with others in many ways, whether as supervisor, mentor, manager, team member, team leader, peer or worker. Positive professional relationships provide a foundation for the success. Showing respect of others, using effective communications, influencing others, working in teams, and taking care of one's people are elements to consider when evaluating one's capacity for leading others. Developing these qualities will increase capacity to serve.

Leading Performance and Change

Leaders constantly face challenges in mission operations. To meet these challenges, leaders must apply performance competencies to their daily duties. Performance competencies include developing a vision, managing conflict, quality and daily management of projects, appraising performance, problem solving, creativity, innovation, decision making, and customer focus. Having these competencies enables each leader to perform to the utmost in all areas of responsibilities during any situation.

Leading the National Park Service

As leaders gain experience they must understand how it fits into a broader structure of branch, division, park, region and the service as a whole. At a local level, leaders often develop partnerships with other divisions, public and private sector organizations in order to accomplish the mission. A leader must thoroughly understand money, people, and technology and how they interact with similar systems outside of the organization. An awareness of the value of your organization and promoting that value using a deep understanding of the political system in which we operate becomes more important as one gets more senior. Leaders must develop coalitions and partnerships with allies inside and outside the organization.

Leading Self	Leading Others	Leading Performance & Change	Leading the National Park Service
Accountability and Responsibility	Effective Communications	Customer Focus	Stewardship
Followership	Influencing Others	Management and Process Improvement	Technology Management
Self Awareness and Learning	Respect for Others and Diversity	Decision Making and Problem Solving	Financial Management
Aligning Values	Team Building	Conflict Management	Human Resource Management
Health and Well-Being	Taking Care of People	Creativity and Innovation	Partnering
Personal Conduct	Mentoring	Vision Development and Implementation	External Awareness
Technical Proficiency			Entrepreneurship
			Political Savvy
			Strategic Thinking

Performance Level	Anticipated Level of Expertise
Executive	Develops and establishes policies and regulations governing the accountability and responsibility of subordinate leaders and provides appropriate formal tools to allow subordinate leaders to hold others accountable as the situation warrants.
Senior Manager	Implements regulations and insures compliance by subordinate activities/sections/departments. Evaluates the performance of subordinate managers and uses formal tools to reward and correct performance. Accountable for the overall performance of the command or program. Holds subordinates accountable for demonstrating anticipated level of expertise.
Mid-Level Manager	Applies policies and regulations and solves performance/compliance issues within activity, program, branch, or department. Makes recommendations to senior managers concerning rewards and corrective actions. Accountable for the overall performance of the activity, program, branch or department.
First-Line Supervisor	Supervises the job activities and performance of others to insure compliance with policies and regulations. Solves individual and team performance problems. Refers individuals for rewards and corrective action as warranted. Accountable for the overall performance of those being supervised.
Worker	Recognizes the impact of personal behavior and job performance on co-workers, division, park, network, region and NPS. Complies with policies and regulations and accepts responsibility for personal performance and the performance of the work group.

Appendix 5: Intermountain Region Leadership Program

The program consists of the following components:

- 1) Executive Coaching
- 2) Developmental Details
- 3) Socially Responsive Management Program
- 4) Assessments and Appraisals
- 5) Developmental Superintendent Positions
- 6) Regional Leadership Council
- 7) Mentoring and Superintendents' Leadership Roundtable
- 8) Future Superintendents Academy – under development

Executive Coaching is offered to senior leaders who wish to participate in the program, and is offered on an on-going basis. Presently, the process is rolling out slowly to ensure that it is institutionalized as part of the culture of the organization.

Developmental Details are directed toward non-superintendents and provide practical learning opportunities for mid-level employees.

Although academic courses are useful in teaching leadership theory, there is also a need for practical learning. The **Socially Responsive Management** curriculum was developed with input from superintendents to ensure that the program was relevant to the issues encountered on the ground.

Assessments are designed to help present leaders further develop their leadership skills. **Appraisals** are done on a yearly basis to assess learning and development opportunities for both leaders and staff, completed as part of IMR's annual performance reviews.

As part of a two year appointment, **Developmental Superintendent** positions allow GS 11-12 employees to "get their feet wet." They are paired with more experienced superintendents as a mentor for the length of the position.

The **Regional Leadership Council** is loosely based on the National Leadership Council format and goals, and is composed of both experienced and new Superintendents.

Mentoring and the **Superintendents' Leadership Roundtable** provide one-on-one opportunities for lower-level staff to learn from more experienced staff, and for more experienced staff to develop supervisory leadership and guidance skills. The mentoring program is open to all employees and currently includes 38 pairs of mentors and mentees.

The **Future Superintendents Academy** is an idea under development that would address the need for training employees at the Division Chief level whose goal is to become a Superintendent.

Appendix 6: Operational Leadership

INTRODUCTION

1 - 1

INTRODUCTION TO OPERATIONAL LEADERSHIP

Whenever we talk about an individual who has been killed in the line of duty, we should all keep one thing in mind; they made a judgment call. More often than not they believed in the mission so strongly that they risked their lives and those of others on it. That they may have made an error and their judgment was faulty is our tragedy. Performing the mission at ANY cost is an unacceptable risk, not only for those immediately involved, but for all who would have benefited from the efforts of those personnel tomorrow, next week, and next year. Completing the mission is important, and presents the difficult task of balancing performance with risk. Achieving the proper balance is crucial to the successful completion of our mission. Each of us has the opportunity to influence, inspire and guide their judgment, so a little bit of all of us goes with every individual we lose.

LEARNING OBJECTIVES

- Describe the concept of Operational Leadership.
- Describe the three primary causes of human error.
- Describe the National Park Service team concept.
- Describe the seven components of Operational Leadership.
- Describe the responsibilities of management and employees as it pertains to training.

OPERATIONAL LEADERSHIP TRAINING CONCEPT

Operational Leadership identifies key factors that affect individual and team performance. It has been specifically designed for the National Park Service to assist leaders and individuals in assessing and managing risk throughout the organization. As a component of the NPS Safety System, Operational Leadership will help everyone achieve a higher level of professional excellence by creating and fostering a work environment that seeks out and values input from employees who are best equipped to make decisions within the organization.

The term "Operation" refers to each and every job we do in each of our diverse workplaces, whether you are plowing snow at Glacier Bay, building fences at Hawaii Volcanoes, leading walks on the National Mall, making traffic stops on the Blue Ridge Parkway, commuting to work in the morning, writing policy, programming the budget or ensuring employees get paid, everything we do involves some amount of risk.

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The seven components of Operational Leadership help employees identify hazards in the workplace, providing tools for individuals and teams to use in assessing and mitigating risks. Operational Leadership empowers employees to be assertive about their safety and the safety of their team, and encourages them to participate in the decision making and risk management process. To successfully do this, each of our employees must be able to inspire, influence, and guide. This is the essence of leadership.

HUMAN ERROR AND ACCIDENTS

A high percentage of workplace accidents and injuries are associated with human error which continues to be the most significant cause of accidents in the National Park Service today. Human error can be described as our every day mistakes or behavior. The majority of human error-caused accidents are due to:

- **Poor Judgment:** Which includes not knowing or understanding the situation, loss of situational awareness, inadequate assessment of risks or environment, and making GO when NO-GO decision may have been more prudent?
- **Inattention:** Which includes failing to monitor conditions, not maintaining situational awareness, forgetting to do something, doing something improperly, and negligence.
- **Ineffective Supervision:** Which includes failure to lead, lax enforcement of standards and procedures, inadequate oversight by team members, or not verifying the job is done correctly.

Operational Leadership provides a framework and common language for individual and team performance that allows all employees to work toward a common goal.

WHO IS PART OF THE NATIONAL PARK SERVICE TEAM?

In many NPS operations, the team extends beyond the bounds of assigned personnel and NPS assets. For example, a resource management field crew is one team, but seldom performs its mission without interacting with members of a larger team. We must fully understand and be aware of who is included in our team at all times.

- **Chain-Of-Command.** The assets on scene represent only a small part of the NPS. Ensure that the organization that deploys you is part of your team; tap their resources and seek their direction. These team members could include mission coordinators, officers-in-charge, duty officers, or other NPS assets.
- **Other Authorities.** When working with other federal, state, or local authorities, treat them as members of the "larger team." They will serve us better if they are integrated into our team operation.
- **The Customer.** The public we serve can be a valuable asset to our teams. They are often the focus of our mission. Do not forget to include them, lest you limit the capabilities of your team.

SEVEN CONCEPTS OF OPERATIONAL LEADERSHIP

Operational Leadership is the process of coordinating actions among team members that enable them to interact effectively while performing mission tasks. Seven critical individual and team skills have been identified which can be employed to reduce the probability of human error. These skills are:

- Leadership
- Understanding Human Error & Accident Causation
- Mission Analysis
- Managing Stress & Performance
- Situational Awareness
- Decision-Making
- Effective Communications & Assertiveness

Leadership: Directing and guiding the activities of other team members, stimulating personnel to work together as a team, and providing feedback to team members regarding their performance.

Human Error & Accident Causation: Understanding the root cause of human error.

Mission Analysis: Making long-term and contingency plans, and organizing, allocating, and monitoring team resources.

Stress & Performance: Altering a course of action to meet changing demands, maintaining constructive behavior under pressure, and working effectively with other team members.

Situational Awareness: Knowing at all times what is happening to the team, the unit, and the mission.

Decision Making: Applying logical and sound judgment based on the information available.

Communication & Assertiveness: Clearly and accurately sending and acknowledging information, instructions, and commands; and providing useful feedback while actively participating, stating, and maintaining a position until convinced by the facts (not the authority or personality of another) that your position is wrong.

PRIMARY RESPONSIBILITIES FOR EFFECTIVE TRAINING

Your Role: Operational Leadership Training is part of management, supervisory, and individual level training. You should expect and encourage all NPS teams to use these principles. Likewise, you are expected to apply these principles in your duties.

In order to accomplish this, each of us must thoroughly understand the cause of error and plan effectively to control it. This can be done by:

1. Ensuring that latent errors are not introduced during the planning, organizing, directing, controlling, and staffing phase of work.
2. Putting systems in place that effectively support the "front-line" operator.
3. Motivating the individual to work safely.
4. Ensuring we have adequate safety measures in place to trap errors.

A simple way to look at this process (Figure 1-1) is to understand what happens when an individual doesn't do what you expect them to do.

- First you must have clear and practical standards. If you don't, this is a standards failure. This is management's responsibility.
- Next you must articulate the standards to the employees and train them to be able to accomplish the standard. If you don't, this is a training failure. This is management's responsibility.
- Next you must consistently enforce the standards. If you don't, this is a leader/supervisory failure. This is management's responsibility.
- If you have accomplished the first three and the individual does not follow the standards, you have an individual failure. At this point you must now determine the cause of the failure. The next section on types of error will cover that.

Troubleshooting Performance



Figure 1-1

PRIMARY RESPONSIBILITIES

Management at *all* levels must:

- Set the standards;
- Articulate the standards to those under our control;
- Enforce the standards; and
- Follow the standards themselves (role model behavior)

Each of us is responsible for:

- Knowing and understanding the standards.
- Following the standards.
- Encouraging others to follow the standards

Appendix 7: Specialized Training Practices

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Briefing Statement

Bureau:	National Park Service	Functional Type:	Occupational
Issue:	Administration & Business Practices, Commercial Services, and Specialty Field Program	Driver:	System
Park Site:	Servicewide		
Date:	March, 2009	Source:	NPS WASO L&D

Background:

The Administration, Business Practices, Commercial Services (formerly known as Concessions Management) and Specialty Field Program (consisting of Information Management, Public Affairs, and Legislative Affairs), is now known by the acronym ABCS. ABCS career field have had longstanding training programs in Learning & Development. In spring and summer, 2008, a Servicewide needs assessment was conducted in partnership with Eppley Institute for Parks and Public Lands, providing insight for employees within those career fields.

Program Information:

<u>Geographic Scope</u>	Servicewide.
<u>Competencies Addressed</u>	ABCS career field competencies.
<u>Program Length</u>	Dependent on course.
<u>Enrollment Capacity</u>	Dependent on course.
<u>Career Level</u>	Varies according to course.
<u>Functional Discipline</u>	Open to ABCS disciplines.
<u>Learning Method</u>	E-course and Classroom.
<u>Evaluation Method</u>	Partner and Internal evaluations currently underway.
<u>Funding Sources</u>	IPPM training is paid for out of local budgets.

Current Status:

Introduction to Park Program Management (IPPM) training has 9 trainings scheduled in FY09. Two NPS Flashpoint Training sessions will be held, and have been held now for seven years. Both Concessions Management for Superintendents and NPS Pricing and Evaluation trainings are slated for multiple course offerings in FY09. The training program has recently relocated to Mather Training Center where it had been housed previously.

A new task agreement with the Eppley Institute is being developed to provide analysis of statistical information contained in their needs assessment, and recommendations for priority training interventions that will be developed from that data. The program areas are also being polled by the acting Training Manager to determine priorities, and to re-establish STMA facility use, planning, support, and other protocols to serve the career field efforts already underway, and identify new program possibilities. In addition, the *Learning and Development Report to the National Leadership Council* contains direction for implementation of an Academy track for ABCS, so merging the assessment results with this valuable piece of the report is a priority.

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Briefing Statement

Bureau:	National Park Service	Functional Type:	Discrete
Issue:	Equipment Operator Safety	Driver:	Local
Park Site:	Southeast Region		
Date:	March, 2009	Source:	NPS WASO L&D

Background:

NPS owns 3,500 pieces of heavy equipment (e.g. bulldozers, graders, backhoes, loaders, tractors, etc). NPS does not require a special license or certification for staff that operate this equipment. By contrast, the U.S. Fish & Wildlife Service has policies that require certification for all operators of heavy equipment, and delivers the training/certification through a network of certified instructors.

Program Information:

To fill the void of heavy equipment training in the NPS, the Southeast Region approached South East Kentucky Community and Technical College (KCTC) to develop NPS operator curriculum for delivery on their campus in Middlesboro, Kentucky. When L&D entered this informal partnership, challenges encountered included park travel ceilings and difficulty attracting students. The College agreed to "take the show on the road" in 2005, and has been delivering classes in parks around the country ever since.

A core tenet of the program challenges students to take class materials back to their park and change its practices and procedures so young workers coming into the workplace see "this is the way we do business in our shop."

<u>Geographic Scope</u>	Service-wide.
<u>Competencies Addressed</u>	Equipment operation and safety.
<u>Program Length</u>	Unknown.
<u>Enrollment Capacity</u>	4-5 courses, or 120-150 equipment operators annually.
<u>Career Level</u>	Open to all career levels.
<u>Functional Discipline</u>	Targets equipment operators, but open to all functional disciplines.
<u>Learning Method</u>	Instructor, practical, hands-on.
<u>Evaluation Method</u>	Unknown; strong anecdotal feedback.
<u>Funding Sources</u>	Learning & Development Division pays tuition; parks pay travel and per diem.

Current Status:

To date 481 students have received over 1,800 CEU-hours credit on their official transcript by successfully completing these L&D sponsored classes. FY09 has 4-5 courses scheduled. L&D is working closely with the Service-wide Maintenance Advisory committee, Intermountain Region, and USFWS to pilot the KCTC curriculum using NPS certified instructors. Three staff have attended USFWS' Train the Trainer course.

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Briefing Statement

Bureau:	National Park Service	Functional Type:	Discrete
Issue:	FMSS 6.2 Upgrade	Driver:	System
Park Site:	Servicewide		
Date:	March, 2009	Source:	NPS WASO L&D

Background:

The Facility Management Software System (FMSS – Trade name Maximo®) is the official information system for the NPS park facility portfolio. The system helps the NPS to implement the capital asset management principles included in congressional directives, executive orders, OMB guidance, and DOI guidance. The FMSS includes a massive amount of data and information, including over one million work orders, over 60,000 asset records, and over 500,000 equipment records.

Program Information:

In the Deputy Director's memorandum on the FY 2008 Facility Management Program Goals, the DOI mandated that the NPS upgrade its FMSS software application to Maximo® version 6.2 by September, 2009. The intent of the software upgrade is to meet federal requirements, enhance software functionality, and improve ease of use of the software. The software upgrade will occur between September, 2008 and September, 2009.

Due to the aggressive timeframe required to meet the completion date for the upgrade, a cohort of parks will be initiating the process of data clean-up, testing transition, training, and final transition to the new FMSS server over a 12-week period. A new cohort of parks will begin the process every week with the exception of three holiday weeks for the next 37 weeks.

This schedule requires ongoing training of the new software to be available to a wide and constantly changing audience. A web class format offers an introductory course every Tuesday to the new cohort followed by four rotating topical courses on Thursdays. Guides (31 in total) are provided with each cohort, enabling consistent contact over eight weeks. Courses are documented in DOI Learn and include a test to register completion.

<u>Geographic Scope</u>	Servicewide.
<u>Competencies Addressed</u>	FMSS 6.2 Software Use.
<u>Program Length</u>	8 weeks.
<u>Enrollment Capacity</u>	Average of 280 students per cohort; several cohorts over 1 year.
<u>Career Level</u>	All career levels.
<u>Functional Discipline</u>	Open to all functional disciplines.
<u>Learning Method</u>	Classroom, web classes, and e-courses, including web seminars.
<u>Evaluation Method</u>	Unknown.
<u>Funding Sources</u>	Parks Facility Maintenance Division.

Current Status:

Training has been initiated in the first four cohorts. 1125 students have registered across 7 cohorts, with 142 completions to date.

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Briefing Statement

Bureau:	National Park Service	Functional Type:	Occupational
Issue:	Trades Training	Driver:	System
Park Site:	Servicewide		
Date:	March, 2009	Source:	NPS WASO L&D

Background:

Staff of the maintenance career field account for 28 percent of NPS workforce in 83 classification series. Like all career fields, the aging workforce will impact the NPS' future, with ~15 percent of employees eligible to retire today, and ~29 percent by the Centennial in 2016.

Program Information:

To address this challenge, L&D has established an informal partnership with the State of California Department of Parks and Recreation William Penn Mott Training Center (Mott) to offer trades training. L&D pays tuition for NPS participants; parks pay travel and per diem, which is minimal due to the inclusion of lodging and meals in tuition at Mott for on-site classes.

Mott has been delivering trades training to state park employees for over 30 years (e.g. basic, intermediate, and advanced carpentry, electric, and plumbing skills). Since its inception, Mott has had a University of California presence on its campus, and its curriculum meets the University's standards for Continuing Education Units.

Mott also has an award-winning trails program, which is offered to NPS staff through DOI Learn. It is so well-received that several parks have purchased classes (~\$20,000) for delivery to their employees.

<u>Geographic Scope</u>	Servicewide.
<u>Competencies Addressed</u>	Specialized trade training (carpentry, electric, plumbing, trails, etc).
<u>Program Length</u>	Unknown.
<u>Enrollment Capacity</u>	56 participants completed FY08 training.
<u>Career Level</u>	Open to all career levels.
<u>Functional Discipline</u>	Targets Maintenance division.
<u>Learning Method</u>	Classroom, in-park, hands-on.
<u>Evaluation Method</u>	Unknown; anecdotal evidence that the courses are well-received.
<u>Funding Sources</u>	Learning & Development Division, park-level.

Current Status:

In FY08, 56 trainees earned 108 CEU hours through this partnership. For FY09, 7 trade skills classes are scheduled for 21 maintenance workers. One in-park, Advanced Trails, Climbing, and Rigging class is planned for 30 workers.

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Briefing Statement

Bureau:	National Park Service	Functional Type:	Occupational
Issue:	Three Year Historic Preservation Training	Driver:	System
Park Site:	Servicewide		
Date:	March, 2009	Source:	NPS WASO L&D

Background:

The Three Year Historic Preservation Training Program for Exhibits Specialists (Restoration) began in 1977 at the Historic Preservation Training Center. Individuals with some previous experience in building crafts, architecture, or materials conservation, are competitively selected for the program.

Program Information:

The program is primarily on-the-job developmental training, and focuses exclusively on the repair and preservation of historic structures. The program includes an intensive series of developmental exercises designed to provide a diversity of work experience in geographic, cultural, craft, and historic resources types.

Direct involvement in projects of increasing complexity develops the trainee's expertise in a specific craft skill or in technical project management. The self-directed, work-centered, and competency-based course includes:

- Preservation philosophy based on the latest historic preservation laws, regulations, and guidelines
- Identification, evaluation, documentation, and preservation of historic structures
- Identification and application of preservation techniques for various building materials & technologies
- An understanding of health and safety issues associated with working on historic structures
- Knowledge of preservation project management

<u>Geographic Scope</u>	Servicewide.
<u>Competencies Addressed</u>	NPS Historic Preservation competencies.
<u>Program Length</u>	Three years.
<u>Enrollment Capacity</u>	14 currently enrolled in various phases.
<u>Career Level</u>	Open to employees with previous experience in building crafts, architecture, or materials conservation.
<u>Functional Discipline</u>	Historic Preservation.
<u>Learning Method</u>	Self-directed and work-centered, coursework, projects, planning, testing.
<u>Evaluation Method</u>	Participants evaluated by a Certification Board; post-training evaluation unclear.
<u>Funding Sources</u>	Unknown.

Current Status:

In October, 2008, four trainees were approved by the Certification Board. Currently, 14 additional trainees are participating at various stages. A total of 55 trainees have completed the program since its inception in 1977.

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Briefing Statement

Bureau:	National Park Service	Functional Type:	Occupational
Issue:	Preservation and Skills Training (PAST) Program	Driver:	System
Park Site:	Servicewide		
Date:	March, 2009	Source:	NPS WASO L&D

Background:

The Preservation and Skills Training (PAST) Program started in 1993 with 24 participants. It is a two-year, competency-based, trade and preservation skills developmental training program for maintenance employees.

Program Information:

The curriculum consists of one-on-one hands-on training sessions and formal workshops. A mentor is assigned to each trainee to serve as their coach and skills instructor. Each mentor is usually assigned two trainees. During the two-year period, the mentor travels to the trainee's park (or vice versa) and provides work-centered instruction on selected historic preservation projects. The mentor is required to work with the trainee in either location for a minimum of 20 days per year. The program funds travel for mentors and mentees.

Trainees also attend four formal preservation skills-based training workshops. The first workshop is a program orientation which includes an introduction to preservation philosophy and safety awareness training. The second two are skills workshops held in host parks. The host park provides project funding, supplies materials, and equipment as necessary. The fourth workshop, called the "Final Stroke," includes a review of preservation philosophy and a participant evaluation. Over the two year duration of the PAST program, groups of trainees and mentors may also work in small teams to independently complete various park preservation projects.

Upon successful completion of the program participants have their training certified as having met the competencies of a Historical Maintenance employee.

<u>Geographic Scope</u>	Servicewide.
<u>Competencies Addressed</u>	NPS Historical Maintenance competencies.
<u>Program Length</u>	Two years.
<u>Enrollment Capacity</u>	Current course includes 8 mentors and 17 trainees.
<u>Career Level</u>	Wage Grade 3-7.
<u>Functional Discipline</u>	Maintenance employees who work on historic structures.
<u>Learning Method</u>	One-on-one training sessions, formal workshops, mentoring.
<u>Evaluation Method</u>	Participant evaluation at conclusion.
<u>Funding Sources</u>	Historic Preservation Program, park.

Current Status:

To date, 107 trainees and 37 mentors have completed the program. The seventh consecutive PAST Program 2010 class began in April, 2008. This class includes eight mentors and 17 trainees spread across five regions.

Contact: Dorothy Printup, Historic Preservation Skills Training Manager, Historic Preservation Training Center, Dorothy_Printup@nps.gov

Briefing Statement

Bureau:	National Park Service	Functional Type:	Occupational
Issue:	Interpretive Development Program	Driver:	System
Park Site:	Servicewide		
Date:	March, 2009	Source:	NPS WASO L&D

Background:

The Interpretive Development Program (IDP) began in August, 1994 as a field-based effort to define the benchmark interpretation competencies articulated in Ranger Careers GS-5, 7, and 9 position descriptions. A series of subject matter experts (SME's) developed both a curriculum and Peer Review Certification program that began operating in 1996. The Certification program uses field-generated rubrics to measure competency standards for ten benchmark competencies, with three foundational competencies recently added.

Program Information:

The curriculum is regularly assessed and updated and was created with several internal and external partners. Partners include the National Education Council, the National Interpretation and Education Council, National Association of Interpretation, Eppley Institute, NPS peer review, and the Washington Office of Interpretation and Education.

Through the ongoing work of SME panels, interpretation competencies are being revised and updated dynamically. This allows the IDP to create a regionally directed Coaching Network that will offer basic and advanced certificates to those who wish to use the distance learning courses under the tutelage of a coach. This effort promises to more effectively reach over 70,000 interpretation practitioners who require additional learning opportunities.

<u>Geographic Scope</u>	Servicewide.
<u>Competencies Addressed</u>	NPS Interpretation 10 benchmark competencies.
<u>Program Length</u>	Unknown.
<u>Enrollment Capacity</u>	Average of 3,000 participants annually.
<u>Career Level</u>	GS-5, 7, and 9.
<u>Functional Discipline</u>	Interpretation.
<u>Learning Method</u>	Web-based distance learning, classroom, or satellite broadcast.
<u>Evaluation Method</u>	Through external partners, including OPM, Clemson and Indiana Universities, National Association of Interpretation, and the Eppley Institute.
<u>Funding Sources</u>	Unknown.

Current Status:

Most efforts are going into developing additional online courses, training Lead Coaches, and establishing the Coaching Network. Currently, six interpretation courses are offered on www.Parktraining.org.

Contact: David Larsen, Training Manager for Interpretation and Education, David.Larsen@nps.gov

Briefing Statement

Bureau:	National Park Service	Functional Type:	Discrete
Issue:	Partnership Training Program	Driver:	System
Park Site:	Service-wide		
Date:	March, 2009	Source:	NPS WASO L&D

Background:

In 2003, the NPS Partnership Council created a vision for developing partnerships within the NPS. An important component of this vision was the development of a set of strategies and actions to address building Partnership capacity within the NPS. In addition to developing core partnership competencies and creating a training needs assessment around those competencies, the Office of Partnerships & Philanthropic Stewardship (Office) was encouraged to coordinate with and utilize existing training efforts of the NPS and its partners. As part of that effort, the Office set out to: connect Partnership to the core mission; teach collaborative skills, including relationship management competencies; develop constructive organizational understanding about effective partnerships; encourage the NPS and partners to do short-term details and exchanges to gain diverse job skills.

Program Information:

Current Partnership Programs include:

- *Fundamentals II – Partnership Module*
- *Sustainable Funding Strategies for Non-Profits*
- *Cooperating Associations – Partners in Interpretation*
- *Working with NPS Friends Groups*
- *Partnership Agreements Workshop*
- *The Language of Partnership*
- *The Culture of Ethics in Partnership*
- *Understanding DO #21: Donations & Fundraising*
- *Fundraising Basics*
- *Understanding Non-profit Governance*
- *Obtaining Grants*
- *New Superintendent Academy*

<u>Geographic Scope</u>	Service-wide.
<u>Competencies Addressed</u>	NPS 24 Partnership core competencies (Identified by NPS Partnership Council in 2005); 8 are DOI Cooperative Conservation competencies.
<u>Program Length</u>	Varies according to program.
<u>Enrollment Capacity</u>	Unknown.
<u>Career Level</u>	All career levels included, some programs may have level restrictions.
<u>Functional Discipline</u>	Open to all functional disciplines.
<u>Learning Method</u>	Classroom, webinars, workshops, seminars.
<u>Evaluation Method</u>	Partnership training needs assessment, Clemson University.
<u>Funding Sources</u>	Office of Partnerships & Philanthropic Stewardship.

Current Status:

Program is ongoing.

Contact: Rich Fedorchak, Partnership Program Training Manager, Rich.Fedorchak@nps.gov
John Piltzecker, Chief, Office of Partnerships & Philanthropic Stewardship, John.Piltzecker@nps.gov

Briefing Statement

Bureau:	National Park Service	Functional Type:	Occupational
Issue:	Cultural Resources Training Program	Driver:	System
Park Site:	Servicewide		
Date:	March, 2009	Source:	NPS WASO L&D

Background:

The Cultural Resources Stewardship (CRS) career field, through competency-based training and developmental opportunities, enhances employee knowledge, skills, and abilities necessary to protect, preserve, maintain, and interpret park cultural resources. In this complex interdisciplinary career field, employees work in such fields as archaeology, cultural landscapes, historical architecture, museum management, history, anthropology, maintenance, and natural resources. Employees also work in programs such as historic preservation law, policy and compliance, and guidance and technical assistance to states, communities, and tribes. This career field also focuses on the cultural resource knowledge and skills needed by park superintendents, facility managers, chiefs of resource management, and program managers.

Program Information:

<u>Geographic Scope</u>	Servicewide.
<u>Competencies Addressed</u>	Preservation law, philosophy, & practice; inventory & research; preservation planning & compliance; preservation, treatment, & maintenance; project & program management; communications; safety & health.
<u>Program Length</u>	Unknown.
<u>Enrollment Capacity</u>	Average of approximately 20 students per year per program.
<u>Career Level</u>	Varies according to program offering.
<u>Functional Discipline</u>	Cultural Resources target, including 19 occupational groups.
<u>Learning Method</u>	Classroom.
<u>Evaluation Method</u>	Unknown.
<u>Funding Sources</u>	CRS career field, Learning & Development Division.

Current Status:

Since 2006, CRS career field has received approximately \$25,000 per fiscal year to design and deliver training. A meeting between the cultural resources training manager and several WASO cultural resource staff was held in October, 2008 to discuss existing training and future needs. The following courses were sponsored by Servicewide L&D between 2006 and 2008:

- *Introduction to Historic Preservation History and Philosophy* - to be reviewed/modified FY09
83 students 2006; 15 students 2008
- *Preservation and Treatment of Park Cultural Resources* – to be reviewed/modified FY09
21 students 2006; 21 students 2008
- *Natural and Cultural Resources Law and Policy for Superintendents*
22 students 2007

Contact: Lisa E. Eckert, Superintendent, Albright Training Center, Lisa_Eckert@nps.gov

Briefing Statement

Bureau:	National Park Service	Functional Type:	Occupational
Issue:	Natural Resource Stewardship Career Field	Driver:	System
Park Site:	Servicewide		
Date:	March, 2009	Source:	NPS WASO L&D

Background:

In 2002 a training needs assessment was performed for the natural resource career field in order to evaluate the preparation of personnel to address prescribed competencies, and the need for employee training. Based on these results, an additional study was conducted on one segment of the findings to address perceived preparedness among upper-level program managers. A subsequent gap analysis of competencies for senior natural resource program managers resulted in recommendations of who to train, training needs, delivery of training, and barriers to training. This study provided a framework for guiding the NRS career field training since its completion, and has helped to focus resources on achieving report findings.

Program Information:

Curriculum was developed by the NRS training manager and a subcommittee of the Natural Resources Stewardship and Science (NRSS) advisory group. At the request of the Associate Director of the NRSS, the NRS training manager worked with the University of Miami to develop a course titled, *Interaction of Science and Policy in Natural Resource Management*. Course objectives were based on training needs identified by 24 practitioners for six competencies at the Advanced Level Natural Resources Program Manager level.

<u>Geographic Scope</u>	Servicewide.
<u>Competencies Addressed</u>	NPS Advanced Level Natural Resources Program Manager's six competencies.
<u>Program Length</u>	Unknown.
<u>Enrollment Capacity</u>	Approximately 90 students annually; 4 programs annually.
<u>Career Level</u>	Varies according to specific program; targets upper-level program managers.
<u>Functional Discipline</u>	Natural Resource Stewardship.
<u>Learning Method</u>	Classroom.
<u>Evaluation Method</u>	Internal working group and partner assessment and recommendations.
<u>Funding Sources</u>	\$30,000 average annual NPS funding over past 3 years; partner funding; Natural Resource Challenge start-up funding.

Current Status:

Over 400 participants have received training through the series of resource protection courses to date. Important career field courses requested by the field are not able to be delivered due to lack of funding. Leveraging partner dollars helped to provide 12 training courses from 2005-07, training 270 students over the course of 379 hours of instruction. A significant infusion of funding is required to accomplish needs identified by the NRSS Directorate, field staff, 2005 succession study, and recent learning and development report.

Contact: Jeri Hall, Training Manager, Natural Resources and Resource & Visitor Protection Lead, Stewardship, Visitor, and Resources Protection Training Team, Albright Training Center, Jeri_Hall@nps.gov

Briefing Statement

Bureau:	National Park Service	Functional Type:	Occupational
Issue:	Resource Stewardship and Protection Curriculum	Driver:	System
Park Site:	Servicewide		
Date:	March, 2009	Source:	NPS WASO L&D

Background:

An interdisciplinary, competency-based, Resource Stewardship and Protection Curriculum of four courses began development in 1998. The mission of the curriculum is to strengthen the knowledge and competencies of all NPS employees by connecting them to the resource, and to build proactive capabilities through interdisciplinary collaboration and partnering for resource protection.

Program Information:

The goal of the curriculum is to have employees understand the relationship between their individual responsibilities and those of fellow employees and partners in implementing the NPS mission. Eppley Institute helped develop, evaluate, refine, finalize, and deliver the curriculum. Courses are designed in a competency-based, progressive topic development sequence. CEU's are provided upon completion. The resource protection curriculum establishes a professional, multi-disciplinary employee development series for resource protection that is strategically linked to other courses in the NPS. Courses include:

- *Introduction to Resource Stewardship* - Completed by 180 participants
- *Resource Stewardship for Protection Rangers* - Completed by 110 Rangers
- *Interdisciplinary Resource Protection and Law* - Completed by 98 participants
- *Intermediate Resource Protection and Interdisciplinary Teams* - Piloted to 24 participants

Geographic Scope

Servicewide.

Competencies Addressed

NPS Resource Stewardship competencies.

Program Length

Unknown.

Enrollment Capacity

Average of 40 students trained annually in resource protection.

Career Level

Varies according to program.

Functional Discipline

Target Resource Stewardship & Protection, open to all functional disciplines.

Learning Method

Classroom, e-learning.

Evaluation Method

Evaluation by Eppley Institute for Parks and Public Lands.

Funding Sources

Natural Resource Challenge (2002-06); partner.

Current Status:

The two advanced courses in the curriculum remain to be finalized due to funding constraints. Over 400 participants have been trained since 1999 as part of the resource protection curriculum.

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Appendix 8: Categorization Tables of Services, Practices Under Development, and Specialized Training Practices

Table 4. Career Levels Addressed by Specialized Training Programs

Program	Career-Level				
	Entry	Supervisory	Division Chief	Superintendent	Senior Management
Occupational					
ABCS Development Program	X	X	X	X	X
Trades Training	X	X	X	X	X
3-Year Historic Preservation Training Program		X	X	X	
Preservation and Skills Training (PAST) Program		X	X	X	
Interpretive Development Program		X	X	X	
Cultural Resources Training Program		X	X	X	
Natural Resource Stewardship Program		X	X	X	
Resource Stewardship & Protection Curriculum	X	X	X	X	X
Discrete					
Equipment Operator Safety	X	X	X		
Facility Management Software System Upgrade		X	X	X	
Partnership Training	X	X	X	X	X
Under Development: Mather Distance Learning Capacity	X	X	X	X	X

Table 5. Specialized Training Programs by Functional Type

Program	Functional Type		
	Occupational	Discrete	Holistic
ABCS Development Program	X		
Equipment Operator Safety		X	
Facility Management Software System Upgrade		X	
Trades Training	X		
3-Year Historic Preservation Training Program	X		
Preservation and Skills Training (PAST) Program	X		
Interpretive Development Program	X		
Partnership Training		X	
Cultural Resources Training Program	X		
Natural Resource Stewardship Program	X		
Resource Stewardship & Protection Curriculum	X		
Under Development: Mather Distance Learning Capacity		X	

Table 6. Specialized Training Programs by Implementation Driver

Program	Implementation Driver		
	Local	System	Partner
ABCS Development Program		X	
Equipment Operator Safety	X		
Facility Management Software System Upgrade		X	
Trades Training		X	
3-Year Historic Preservation Training Program		X	
Preservation and Skills Training (PAST) Program		X	
Interpretive Development Program		X	
Partnership Training		X	
Cultural Resources Training Program		X	
Natural Resource Stewardship Program		X	
Resource Stewardship & Protection Curriculum		X	
Under Development: Mather Distance Learning Capacity		X	

Appendix 9: Success Factors Research & Analysis

Sample NPS Leadership Development Success Factors

In order to use a standard framework for assessing the strengths and weaknesses of each leadership development initiative, CPM prepared a simple list of the key leadership “success factors” that should be addressed by a comprehensive leadership development program. The success factors below are based on a blending of the NPS’ Leadership Development competencies and competencies identified by the Society for Human Resource Management’s (SHRM) *Effective Practice Guidelines*. The success factors also considered NPS employee feedback obtained through both the *Federal Human Capital Survey (FHCS)* and the focus groups CPM and Hart Research conducted during the fall of 2008, as well as information gleaned from interviews for this report.

Sample NPS Leadership Development Success Factors	
Functional Knowledge	Knows the park service, understands the ins-and-outs of how it works, can explain it to others; respected as a thought-leader in their field of expertise (maintenance, LE, etc); human resources management skills and budgeting skills
Service-focused & Results-oriented	Follows a service-model of leadership – understands he/she is there to “serve” the public and his/her subordinates; focused on customer service, accountability, and problem-solving; decisive
Flexibility & Adaptability	Continually learning; illustrates creativity and innovation; open to others’ ideas; looks at different ways to do perform a task
Communication Skills & Team-building	Strong interpersonal skills and oral communications; solid written communications; partnering ability; influence and negotiating skills
Integrity & Trust	Honest and receives respect from others; follow-through; sets appropriate expectations
Developing Others	Can coach for performance; seeks ways to delegate and learning opportunities for subordinates; provides constructive feedback to subordinates

The following paragraphs contain additional research supporting the inclusion of each success factor:

Functional Knowledge - The FHCS noted employees’ desire for improving skill levels (noted on page 36 of CPM’s *NPS Setting the Standard for Quality Government* report, presented to NPS leadership February 23, 2009). Additionally, having the right skills and expertise for the job was highly valued by employees who responded to the FHCS (noted on page 31 of the CPM report). Based on the importance employees attach to having the right knowledge and skills for the job, “functional knowledge” is an important success factor. Many of the field-based initiatives also focus on this area.

Service-focused & Results-oriented - This success factor was not only covered during focus groups, but finds additional support through a number of field-based initiatives, including the category of “leading performance and change” for the Lake Mead program and “socially responsive management” for the IMR Leadership Development Program (Appendix 5).

"Right now, our division chief doesn't fight for us. He doesn't communicate things. He's not really a leader and he's never around. He's usually off on details." -- PFT Administration

"Mid-level managers must be more accountable for their management practices. ...It has to go from the bottom up." -- Resource Interpretation/Resource Management

Flexibility & Adaptability - Participants in the focus groups did not categorize the NPS as an innovative or creative organization and stated they look to their leaders to set the standard in this area to create an innovative workplace. Findings from the FHCS support this need for innovative and creative leadership, as outlined in CPM's report, *NPS: Setting the Standard for Quality Government*, page three.

Communication Skills & Teambuilding – Communication was noted as problematic across all sectors of the National Park Service by employees in the focus groups. It is apparent that improving communications and increasing collaboration will go far to increasing employee satisfaction at the park service. Some specific recommendations that came out of the focus groups include: supervisors that have an "open door" policy; more collaboration and less fighting across divisions; managers who solicit input and feedback from employees; and regular staff meetings. This success factor has more field-based initiatives than any other, including the Lake Mead program, noted on page 28 of this report.

"I think that if the [NPS] leadership would make a sincere attempt at listening to staff and engaging us in a dialogue over these issues, but we have been given little or no opportunity to be listened to and to have meaningful dialogue..." -- Regional Employee

"There needs to be more teamwork between the division chiefs. It'll filter down amongst the rest of the staff if the division chiefs weren't all so competitive with each other." -- Historic Interpretation/Cultural Resource Management

Integrity & Trust - The FHCS also ranked honesty and integrity poorly among NPS' leadership, noted on page three of CPM's report. Communications and lack of collaboration were noted as problems by focus group participants, this success factor is covered under "communication skills & team-building." Employees do not feel safe bringing grievances or ethics violations forward without fear of reprisal. One employee in the focus groups stated "if we want to know what is going on with the park we just read the local newspaper." Scores around integrity and trust fell by double-digits from 2003 to 2007 and remain significantly below the overall government average.

Developing others - Leadership doesn't begin and end upon attainment of a certain position. The sheer number of mentoring initiatives undertaken across the service, from the Superintendents' Leadership Roundtable to more local-based programs, the ability to coach others and mentor them for career development and problem-solving is universally respected and given high-value. Page 38 of the report, *NPS: Setting the Standard for Quality Government* notes responses to questions around "developing others."

"[Professional development training] is not standard. I mean it's between you and whatever supervisor you have and if you can convince them to let you go to something."
-- Seasonal Maintenance

"I've had a couple of really good bosses that I attribute a lot of my success to because they were good mentors. But those seem to be fewer and far between." -- Law Enforcement Supervisor

Examples of Current NPS Leadership Development Competencies

Essential Competencies for Supervision, Management & Leadership

Building Coalitions & Communications

Influencing/negotiating, interpersonal skills, oral communications, partnering, political savvy, and written communications.

Business Acumen

Financial management, human resources management, and technology management.

Leading Change

Continual learning, creativity and innovation, external awareness, flexibility, resilience, service motivation, strategic thinking, and vision.

Leading People

Conflict management, cultural awareness, integrity and honesty, and team building.

Results Driven

Accountability, customer service, decisiveness, entrepreneurship, problem solving, and technical credibility.

From: http://home.nps.gov/applications/hafe/training/competent2.cfm?Career_code=sml

New Leader Program

The New Leader Program (NLP) is open to full-time permanent Federal employees in grades GS 7-11 who have just entered leadership positions or have a high potential for leadership, including first-line supervisors, team leaders, project managers, administrative support and members of self-directed work teams... The NLP focuses on the following competencies: leadership, teaming, customer service, problem-solving, self-direction, flexibility, interpersonal skills, conflict management, decisiveness, written communication, oral communication, and valuing diversity.

From: <http://www.nps.gov/training/nlp.htm>

Society for Human Resource Management

According to the Society for Human Resource Management (SHRM), effective succession planning should include a comprehensive employee development system. Such a system, based on vetted and applicable competencies, will ensure that when leaders move on, there are well-prepared leaders ready to take their place.

The SHRM Foundation produces a series of management resources called *Effective Practice Guidelines*. Their report on *Effective Practice Guidelines for Developing Leadership Talent* was one of the resources used to inform leadership success factor identification for the purposes of this report.

A sample case study aligns a large private organization's core values to leadership competencies:

Innovation	<ul style="list-style-type: none"> • Think strategically • Innovate • Champion change
Customer	<ul style="list-style-type: none"> • Improve systems & processes • Commit to quality • Focus on customer needs
Integrity	<ul style="list-style-type: none"> • Lead courageously • Foster open communication • Act with integrity
Performance	<ul style="list-style-type: none"> • Establish plans • Manage execution • Influence others • Drive for results
People	<ul style="list-style-type: none"> • Foster enthusiasm and teamwork • Reward and celebrate teamwork • Attract and develop talent • Build relationships
Personal Effectiveness	<ul style="list-style-type: none"> • Use sound judgment • Convey information • Adapt and develop oneself • Know the organization and the business

The case study goes on to identify three broad competency sets for identifying potential leaders:

Industry-Related Competencies (<i>Industry expertise</i>)	Implementation Competencies (<i>How things get done</i>)	Leadership Competencies (<i>Setting overall direction and enhancing development</i>)
<ul style="list-style-type: none"> ▪ Industry knowledge ▪ Client focus ▪ Global perspective 	<ul style="list-style-type: none"> ▪ Flexibility and adaptability ▪ Communication skills ▪ Results orientation 	<ul style="list-style-type: none"> ▪ Strategic agility (and vision) ▪ Integrity and trust ▪ Developing subordinates

The full report can be accessed on-line, at:

<http://www.shrm.org/about/foundation/research/Documents/Developing%20Lead%20Talent-%20FINAL.pdf>