USAID
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GLOBAL WORKFORCE LEARNING STRATEGY

2015 – 2019

USAID
GLOBAL WORKFORCE LEARNING STRATEGY
2015 – 2019

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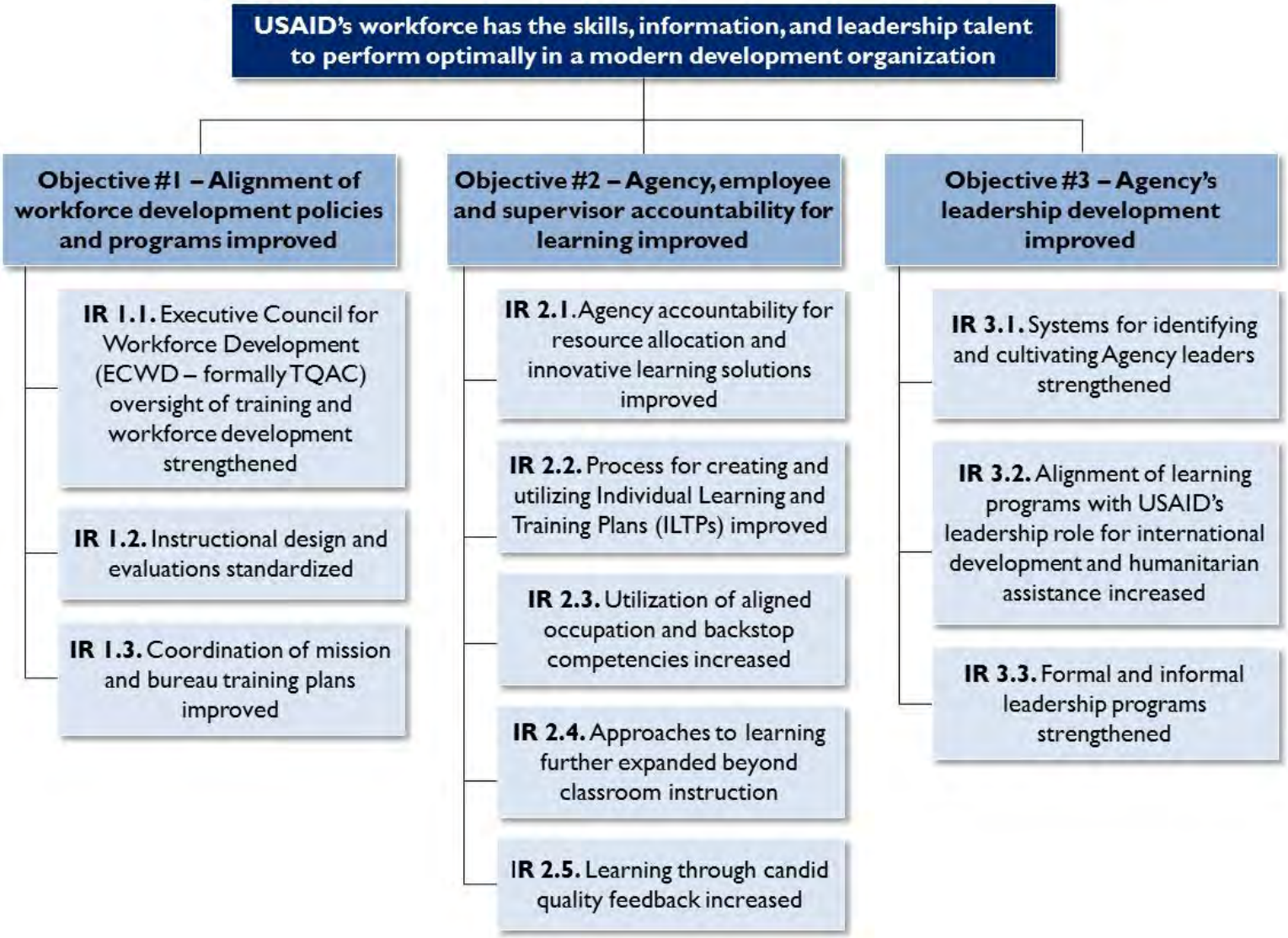
ACRONYMS

ADS	Automated Directives System
CHCO	Chief Human Capital Officer
COR/AOR	Contracting Officer's Representative/Agreement Officer's Representative
CPD	Center for Professional Development
CSP	Civil Service Personnel
ECWD	Executive Council for Workforce Development
EFM	Eligible Family Member
FACT	Foreign Affairs Counter Threat Training
FEI	Federal Executive Institute
FSN SAC	Foreign Service National, Senior Advisory Corps Program
FSO	Foreign Service Officer
FEI	Federal Executive Institute
FY	Fiscal Year
GAO	Government Accountability Office
GWLS	Global Workforce Learning Strategy
HCAF	Human Capital Accountability Framework
HCTM	Human Capital and Talent Management
IDP	Individual Development Plan
KSA	Knowledge, Skills, and Abilities
ILTP	Individual Learning and Training Plan
IR	Intermediate Result
LMS	Learning Management System
M/OAA	Bureau for Management/Office of Acquisition and Assistance
NPE	Non-Permissive Environment
OJT	On-the-Job Training
OPM	Office of Personnel Management
PMP	Performance Management Plan
PPD	Presidential Policy Directive
PPL/LER	Bureau of Policy, Planning, and Learning/Office of Learning, Evaluation, and Research
PREEMPT	Personnel Recovery, Employee Education, Management Prevention and Training

QDDR	Quadrennial Diplomacy and Development Review
SEC	Office of Security
SMG	Senior Management Group
SO	Strategic Objective
STG	Senior Technical Group
TQAC	Training Quality Assurance Council (now ECWD)

GWLS 2015-2019 Results Framework



1. INTRODUCTION

PURPOSE OF THE GLOBAL WORKFORCE LEARNING STRATEGY

It takes a world-class cadre of motivated, qualified staff to manage and lead a dynamic international development organization. This Global Workforce Learning Strategy (GWLS) describes priorities for 2015 – 2019 that continue strengthening the capacity of USAID staff to ensure they are well-equipped with the knowledge, skills and resources required to achieve the Agency's ambitious and constantly evolving development and humanitarian assistance goals.

The Agency's first five-year "Corporate Learning Strategy, 2009 – 2014," focused on making *training* more effective though better aligning courses to employee development goals, offering employees a wider range of training methods and technologies, and ensuring that training is just-in-time when lessons can be applied in the workplace. As a result of that strategy, employees benefit from a far more effective learning environment that includes a modern training facility, greater use of e-learning, and attention to defining competencies for positions and backstops.

This 2015-2019 Strategy builds upon the former strategy by focusing on employee *performance*, noting that training methods and courses represent just one approach to strengthening employee knowledge, skills and resources. Over the next five years the Agency will focus on boosting employee performance through three objectives: better aligning numerous learning policies and programs with each other; holding the Agency, supervisors, and employees themselves more accountable for accelerated learning; and improving how the Agency prepares employees for leadership positions and responsibilities.

This Strategy presents a series of challenges to be addressed and offers useful tools for integrating learning, performance improvement and knowledge sharing into USAID's culture and work. Each Strategic Objective (SO) and Intermediate Result (IR) presents a problem statement with a series of recommendations and solution options. Its overarching strategic goal is to ensure "USAID's workforce has the skills and information to perform optimally in a modern development organization." The Global Workforce Learning Strategy supports, and is an integral part of the Office of Human Capital and Talent Management's (HCTM's) "One USAID" agenda – a transformative campaign that will result in better coordination and integration of the Agency's disparate workforce development systems, policies, programs and processes.

The Strategy is based on several assumptions:

- Future Agency budget levels in coming years could change the content of this strategy.
- Changes in future Presidential, Congressional and USAID Administrator initiatives and priorities could change the direction or content of this Strategy.
- Human Capital and Talent Management (HCTM) will continue to lead the direction of this strategy.
- The Strategy will be tied into HCTM's strategic priorities for 2015 and beyond, namely: performance management, leadership and career development, workforce planning, and customer service.
- Although this Strategy does not encompass the field of Organizational Development, it recognizes that the performance of teams and organizations directly impacts employee learning and performance.
- USAID will assess workforce development needs on a regular basis and use evidence and data to make informed decisions about resource allocations.

WHAT'S IN IT FOR ME?

This Strategy has been crafted after extensive consultations with every member of USAID's workforce, including Civil Service Personnel, Foreign Service, direct hires, personal services contractors, and Foreign Service Nationals. In it you will find practical tools, templates, references, and career development guidance. Such tools and references are intended to supplement, not supplant, the myriad of resources already available through such vehicles as USAID University, Learning Lab, ProgramNet, and a host of other Agency publications, databases, and materials.

STRATEGY STRUCTURE

RESULTS FRAMEWORK

The Strategy's organizing framework at the beginning of this document defines the overall strategic goal, strategic objectives (SOs) and intermediate results (IRs) to be achieved over the next five years.

PART 2. STRATEGIC OBJECTIVES, INTERMEDIATE RESULTS, ILLUSTRATIVE ACTIVITIES AND SOLUTIONS, AND TOOLS

This part summarizes the workforce learning development challenges to be addressed during the Strategy's term and proposes best practices and other solutions, drawn from learning organization, performance improvement, training and development, human capital management, knowledge management, and other relevant research and case studies. This section also includes *Illustrative* Activities and Solutions—sample ideas at this point to be considered for an upcoming Implementation and Performance Management Plan that will define specific activities and for development, budgeting, and tracking.

Each discussion includes links to sample tools, templates and references tied to SOs and IRs. These are valuable for users who deal with planning, assessing, and designing learning for implementing units, individuals and teams. Tools and links will be frequently updated, particularly as staff and organizational units contribute best practices and lessons-learned. This section makes the Strategy a true "living document," one that will benefit and grow from learning that occurs throughout USAID.

PART 3. ILLUSTRATIVE PERFORMANCE INDICATORS AND PERFORMANCE EVALUATION QUESTIONS

The performance indicators are *illustrative* measures of progress over time for each of the three Strategic Objectives. In 2015, the Center for Professional Development (CPD) will develop a Performance Management Plan (PMP) that will define specific indicators and targets to measure and track over the next five years. The PMP will include a plan for implementing specific actions along with timeframes and budgetary implications.

PART 4. STRATEGY DRIVERS

This Strategy was informed by numerous internal and external drivers. This section provides explanation and links to relevant evaluations, assessments, surveys policies and guidance that underlie and drive the Strategy.

2. STRATEGIC OBJECTIVES (SO) AND INTERMEDIATE RESULTS (IR)

SO1: ALIGNMENT OF WORKFORCE DEVELOPMENT POLICIES AND PROGRAMS IMPROVED

Context: USAID staff development policies and programs are created and implemented by Human Capital and Talent Management (HCTM–formerly the Office of Human Resources) by individual bureaus, offices, and missions. In such a complex institution, policies and programs need coordination and oversight in order to be aligned effectively with the Agency's evolving needs and priorities.

Problem Statement: This SO addresses the current challenge that disparate approaches to workforce development lead to uneven, confusing, and uncoordinated efforts and results. In the current environment, bureaus, offices and even missions often develop and procure their own training and other learning solutions to address the needs and interest of their respective staff. Yet there are few standards on the minimal requirements of courses and other interventions – for example, whether they truly address staff performance gaps, whether those gaps address larger organizational strategic needs, whether there is redundancy among courses, whether instructor-led courses are necessary versus less costly learning solutions, and whether courses are evaluated by the same measures to determine results and impact on performance. Such challenges compromise Agency's ability to achieve the overarching Goal of creating a workforce capable of optimally performing "in a modern development organization."

End of Strategy Vision: By the end of 2019, USAID will transform the manner in which learning policies and programs are aligned, coordinated, and follow established standards. To achieve this vision, the Agency will strengthen the centralized body which oversees coordination and direction of Agency learning (IR1). The Agency, led by the Center for Professional Development (CPD), will recommend standards on how learning solutions across the Agency – from classroom instruction to e-learning – are designed, delivered and evaluated ensure maximum impact on employee and organizational performance (IR2). Missions, bureaus and offices will produce learning and training plans that are coordinated and aligned with each other (IR3).

IR 1.1. EXECUTIVE COUNCIL FOR WORKFORCE DEVELOPMENT (ECWD) OVERSIGHT OF TRAINING AND WORKFORCE DEVELOPMENT STRENGTHENED

Problem Statement: Coordinating workforce development requires top-level support and commitment, achievable only if there is a forum for deliberation and consultations among Agency decision-makers.

End of Strategy Vision: By 2019, the ECWD will be acknowledged as the lead oversight and advisory body for ensuring that workforce development policies and programs are strategic, and seamlessly aligned and integrated throughout USAID's employment system. Responsibilities will include:

a. Identifying and analyzing policies affecting staff development programming;

b. Reviewing new and changed Agency requirements and initiatives and recommending updates and revisions of current policies and programs;

c. Determining and addressing workforce development and competency gaps, based on evidentiary findings from internal and external sources;

d. Recommending standards, metrics, and related solutions to foster training quality control, promote coordination and resource sharing, and ensure strategic alignment of workforce development policies and programs; and

e. Consulting on talent management initiatives, such as the design and implementation of career maps, leadership development, and Senior Technical Group programming.

Illustrative Activities and Solutions:

a. Create and publish an organizational charter;

b. Produce a 5-year, time-lined strategy and communications program, with annual work plans;

c. Promote transparency by maintaining a USAID web presence, with reports, minutes, findings, work plans, and other information related to its deliberations and recommendations;

d. Meet no less than quarterly to address workforce development challenges and solutions; and

e. Use MyUSAID or other online space to facilitate senior level consultation and collaboration.

IR 1.1. Recommended Resources and Tools:

- USAID Workforce Plan, 2011 - 2015 (http://pdf.usaid.gov/pdf_docs/pdacy036.pdf)
- Example of Executive Committee Charter: http://wdbccc.com/docs/default-source/boarddocuments/executive-committee-charter.pdf?sfvrsn=0
- Executive Council for Workforce Development Charter *(to be provided*)
- See ADS 200-203 for guidance for systematic alignment of workforce development policies and programs.
- Global Workforce Learning Strategy Updates – these will be promulgated no less than annually by HCTM's CPD *(to be provided*)

IR 1.2. INSTRUCTIONAL DESIGN AND EVALUATIONS STANDARDIZED

Problem Statement: To ensure optimum efficiency and impact, USAID could apply more uniform principles and standards for developing and implementing learning solutions, and for evaluating results. Yet each bureau, office and mission determines its own training and development needs and programs accordingly. This model encourages silo-oriented policies and programming, because it does not necessarily consider, nor foster, the type of big picture thinking essential to strategically aligning individual, team, and unit training with the Agency's priorities.

By standardizing intra-Agency approaches to designing and assessing learning interventions, this IR ensures resource allocation decisions are aligned with Agency direction and priorities.

End of Strategy Vision: By 2019, a majority of missions and bureaus will follow recommended guidance for designing, implementing and evaluating learning solutions. When applicable all new courses and major revisions will be competency-based, include post-training impact assessments, and demonstrate alignment with larger Agency policies. This will be assured by:

a. CPD developing and disseminating alignment guidelines, standards, criteria, and metrics Agency-wide;

b. CPD providing bureaus, offices, and Missions with consulting services to help define standards relevant for particular training and other learning solutions; and

c. Creating an online training module on developing and applying post-training assessments.

Illustrative Activities and Solutions: Consulting with the ECWD and HCTM leadership, CPD will lead efforts to produce learning standards, metrics and guidance. Standardization protocols are to be minimally burdensome on reporting Agency units and will be formatted to facilitate uploading to USAID's University's Learning Management System (LMS). Activities include but are not limited to the following:

a. Define course design principles to help ensure that courses are competency-based and utilize wide range of engaging and effective learning solutions.

b. Bureaus, missions and offices complete a brief Learning Design Proposal form justifying the need for new courses and other formal learning activity, staff eligibility, competencies addressed, and approaches for evaluating/measuring success.

c. Guidelines to justify major course revisions will be recommended by the CPD and published after consultation with the ECWD.

d. Introduce training-of-trainers as core skills for all staff. As staff increases understanding of training methods, they increase buy-in to standards for quality training.

e. Implement approaches for bureau subject matter experts to update course instructors and materials on a regular basis.

IR 1.2. Recommended Resources and Tools

- OPM Training Evaluation Field Guide - http://www.opm.gov/WIKI/uploads/docs/Wiki/OPM/training/Field%20Guide%20to%20Training%20Evaluation_6-8-2011-FINAL.pdf
- Additional information on training evaluation - http://www.opm.gov/WIKI/training/Training-Evaluation.ashx
- Checklist of instructional Design Principles and Guidelines (*to be developed*)
- Learning Design Proposal form (*to be developed*)

IR 1.3. COORDINATION OF MISSION AND BUREAU TRAINING PLANS IMPROVED

Problem Statement: To ensure workforce development strategies, tactics, and programs efficiently and effectively address USAID's objectives and priorities, it is essential that Agency units adapt their respective planning processes to reflect alignment considerations, including the annual budget guidance. Although each bureau, office and mission assesses its own competency and skills gaps and produces its own annual training plan, these are typically done without reference to, for example, Individual Learning and Training Plans (ILTPs) , mission needs, and resources outside their respective unit. Such narrowly constructed plans fail to take advantage of potential synergies and cost-savings that could be realized by purposeful examination of options beyond their silos. This IR is attained by encouraging intra-Agency discussions of cross-cutting workforce development plans, activities, and resources.

End of Strategy Results: By 2019, USAID will have a workforce development planning program that involves consultation and engagement with internal and external assets. Simply put, the Agency will develop and promulgate guidelines requiring training plans to include connection to ILTPs, recommendations by training committees, and consideration of existing and new resources.

Illustrative Activities and Solutions:

a. CPD issues guidance for annual training plans to incorporate statements of alignment that include consultation and collaboration efforts.

a. Through their respective training coordinators—bureaus, offices and missions document results of training and other learning interventions, providing data to comply with OPM reporting requirements and Agency internal needs.

b. Determine the extent to which and how non-direct hire staff, such as institutional contractors, should be factored into bureau and mission training plans – in order to recognize that evolving mission/bureau needs require new skillsets among all team members, including non-direct hires.

c. CPD will develop tools and briefings for missions to assess how individual training plans fit into mission or bureau training plans. CPD will also provide "help desk" assistance to missions and bureaus on developing effective training plans.

As a result of these activities, intra-Agency reports will document collaboration and coordination use of resources that further learning aligned with USAID's policies and priorities. By requiring annual "reports on results," the Agency generates data that can be used for a number of subsequent analyses, including assessments of impact, performance improvement, return on investment, and competency gap status.

IR 1.3. Recommended Resources and Tools

- The link to ILTPs is in the USAID University (https://university.usaid.gov/), under the "Talent Management" tab
- Annual Training Plan template (*to be developed*)
- Annual Training/Learning Results Reporting Form, for OPM reporting and internal Agency data requirements (*to be developed*)

SO 2: AGENCY, EMPLOYEE AND SUPERVISOR ACCOUNTABILITY FOR LEARNING IMPROVED

Context: According to studies by the Center for Creative Leadership, successful employees learn their jobs through three areas of experience: Approximately 70% is through challenging assignments in which they solicit and receive feedback on our performance; 20% is through developmental relationships such as interacting with successful colleagues, coaching and mentoring; and only 10% is through training and courses. To ensure that all employees reach their performance potential, the Agency is responsible for providing an environment, tools and opportunities for challenging experiences and developmental relationships. Supervisors need to be more accountable for delegating challenging assignments, giving feedback, and allowing employees to take risks, fail at times and learn. And employees themselves are responsible for seeking challenging assignments, finding mentors, and soliciting feedback.

Problem Statement: The Agency is not yet focused on a 70-20-10 approach. When a bureau or mission identifies employee skills to improve, they first turn to classroom training which has limited impact and is certainly the most costly in terms of funds and employee time. Few Agency resources focus, for example, on mentoring programs or growing employees' potential through challenging assignments. There is no formal program for rotational assignments or details outside of USAID which would better ensure that such opportunities are in alignment with individual career plans and USAID needs. Not enough supervisors focus on coaching their direct reports and providing them with developmental feedback. Not enough employees understand how to solicit feedback, seek coaching and identify opportunities that fill performance gaps. All three levels of the Agency – missions and bureaus, supervisors and managers, and employees themselves – need to become more accountable for supporting and accelerating learning.

SO2 advances this Strategy's goal by stipulating and clarifying accountabilities and expectations. Specifically, this SO addresses (a) Agency accountability for allocating resources towards experiential learning and developmental relationship opportunities; (b) improvements in the design and utilization of *Individual Learning and Training Plans* (ILTPs) that, when truly utilized by Agency bodies, supervisors and employees – are a powerful tool for planning and tracking learning; (c) defining position and backstop *competencies* that, in turn, clarify performance expectations at each positional level; (d) focusing attention on creative learning solutions beyond classroom training; and (e) optimizing learning through feedback methods and tools.

End of Strategy Results: By 2019 USAID will focus less on instructor-led training and more on a blended learning principles and methods to accelerate employee performance. This includes a formal rotational program of assignments in other USG agencies, the private sector, not-for-profit sector, and academia, as well as the use of webinars and other shared learning approaches.

IR 2.1. AGENCY ACCOUNTABILITY FOR RESOURCE ALLOCATION AND INNOVATIVE LEARNING SOLUTIONS IMPROVED

Problem Statement: HCTM's Center for Professional Development plays a key role in funding learning and training programs and oversees the USAID University's Learning Management System. However individual bureaus and missions fund their own mechanisms for learning, the Bureau for Policy Planning and Learning oversees much employee training around the Program Cycle, and the Office of Acquisition and Assistance (M/OAA) oversees training and continuous learning points for COR/AOR certification. Added to the complexity is the question of whether Agency training courses should be held in missions or centralized at Regional Training Centers such as the Asia Regional Training Center, the Washington Learning Center, and evolving centers in Africa and Latin America.

End of Strategy Results: By 2019, the CPD will serve as the focal point for allocating learning resources and implementing blended learning solutions. Furthermore the role of mission and bureau training coordinators will expand to oversee implementation of learning solutions in bureaus and missions.

Illustrative Activities and Solutions:

a. Increase CPD staff and budget to ensure that it has the capacity to support and assist learning solutions globally for the Agency.

b. Expand and clarify the role of training coordinators in overseeing implementation of this Strategy (GWLS) at their respective bureaus and missions.

c. CPD strengthens integration of Foreign Service Nationals its learning systems, for example, as trainers and mentors.

d. CPD coordinates with the Department of State to provide learning services to accompanying EFMs – with a focus on certification programs relevant to jobs and positions at posts.

e. CPD increases the use of data and benchmarks to justify the link between funds and time invested in learning solutions – and impact on employee performance.

IR 2.1. Recommended Resources and Tools:

- Resources and links to learning and training opportunities for Eligible Family Member. Link to FSI Transition Center Courses/Resources http://www.state.gov/m/fsi/tc/c49685.htm
- List of mandatory trainings and learning solutions in the USAID University (https://university.usaid.gov/), on your Home Page, under "USAID Quick Links"
- The USAID Learning Charter distributed in New Employee Orientations *(to be developed)*

IR 2.2. PROCESS FOR CREATING AND UTILIZING INDIVIDUAL LEARNING AND TRAINING PLANS (ILTP) IMPROVED

Problem Statement: ILTPs are powerful tools for missions, bureaus and offices to help employees strategically define performance gaps and blended leaning (i.e. 70-20-10) opportunities to fill those gaps. The main challenge is that employees and supervisors simply do not utilize ILTPs or, at best, utilize them without much impact. Without such Plans, however, employees do not feel empowered to make skills development and learning decisions. These issues are exacerbated by perceptions that career paths, choices, competencies, assignments and promotions are not clear or not within the staffers' manageable interests.

End of Strategy Vision: By the end of 2019, ILTPs will be a required and valued component of Annual Evaluations Forms and processes.

Illustrative Activities and Solutions:

a. a. HCTM provides new guidance to employees and supervisors about the ILTP process, presenting options to facilitate dialogue and plan monitoring;

b. b. CPD develops an electronic version of the ILTP (i.e., an *e*-IDP), that enables direct linkage to the Agency's Learning Management System (LMS) and AEFs

c. c. Training implemented for employees and supervisors on how to develop and track ILTPs.

IR 2.2. Recommended Resources and Tools:

- The link to ILTPs is in the USAID University (https://university.usaid.gov/), under the "Talent Management" tab
- Examples of ILTPs from other USG Agencies *(to be provided*)

IR 2.3. UTILIZATION OF ALIGNED POSITION AND BACKSTOP COMPETENCIES INCREASED

Problem Statement: Generally speaking, competencies define the knowledge, skills and abilities (KSA) and levels of proficiency needed to effectively perform tasks. Competencies also provide a common language of worker requirements to use throughout an organization talent management system, from hiring and performance management to promotion. The CPD provides assistance to bureaus and offices to map, and annually assess, competencies for occupations and backstops. In 2009, USAID published its first competency catalog, after mapping Foreign Service backstops. Since then it has produced competencies for Civil Service positions and is mapping Foreign Service National positions. However, use of competencies is not widespread in career planning, performance evaluations, and promotion decisions. Having a competency-based approach embedded in career progression and assessments will provide greater certainty for employees, supervisors and managers, particularly when tied to Agency-defined career maps.

End of Strategy Vision: By the end of 2019 the Agency will fully use competencies for individual and organizational planning and performance improvement. In addition, it will regularly validate competencies and monitor their use throughout the Agency. As a result of the activities undertaken to achieve this IR, position and occupation competencies will be used more effectively by the end of the Strategy period. In addition, the Agency will define organizational competencies and skills needed by teams, to help managers ensure that skills needed to address specific needs are available, and that individuals know better how to work with others to achieve results.

Illustrative Activities and Solutions:

a. Require all courses be competency-based, with summaries of the competencies addressed in their summary descriptions.

b. Feedback from the performance management system on competencies will map directly to learning and development programs.

c. Regularly update career paths/maps developed by the Agency.

d. Learning Management System users will be able to search the LMS, using competency and other filters, to identify training options and to develop their ILTPs.

e. At least every other year, validate competencies by bureaus and offices, with assistance from the CPD, to ensure alignment with the Agency's goals and missions.

IR 2.3. Recommended Resources and Tools:

- Consolidated CS/FS/FSN Competency and Proficiency Catalog *http://auslnxapvweb01.usaid.gov/HR/university/upload/2013_Consolidated_CS_FS_FSN_Competency_Catalog.pdf*
- Competency Assessment Tools *(to be provided)*
- Career maps *(to be provided)*
- Tools for missions to define skills needed by teams and groups and how they match with individual competencies *(to be developed)*

IR 2.4. APPROACHES TO LEARNING FURTHER EXPANDED BEYOND CLASSROOM INSTRUCTION

Problem Statement: Alternatives to instructor-led classroom training have proven to be effective and efficient options for workforce development. The CPD and many bureaus, offices and missions have offered different approaches to training outside of traditional classroom settings. These include distance and blended learning, mentoring, self-paced learning, webinars, site visits and details. However, there has been no real framework, promulgated Agency-wide, to provide guidance for considering different instructional approaches. Similarly, the Agency has not systematically explored ways to achieve synergies with other training providers, nor has it offered more than a limited palette of short-term (less than 2 weeks) training opportunities.

This IR focuses on the Agency's role in communicating and promoting the requisite culture, reforms, incentives and rewards to implement a broad array of solutions that do not rely on classroom training. Moreover, it places the onus on HCTM to increase awareness of assets such as USAID University, its competency management program, career maps, and availability of non-traditional learning resources such as mentoring, long-term training, rotations and stretch assignments. This also requires coordination with other bureau, mission and office programs and mechanisms within USAID that focus on learning and knowledge management..

End of Strategy Vision: By 2019, USAID's reliance on formal instructor-led classroom training will be reduced, and a more robust palette of alternatives will be available to foster learning and performance improvement. Policies and supporting resources will foster greater use of alternatives to instructor-led training.

Illustrative Activities and Solutions:

a. Conduct a study on learning best-practices from other USG Agencies, the private sector and academia – that that would be most relevant for the Agency.

b. Develop a Mentoring Hub of Agency mentoring of mentoring tools, resources, and especially mentoring best practices from successful mission/bureau programs that can be emulated.

c. Develop and implement learning aides and incentives—that increase the ability and motivation of supervisors to provide stretch assignments to team members.

d. Expand long-term training opportunities and "training floats" to a wider pool of Agency employees, and increase the effectiveness of long term training by instituting a program that require participating employees to pass on key lessons and skills from their experience throughout the Agency.

e. Introduce training-of-trainers as a core skill for all staff.

f. Expand programs to recognize successful completion of learning activities e.g., awarding continuous learning points or continuing education units.

g. Sponsor learning innovation "summits" to identify and disseminate blended learning best practices from bureaus, offices and Missions, as well as from the private sector and other USG Agencies.

h. Revise the ADS to require blended, self-paced, distance learning, on-the-job training, stretch assignments, peer to peer sharing.

IR 2.4. Recommended Resources and Tools:

- Mentoring Tools and Resources. http://auslnxapvweb01.usaid.gov/HR/university/Mentoring_Tool_Kit.cfm
- Long-Term Training Opportunities. See http://notices.usaid.gov/notice/29598
- Guide for supervisors on building employee performance through challenging assignments and more effective delegation of responsibilities. *(to be developed)*
- List alternative training options such as coaching, mentoring, self-paced learning, details, rotational assignments, shadowing, and peer to peer exchanges. *(to be developed)*
- Guidance for on-the-job training (OJT) programs for USAID employees *(to be developed)*
- Links to FSI, Graduate School, NDU, Army War College, Federal Acquisition Institute, OPM HR University and other government training providers. *(to be provided)*

IR 2.5. LEARNING THROUGH CANDID QUALITY FEEDBACK INCREASED

Problem Statement: Although it is one of the most effective ways to learn and improve, few employees know how to solicit and receive candid effective feedback or what to do with the feedback – particularly after new and challenging tasks and projects. Few supervisors understand how skillfully to use positive reinforcement, recognition and corrective feedback to improve employee performance. Although they are highly valuable when designed and applied correctly, few Agency institutions regularly utilize professional 360-degree feedback surveys, and few supervisors and employees know how to interpret results.

End of Strategy Vision: By 2019, a majority of employees will have developed skills around providing effective recognition and performance feedback. 360-degree feedback tools will be widely utilized as part of employee mid-term and final evaluations.

Illustrative Activities and Solutions:

a. Implement training and tools on giving and soliciting candid effective feedback;

b. Ensure supervisory training includes instruction on the use of 360 and other feedback protocols and approaches;

c. Institute or provide guidelines for managing programs that effectively engage employees on a range of workforce development issues, that may include an anonymous online "suggestion box" and an employee innovation recognition/award.

IR 2.5. Recommended Resources and Tools:

- Lists of recognition ideas to include monetary and non-monetary incentives. ADS 491, USAID Awards Program - *http://www.usaid.gov/sites/default/files/documents/1877/491.pdf*
- Desk guides on "Providing and Soliciting" effective feedback. *(to be developed)*
- 360-degree feedback tools and professional/executive coaching options for employees. USAID Career Development Resource Service (CDRS) *(to be provided)*

SO3: AGENCY'S LEADERSHIP DEVELOPMENT IMPROVED

Context: Today's USAID – after years of workforce shortages and now staffed by younger workforce members – has to reform its approach to identifying and cultivating its cadre of Agency leaders. This includes accelerating learning and improving performance of *positional leaders* such as office directors, bureau heads, mission directors and deputy directors. This also includes ensuring *all employees* develop key leadership skills ranging from facilitating meetings effectively and gaining buy in, to building teams.

Problem Statement: Increasingly, USAID faces challenges and environments that require agile and resilient leadership who can confront tests that call for rapid responses and unswerving resolve. And, as the USG's leading development and humanitarian assistance organization, USAID needs to increase its store of people with the knowledge and skills necessary to effectively engage with others on the world stage, provide USG inter-agency leadership, and otherwise promote US foreign policy development objectives. As part of their career paths Agency leaders also need to master resource management skills in such areas as budget, personnel, executive communication, and labor union requirements. This is the 21st Century USAID, residing in an era of almost instantaneous communication and information flows, working in a dynamic international development context, engaging with new players and stakeholders as never before. Consequently, the Agency must better and more transparently determine candidates for leadership positions, rely on succession management analyses, and have mechanisms to assess needs and resource "fast track" leadership development programs.

End of Strategy Vision: By 2019, a new leadership talent management system will be in place, with different leadership tracks. These include but are not limited to: Senior Management Group for careers that include mission management; Senior Technical Group for those who wish to remain leaders in technical backstops; Senior Executive Service; Senior Technical/Senior Leaders, leadership positions for Foreign Service Nationals; and Civil Service staff who are candidates for leading Agency offices. Training and other learning opportunities will be reformed to prepare each leadership track cohort, taking into account strategic workforce, competency and succession management gaps. Specifically, USAID will have (a) transformed its approach to leader assessment, selection and development; (b) developed competencies for leadership in crisis and non-permissive environments; and, (c) expanded opportunities for leadership development across all hiring mechanisms.

IR 3.1. SYSTEMS FOR IDENTIFYING AND CULTIVATING AGENCY LEADERS STRENGTHENED

Problem Statement: Over the past several years, the composition of USAID's workforce dramatically changed, with more staff leaving and less experienced staff joining. As a result of this, and other systemic changes (e.g., changes in staff levels and in the pool of office leaders), there is a "missing middle" – a dearth of mid-level managers – and increased pressure to effectively deal with succession management challenges. Central to developing future talent is the need to accelerate development of potential *people* leaders through the Senior Management Group (SMG) track and *thought* leader/experts through the Senior Technical Group (STG) track. The Agency must also improve efforts to identify and develop future Civil Service leaders in Washington and Foreign Service National leaders at missions.

End of Strategy Vision: By 2019, positional leaders throughout the Agency will have increased their credibility and performance in leading organizations, teams and individuals.

Illustrative Activities and Solutions:

a. HTCM conducts a survey to benchmark leadership exemplars in the public and private sector, to determine best practices and assessment metrics for identifying and developing leaders;

b. Install a process for employees to self-diagnose their leadership potential and compete to be candidates for select leadership development programs;

c. Create an online "leadership sandbox," open to select candidates (both upcoming and current leaders), which presents real-world simulations for individuals and teams to tackle on their own time, giving them an opportunity to virtually sharpen their analytic and leadership skills and get feedback from sandbox managers;

d. Track and report leadership candidate selection demographics, to help identify and eliminate barriers to equitable opportunities.

IR 3.1. Recommended Resources and Tools

- USAID Leadership reading lists. Go to USAID University (https://university.usaid.gov/), on your Home Page, under "USAID Quick Links" to find Books 24/7 and search for leadership topics.
- Leadership competencies: Senior Foreign Service Skills Model (Form AID 461-5) and OPM Senior Executive Service Executive Core Qualifications http://www.opm.gov/policy-data-oversight/senior-executive-service/executive-core-qualifications/#url=ecq1
- Self-assessment and 360 degree tools for leadership readiness or potential. *(to be developed)*
- Assessments to identify high performing individuals, such as the Hogan Assessment. *(to be developed)*

IR 3.2. ALIGNMENT OF LEARNING PROGRAMS WITH USAID'S LEADERSHIP ROLE FOR INTERNATIONAL DEVELOPMENT AND HUMANITARIAN ASSISTANCE INCREASED

Problem Statement: In order to be effective leaders USAID employees must improve their ability to supervise, influence, and inspire teams, offices and missions in unpredictable situations and high threat environments, such as Non-Permissive Environments (NPEs), Critical Priority Countries, and in other challenging places. For example leaders throughout the Agency have a role to remedy one of USAID's longest-standing operational deficiencies noted by the Management Control Review Committee, namely the "limited ability to implement, monitor and evaluate activities in Non-Permissive

Environments" where it is a challenge to function safely and manage programs effectively. The problem is providing a broader range of opportunities for learning how to operate in different environments – not just those involving security constraints.

End of Strategy Vision: Significantly larger number of employees at all positional levels will have experience and skills needed to perform with excellence in a range of difficult and unpredictable development environments.

Illustrative Activities and Solutions:

a. For officers assigned to countries with unpredictable and challenging (i.e. non-permissive) environments, ensure sufficient time for training, to include but not limited to:
    1. NPE three-day Pre-Deployment Workshop (starting 2015)
    2. Foreign Affairs Counter Threat Training (FACT) one week course
    3. SEC's Personnel Recovery, Employee Education, Management Prevention and Training (PREEMPT) on-line course and one-week workshop
b. Produce in-country field guides on operating effectively and safely in designated NPE countries and other particularly challenging venues
c. Create Staffcare briefing webinars and other materials;
d. Expand simulations and other interactive modules on planning, leading, and working in crisis, NPEs and other challenging country settings;
e. HCTM producing a catalog defining core competencies and levels of performance required for leadership in crisis, conflict, NPE, and other dynamic conditions;
f. Cataloging and using Inter-agency learning resources to augment Agency training.

IR 3.2. Recommended Resources and Tools:

- Staff Care resources, webinars, and other materials. See http://staffcare.usaid.gov/
- Field guides for leading in crisis, conflict, NPE, and other dynamic environments. *(to be developed)*

IR 3.3. FORMAL AND INFORMAL LEADERSHIP PROGRAMS STRENGTHENED

Problem Statement: Current leadership programs offered by the Federal Executive Institute (FEI) and other providers must be re-assessed to increase their effectiveness. Given the Strategy's position that formal training is not the major platform for learning, USAID will systematically examine alternatives.

End of Strategy Vision: By 2019, USAID will offer leadership programs that are more focused and regularly validated to ensure they are aligned with the Agency's current business model, vision, and priorities.

Illustrative Activities and Solutions: To accomplish this IR, the Agency might:

a. Define transparent criteria for selection into leadership courses.
b. Include simulations and table-top exercises of realistic challenging situations. Simulations can also be used to evaluate employees for selection into leadership courses.
c. CPD hosts a central repository and reviews leadership training programs to ensure consistency with occupation/backstop core competencies and with Agency leadership needs.

d. CPD collects and applies leadership development best-practices from other USG agencies and from other sectors (private, non-profit).

e. Produce a framework and identify specific opportunities for training within the Agency and outside, including the use of coaching, stretch assignments, participation in the Inter-agency, long-term placements, and other options that expand leadership candidates' repertoire of knowledge and skills;

f. Establish criteria for using more resource-intensive options, like sabbaticals, rotations in private sector or other USG agencies, and externships with other international development organizations.

IR 3.3. Recommended Resources and Tools:

- Clearinghouse of internal and external leadership development opportunities (*to be developed)*
- Database of leadership learning opportunities such as special projects, details, rotational assignments, shadowing opportunities. (*to be developed)*
- Catalog of Leadership tools and competencies. *(link to be developed)*

3. ILLUSTRATIVE PERFORMANCE INDICATORS AND EVALUATION QUESTIONS

SO1: ALIGNMENT OF WORKFORCE DEVELOPMENT POLICIES AND PROGRAMS IMPROVED

SO1 Illustrative Performance Indicators:

- Perception of the Executive Council for Workforce Development's (ECWD) role and effectiveness.
- Number of bureaus and missions with improved training coordination as a result of ECWD decisions.
- Number of bureaus and missions that have adopted USAID standardize course-design principles.
- Number of Agency training courses that are evaluated through Kirkpatrick Levels 3 (applying lessons to job) and Level 4 (impact of lessons on job performance) indicators.
- Percentage of bureaus, offices and missions producing annual reports on results achieved from training and learning interventions.

SO1 Illustrative Evaluation Questions:

- What has been the effectiveness of the ECWD in improving coordination of training and learning among missions, bureaus and offices?
- How have the quality and effectiveness of Agency training courses and other learning improved as a result of standardization of course-design principles?
- How to measure return on investment of Agency trainings and other learning interventions?
- What are methods to improve coordination of workforce learning among missions and bureaus?

SO 2: AGENCY, EMPLOYEE AND SUPERVISOR ACCOUNTABILITY FOR LEARNING IMPROVED

SO2 Illustrative Performance Indicators:

- Number of Office of Personnel Management (OPM) learning and training "best practices" implemented and tracked by the Agency.
- Percentage of Agency employees utilizing ILTPs (disaggregated by hiring categories, such as FSO, CSP, FSN)
- Assessment of employees on the usefulness of competencies in their respective backstop/occupation.

- Number “alternative” learning solutions—other than instructor-led classroom training—that missions and bureaus have adopted.
- Number of employees trained on skills around giving and soliciting effective feedback.
- Percentage of employees who receive 360 degree feedback at least twice annually.

SO2. Illustrative Evaluation Questions:

- What have been the impact of OPM and other USG learning/training best practices on USAID?
- What is the perception of employees and their supervisors of ILTPs, and ILTPs impact on career planning and employee performance?
- How useful have been competencies in employee development and career planning?
- What have been the most effective alternative learning solutions—other than instructor-led classroom training—that bureaus, offices, and missions adopted, and what have been the impact of such solutions?
- How comfortable are employees in soliciting and giving developmental feedback? What has been the impact of such feedback on employee performance?
- What have been the most effective 360-degree feedback tools and programs? How to increase their use across the Agency?

SO3: AGENCY’S LEADERSHIP DEVELOPMENT IMPROVED

SO3. Illustrative Performance Indicators:

- Percentage of employees who rate themselves “satisfied” or “highly satisfied” with project and/or personnel leadership opportunities in the Agency (disaggregated by FSO, CSP, FSN).
- Percentage of employees who rate themselves “satisfied” or “highly satisfied” with the supervision that they are receiving.
- Number of missions that have adopted field guides on operating safely and monitoring projects effectively in non-permissive environment countries.
- Percentage of employees who have a mentor or an executive coach in the past two years (disaggregated by mission and bureau).
- Percentage of employees who rate “satisfied” or “highly satisfied” with leadership development courses and other leadership learning opportunities.

SO3. Illustrative Evaluation Questions:

- What are the most effective motivators of employees other than advancing to a higher level of positional leadership?
- How effective is the Agency in maintaining employee job satisfaction for those who are not advancing position, i.e., to a higher FSO or CSP grade?
- How do mission employees rate the preparedness of themselves and their leadership in responding to crises likely in their country?
- How effective are current leadership development courses, such as FEI?

4. STRATEGY DRIVERS

Each SO and related assumptions, context descriptors, problem statements, solution options, and recommended solutions is based on one or more human capital and performance improvement policies, studies, reports, or other documents. This section presents reference materials that drove construction of the SOs and IRs, providing users with hyperlinks to access the actual materials. These "drivers" are critical to understanding the manner in which SO problem statements and recommended solutions are aligned.

DRIVERS FOR STRATEGY'S OVERARCHING GOAL USAID'S WORKFORCE HAS THE SKILLS AND INFORMATION TO PERFORM OPTIMALLY IN A MODERN DEVELOPMENT ORGANIZATION

Today's most effective and high-performing organizations are those that create and sustain cultures of continuous learning where their human capital is empowered, sufficiently resourced, and transparently rewarded to optimally act in the interests of their enterprises' evolving and dynamic needs. The dynamism of USAID's evolving mission and priorities is evident in documents like the Agency's *Policy Framework* and *USAID Forward*.

Corporate Learning Strategy 2009-2013 [http://pdf.usaid.gov/pdf_docs/Pdacr777.pdf]. The period stated on the Strategy is 2009 – 2013. However CPD updated the strategy in 2012 to include focus and directions in 2014.

USAID Policy Framework 2011-2015. Its purpose is to provide staff and partners worldwide with the Agency's core development priorities, translate the PPD-6 [http://www.whitehouse.gov/the-press-office/2010/09/22/fact-sheet-us-global-development-policy], and the *Quadrennial Diplomacy and Development Review* (QDDR) [http://pdf.usaid.gov/pdf_docs/PDACQ604.pdf]. The Framework also lays out the Agency's agenda for institutional reform, known as *USAID Forward*. This Framework defines thee challenges and presents the context for USAID to dedicate resources to optimize workforce development initiatives to meet current and evolving mission requirements.

ADS 200–USAID Programming policy and procedures, which lays out the Program Cycle–strategic planning, project design, implementation, monitoring, evaluation and learning, all of which drive the Agency's programs, and which are embodied in the core courses managed by CPD and utilizing content owned by PPL.

USAID Forward. This Agency agenda includes specific reference to talent management reforms. [http://www.usaid.gov/usaidforward]

HCTM One USAID Agenda. Contributing to USAID's adoption of learning organization attributes, One USAID aims to better coordinate and integrate the Agency's disparate hiring authorities and employment systems, policies, program and processes, and rationalize talent management initiatives. *[citation upcoming]*

Bureau of Policy, Planning and Learning. Created in 2010, PPL is responsible for – among other objectives—catalyzing USAID's transformation into an effective learning organization. [http://www.usaid.gov/who-we-are/organization/bureaus/bureau-policy-planning-and-learning]

DRIVERS FOR STRATEGIC OBJECTIVE 1: ALIGNMENT OF WORKFORCE DEVELOPMENT POLICIES AND PROGRAMS IMPROVED

This SO addresses the multi-faceted challenge of (a) unifying USAID's planning, programming and resourcing for the development of members of all employment systems and (b) standardizing approaches to planning and implementing learning solutions by and among the bureaus, independent offices, and missions.

Office of Personnel Management, Reporting Training Data. OPM requires all agencies manage and collect training information in support of their mission objectives and strategic goals. In addition, all training must be properly evaluated to determine whether or not it provides meaningful contributions to agency results. The ECWD will play an important role ensuring compliance with this policy directive.

[http://www.opm.gov/policy-data-oversight/training-and-development/reporting-training-data/] Final Rule, see 5 CFR 410 [http://www.gpo.gov/fdsys/pkg/FR-2006-05-17/pdf/06-4589.pdf]

Government Accountability Office, Federal Training Investments (GAO-122-878). This report discusses the importance of making prudent cost-effective training investment decisions, and provides guidance to the Office of Personnel Management (OPM) for establishing a process for determining and prioritizing needs. It calls for more data-driven approaches, which the GWLS embraces with its emphasis on evidence-based decision-making, standardization of policies and processes, and increased oversight by the ECWD. [http://www.gao.gov/assets/650/648400.pdf]

Office of Personnel Management, Strategic Alignment System. OPM's Strategic Alignment System promotes alignment of human capital management strategies with agency mission, goals, and objectives through analysis, planning, investment, measurement, and management of human capital programs. SO1 will foster alignment of workforce development, using an adaptation of the OPM SAS. [http://www.opm.gov/policy-data-oversight/human-capital-management/strategic-alignment/]

Human Capital Accountability Framework - ADS Chapter 401. The HCAF calls for aligning human capital planning with the Agency's strategic plan, and provides an accountability system designed to demonstrate results, promote continuous improvement, and ensure compliance with the Federal merit system. This SO's alignment solutions are consistent with this Chapter's directives. [http://www.usaid.gov/sites/default/files/documents/1877/401.pdf]

Leading Through Civilian Power: The First Quadrennial Diplomacy and Development Review (2010). The QDDR laid out a number of initiatives related to human capital development, for individual and joint action by USAID and the Department of State. This is an important driver because it recommended a number of reforms that SO1 supports, including coordinating training resources and ensuring alignment of workforce development with strategic needs and opportunities. This Review also informed SO2 and SO3 because it presents the case for a new Agency career track – the Senior Technical Group (STG). [http://www.state.gov/documents/organization/153108.pdf]

DRIVERS FOR STRATEGIC OBJECTIVE 2: AGENCY, EMPLOYEE AND SUPERVISOR ACCOUNTABILITY FOR LEARNING IMPROVED

SO2 continues the Agency's push to create a culture of continuous learning, where the CPD, supervisors and employees themselves are responsible for determining learning needs, resources, and skills development activities. For example employees are responsible for charting their own competency development, using tools and resources provided by the Agency, in close consultation with their supervisors. Key to achieving this SO is expansion of learning

options beyond traditional instructor-led classroom training. There is a myriad of opportunities for skills and knowledge acquisition – the Agency will lead efforts to catalog and communicate these options, making them accessible to the workforce.

Center for Creative Leadership: www.ccl.org/Leadership/pdf/research/BlendedLearningLeadership.pdf

Training and Professional Development- ADS Chapter 458. This Chapter details the Agency's governing policies and procedures for workforce development. It includes guidance for the design and use of ILTPs, as well as competencies. [http://www.usaid.gov/sites/default/files/documents/1877/458.pdf]

Office of Personnel Management – Career Development/Individual Development Plans. OPM recommends using IDPs (equivalent to USAID's ILTPs) to ensure alignment of professional development activities with the mission, goals and objectives of each federal agency. This SO reflects OPM's prescriptive use of IDPs, by creating greater accountability for employee-supervisor engagement. [http://www.opm.gov/policy-data-oversight/training-and-development/career-development/]

Office of Personnel Management – Learning Strategies for Creating a Culture of Continuous Learning. OPM offers a range of alternatives to classroom training for individual and executive development programs. Using this template will help USAID define, catalog and communicate alternative learning strategies – a key duty of the Agency. [http://www.opm.gov/policy-data-oversight/human-capital-management/reference-materials/leadership-knowledge-management/continuouslearning.pdf]

Government Accountability Office, USAID Needs to Improve its Strategic Planning to Address Current and Future Workforce Needs. This report critically examined USAID's workforce planning, citing the need for more strategic and systematic efforts. Like other drivers, this GAO report informed the contours of more than one SO – in this case, SO 1 and SO 2. It is cited here because of its concern that USAID "is not comprehensive in its analysis of workforce and competency gaps." SO2 is designed to better integrate workforce development with a host of Agency tools (e.g., ILTPs) and resources (e.g., competency and career maps), resulting in improved rates of engagement and accountability in planning, resourcing and implementing learning. [http://www.gao.gov/assets/310/306295.pdf]

Foreign Service National Advisory Corps Program - A Mandatory Reference for ADS Chapter 495. The Foreign Service National, Senior Advisory Corps Program (FSN SAC) is an organized group of prequalified and experienced FSNs who support overseas Missions and USAID/Washington by providing training and consultancy services in their respective areas of expertise. SO1, through the ECWD, consulting with the FSN SAC, will result in Agency-wide policies to standardize deployment of FSN Senior Advisors. Under this SO, the FSN SAC will be consulted to ensure the interests of FSNs are represented and addressed. [http://www.usaid.gov/sites/default/files/documents/1877/495maa.pdf]

Eligible Family Member (EFM) Resources and Opportunities: Contact the Director of HCTM's Office of Overseas Human Capital Initiatives for more information, Tel: 202-712-5500.

DRIVERS FOR STRATEGIC OBJECTIVE 3: AGENCY'S LEADERSHIP DEVELOPMENT IMPROVED

USAID's business model has changed dramatically, shifting from a traditional, donor-recipient model to one of strategic partnerships, which requires staff to directly engage with host country nationals, providing technical and knowledge leadership. This all comes at a time of new challenges that require effective leadership at all Agency levels – from mission director to

project team leaders – who can inspire quality performance, manage institutions, flexibly function with limited resources, and drive results in unpredictable non-permissive environments. SO3 focuses on the types of policies, procedures and systems necessary for identifying, developing and supporting current and future Agency leaders and executives. Workforce planning and succession models for its leadership also drive the SO. This implies a need to transform the way the Agency looks at career tracks, evaluates performance, and structures learning experiences to develop and test the knowledge, skills and aptitudes of candidates for executive leadership positions.

State-USAID Strategic Plan FY 2014-2017. Designed to take advantage of the authorities and mission of State and USAID, this Plan lays out the challenges and proposed solutions each will undertake separately and jointly. This informed SO3's determination that Agency leaders must be equipped to operate in daunting, often seminal, conditions and environments. [http://www.state.gov/documents/organization/223997.pdf]

USAID Five-Year Workforce Plan FY 2011–FY 2015. This Plan includes the Agency's Comprehensive Workforce Planning Model that was subsequently lauded in a 2014 GAO Report. Its seven-step approach and recommendations support SO3's emphasis on a planned approach to executive leadership development. [http://pdf.usaid.gov/pdf_docs/pdacy036.pdf]

Forging a 21st-Century Diplomatic Service for the United States through Professional Education and Training (2011). This Report examined the gaps in training and education among members of the Department of State and USAID's Foreign Service. In Appendix C, "Professional Education and Training at USAID: An Emphasis on Learning," it notes that increasing the number of FSOs to approximately 2,400 by 2013, would be enough to "provide for a 14% float for training and assignment." Such a float is contemplated as essential to achieving SOs 2 and 3, and should be addressed by the ECWD when accomplishing SO1. [http://www.stimson.org/images/uploads/research-pdfs/Forging_a_21st_Century_Diplomatic_Service_-_Full.pdf]

Government Accountability Office, Agencies Should More Fully Evaluate the Costs and Benefits of Executive Training-GAO-14-13 (2014). GAO, faced with unreliable reporting from agencies and OPM, nonetheless drew from observations made by 26 Chief Human Capital Officers (CHCO), to identify opportunities for agencies and OPM to achieve executive training efficiencies. This Report is particularly critical about agencies' use of participant reaction data, rather than training impact on agency mission. SO1 addresses this problem by standardizing the manner in which learning results are assessed, proposing greater use of Kirkpatrick levels 3 and 4. The take-aways for SO3 include increasing interagency cooperation and use of computer-based learning programs. [http://www.gao.gov/products/GAO-14-132]

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