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**NATIONAL INSTITUTES OF HEALTH  
MANAGEMENT CADRE PROGRAM:  
FEASIBILITY STUDY FOR THE  
MANAGEMENT CADRE PROGRAM (MCP)  
OUTCOME AND PROGRAM ASSESSMENT**

**Final Report  
February 28, 2002**

**PRESENTED BY**



**Total Learning Solutions**  
**the knowledge transfer company™**

**and**

**FORUM®**  
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## SECTION 1: PROGRAM TO BE EVALUATED

The NIH Management Cadre Program (MCP) was created in response to concerns expressed by the Executive Development Board regarding the next group of NIH leaders. This 18-month leadership program has been in existence since 1994 and has graduated three classes of about 15 participants each. A fourth class is currently underway, and a fifth will be formed soon. After the completion of three classes, the MCP Program Manager and Leadership Development Committee (LDC) commissioned a Feasibility Study to determine whether an in-depth evaluation of the MCP is appropriate, and if so, the nature of that evaluation.

Total Learning Solutions, Inc. (TLS), and the Forum Corporation were retained to conduct a feasibility study leading to analyzed findings that offer a plan for evaluating and gaining substantial insight into the outcome(s) of the Management Cadre Program (MCP). This document summarizes the feasibility study tasks and findings. The following table provides a map of tasks against the original Statement of Work:

<b>Feasibility Study Task</b>	<b>Reference Location</b>
Identification and refinement of key questions that an evaluation should address	Section 3; Section 4; Section 5; Appendix A
Review of literature to determine how similar career development programs have been evaluated	Section 2; Appendix B; Appendix C; Appendix D;
A discussion of the strengths and limitations of alternative evaluation approaches	Section 2; Appendix E
Propose the best model and specific study design for a process, outcome and impact evaluation of the overall program	Section 3
Identification of the most appropriate measures for the evaluation and a determination of which factors influence the success or failure of the program	Section 2; Section 3;
A determination of whether there are meaningful and appropriate ways of comparing outcomes	Section 3; Appendix B; Appendix C; Appendix D; Appendix E
Identification of new and existing data sources, specific data collection strategies and instruments, and methods of data analysis for the evaluation	Section 3; Appendix B; Appendix C; Appendix D; Appendix E
Development of effective data collection strategies for the targeted MCP, and provision of data collection strategies	Section 3; Appendix B; Appendix C; Appendix D; Appendix E
Summarization of findings and establishment of an action plan for the evaluation that includes milestones and an overall timeline	Section 4; Section 5
Production of a comprehensive feasibility report with a description of each task and the findings	Entire Document

## SECTION 1: PROGRAM TO BE EVALUATED

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### Data Study Methodology

The Data Study consisted of two phases:

- A review of government and non-government programs that identify and develop future leaders, with a subtle emphasis on those programs that target women, minorities, and/or the disabled.
- A series of questionnaires and discussions with key stakeholders to identify relevant issues and to pinpoint the areas of focus for further evaluation.

#### Program Review

Total Learning Solutions and Forum examined nine organizations:

- Five government organizations: Department of Defense (DoD), National Oceanic and Atmospheric Administration (NOAA), the Management Development Centers (MDC), the Management Internship Program (MI), and the Presidential Management Internship Program (PMI)
- Two public sector companies: Deloitte and Touche, and NCR
- One college program: Simmons College
- One third-party vendor: WOMEN Unlimited

The organizations were selected as representative of the private and public sectors. Particular emphasis was placed on governmental agencies that face many of the same challenges as NIH. All selected programs are considered best-in-class.

The inquiry concentrated on the following five areas:

- The application and selection process
- The delivery experience
- Connection to the program
- Follow-up
- Miscellaneous features such as cost

#### Stakeholder Contact

TLS and Forum conducted a series of stakeholder interviews and distributed questionnaires to gain an insight into the MCP. We interviewed the MCP Program Manager, the orientation course provider, a Selection Committee member, and the following Leadership Development Committee members:

- Dr. Biggs
- Dr. Philip Chen, Jr.
- Ms. Yvonne Du Buy
- Dr. Donald Geller
- Mr. Walter Jones
- Dr. Yvonne Maddox
-

## **SECTION 1: PROGRAM TO BE EVALUATED**

A web-based questionnaire was administered to 21 MCP program participants (past and present). We also administered a short questionnaire to four supervisors or mentors of MCP participants.. All interactions addressed the five areas listed above that formed the basis of our program review.

## SECTION 2: FEASIBILITY STUDY RESULTS AND NEED FOR AN EVALUATION

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### Introduction

Our first and most important observation was the MCP is a relatively successful and robust program in comparison to similar programs both within and outside the government. It provides a wide variety of activities, learning experiences, networking opportunities, and challenges to all of its participants. Each of the survey respondents expressed a sense of pride regarding their association with the program. They all felt it was challenging and that it brought out the best in the participants. Some participants expected a higher degree of career growth as a result of their enrollment in the MCP, but overall, participants believed the gains the program facilitated were worth the extensive work. The study also indicated the MCP uses fewer resources than comparable programs.

There were only a few instances in which members of the Leadership Development Committee, the participants, and the mentors diverged in their responses to the various methods of inquiry. For example, the responses consistently indicated a need to increase the visibility and effectiveness of the MCP. This study found a number of areas that warrant further evaluation pursuant to the effort to improve the overall program. As such, TLS and Forum recommend the LDC implement a process to further evaluate and refine the MCP. The recommended course of action is detailed in this report.

The evaluation conclusions and recommendations are presented in the following categories as prescribed by the interim data report:

- Application process and candidate criteria
- Program elements
- Connection to the program
- Outcomes and program visibility
- Data collection tools and ongoing program evaluation

## SECTION 2: FEASIBILITY STUDY RESULTS AND NEED FOR AN EVALUATION

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### Application Process and Candidate Criteria

There are indications that the MCP does not consistently attract the appropriate candidates. This is largely due to the loosely connected nature of NIH and its constituent institutes. *More robust marketing and communication methods need to be evaluated and recommended during the next phase of this project.* The MCP can apply some of the marketing techniques used in the corporate and educational communities, creating a prestigious program similar to those at Simmons College and NCR.

The study further found the evaluation criteria might not be accurate or up-to-date. In fact, some members of the Review Board believe the KSA's are outdated and need to be reworked. *A further look at the core competencies for leadership within NIH is required in order to validate this possibility.* This sharper focus and clarity regarding the goals and competencies of NIH will also help the participants in evaluating the MCP's contribution to their careers and growth. It may be worthwhile to include a wider mix in terms of GS-level and experience when considering candidates. *The MCP may wish to emulate the Management Intern (MI) program by creating a set of criteria for each GS level in the candidate pool.* These criteria may also be communicated to and used by the applicants themselves as they gather materials in support of their candidacy.

A number of the programs, MI, PMI, and DLAMP use software to automate the application process. *While the programs had mixed success with the software, we recommend that a technological solution to managing and scoring applications be a subject of inquiry during the evaluation process.* This inquiry should focus on available software and the resources available to the MCP for implementation.

(See Appendix B for the program comparisons - The Application Process.)



## SECTION 2: FEASIBILITY STUDY RESULTS AND NEED FOR AN EVALUATION

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### Program Elements

All of the participants surveyed found the program rich and rewarding in its elements. The elements most often cited as valuable by the participants were the shadow and detail assignments. The MCP is comparable to other programs, particularly to the MI and the PMI, in this area. It is comparable to all other surveyed programs in that it amply provides mentoring, supervision, rigorous training, and relevant assignments.

A few features and practices of the programs reviewed warrant further consideration. *TLS and Forum recommend the evaluation of the following program elements for possible implementation into the MCP:*

- *Deloitte's flexible working arrangements and work/life balance.*
- *NCR's regular completion of assessments at fixed intervals.*
- *MDC Leadership Journey's residential training assessment.*
- *MDC Leadership Journey's inclusion of a curriculum that focuses on social, economic, political, and cultural issues that affect government decision makers.*
- *The inclusion of program elements related to a wider curriculum that address the challenges and opportunities faced by the program's target candidates: women, minorities, and those with disabilities.*
- *Implement a 1-day transitional course toward the end of the MCP program. All MCP participants, supervisors, and mentors should attend this course.*

(See Appendix C for the program comparisons - The Program Elements.)

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### Connection to the Program

The diverse experience and expertise of the participants predisposes the MCP to focus on the individual rather than the group. *We recommend that the participants and stakeholders evaluate the inclusion of group activities that might foster greater esprit de corps and program visibility.* WOMEN Unlimited's (referenced in Appendix D) workshops, conferences, newsletters, expert panels, regular and frequent group meetings (which foster peer mentoring), and structured feedback opportunities, should be considered in this evaluation process.

The participant's only group connection to the program occurs during monthly brown-bag seminars. The Program Manager has expressed the need for another activity (i.e. an overnight retreat) to facilitate more interactivity between the participants. The Management Intern program is currently considering the inclusion of a yearly "bonding" experience, such as a "Ropes" course.

## SECTION 2: FEASIBILITY STUDY RESULTS AND NEED FOR AN EVALUATION

The MCP maintains a website from which applicants can gather information about the program and learn about past participants and activities. *However, this website is not used as a means of keeping participants up to date on program activities.* The Technology Analysis section of this report will present our recommendations for facilitating participant connectivity by upgrading the existing website.

Mentors and supervisors are available to each participant throughout the program. However, no peer partnering, counseling, or networking is currently in place for these key stakeholders. *Those mentors and supervisors who participated in the Feasibility Study process indicated a desire for more connection to the program through a variety of means. The evaluation should continue this inquiry.*

(See Appendix D for the program comparisons – Connection to the Program)

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### Outcomes and Program Visibility

The interviewed members of the LDC agreed that outcomes from the MCP should concentrate on providing participants with the knowledge, skills, experience, and contacts necessary to achieve leadership positions within NIH. They stipulate that the program does not and should not provide participants with a guarantee of career advancement. While most participants were aware of the MCP's mission, some expressed disappointment that their enrollment did not result in a job promotion. *This disparity between participant expectations and the program's actual results should be further explored and quantified during the evaluation process.*

The participants, mentors, and supervisors all stated that, while the MCP is a valuable program, it does not have the visibility within NIH that the MI and the PMI have. Increased visibility was considered a vital component to the perceived value of the MCP certificate. Some respondents felt the program's current lack of visibility impedes its impact on career advancement.

*The evaluation study should consider programs such as the following, to enhance the prestige and experience of the MCP graduates:*

*LDC subcommittee membership for MCP graduates  
Newsletters  
External and internal press coverage*

A number of leaders expressed concern that they may not have the available time to implement any suggested changes to the MCP. *The Program Manager suggested the possible establishment of subcommittees made up of LDC members, MCP alumni, and MCP participants, to implement any proposed changes to the overall program.*

(See Appendix E for the program comparisons – Outcomes and Program Visibility)

## SECTION 2: FEASIBILITY STUDY RESULTS AND NEED FOR AN EVALUATION

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### Data Collection Tools and Ongoing Program Evaluation

Currently the MCP has no evaluation tools in place other than paper-based reaction (Level 1) evaluations that participants, supervisors, and mentors complete at the end of the program. *TLS and Forum recommend the proposed evaluation review the automation of this process through technology that will facilitate the application process, the tracking of participants and their activities, and the tracking of graduates and their career growth.* Best practices include Deloitte's extensive statistical follow-up and internal/external press coverage, as well as WOMEN Unlimited's surveys of participants and mentors.

*Recommended evaluation activities include:*

- *Tracking and statistical analysis of participants and their career changes subsequent to graduation from the program*
- *Before/after comparisons of participants' 360° feedback to evaluate behavioral changes*
- *Tracking of supervisors' and mentors' responses to changes attributable to the MCP*
- *Enumeration of benefits to participants, their ICs, and NIH*

Appendix G provides detailed information regarding the automation of the data collection and evaluation process.

(See Appendix F for the program comparisons – Data Collection Tools & Ongoing Evaluations)

## SECTION 3: EVALUATION DESIGN

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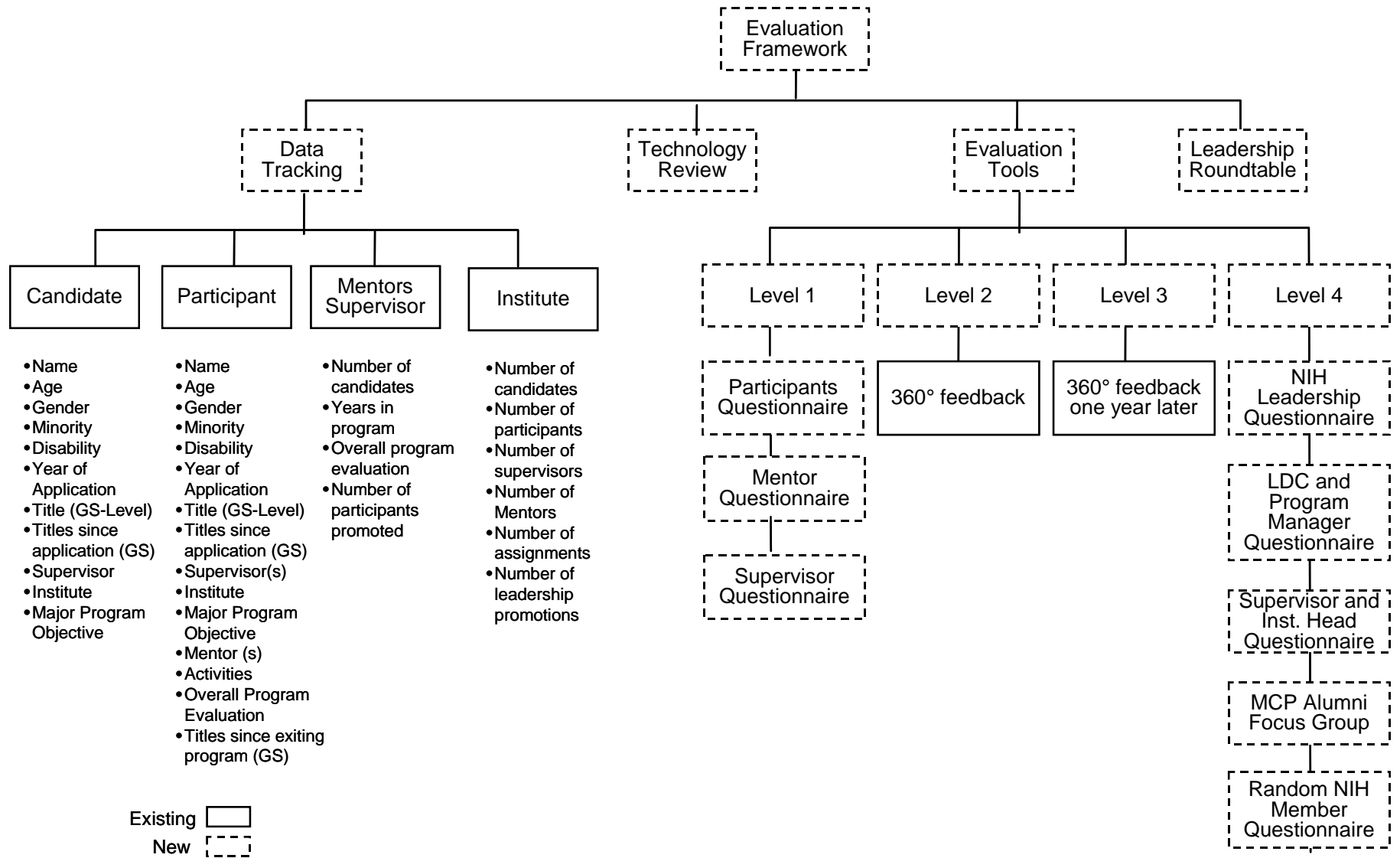
### Introduction

The purpose of the evaluation is twofold: (1) to get hard data that can be used in an ongoing analysis of the program and (2) to identify areas to fine-tune in order to strengthen the program. To these ends, TLS and Forum propose a four-pronged evaluation process. A diagram of the evaluation framework appears on the following page. The four prongs of the evaluation are:

1. Tracking and analyzing data from previous and current candidates, participants, mentors, and supervisors.
2. Analyzing the MCP's need for technology to augment and streamline its program implementation.
3. Determining the program's effectiveness through Levels 1-4 evaluations and determining the resources necessary and available to broaden and strengthen the program.
4. Convening a Leadership Roundtable that focuses on NIH's vision of leadership in the future: how it will change as it meets the challenges of the new century and how the MCP will metamorphose as it meets these challenges.

This section discusses each element of the implementation. All described questionnaires are provided in Appendix A of this report.

### SECTION 3: EVALUATION DESIGN



## SECTION 3: EVALUATION DESIGN

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### Data Tracking

TLS and Forum recommend the evaluation track data from:

- All Participants
- Candidates
- Mentors/Supervisors
- Institutes

The purpose of this data tracking is to gain information about the participants, to evaluate the members of the original target population who have been participants in the program, and to glean data about these participants' activities, contacts, and subsequent career growth.

*We also recommend the evaluation determine which Institutes are the most active in terms of advocating the program and which have the greatest number of participants, mentors, and supervisors.*

The following chart itemizes the data to be tracked.

<u>Candidate</u>	<u>Participant</u>	<u>Mentors/Supervisors</u>	<u>Institute</u>
<ul style="list-style-type: none"> <li>• Name</li> <li>• Age</li> <li>• Gender</li> <li>• Minority Type</li> <li>• Disability Type</li> <li>• Year of Application</li> <li>• Title (GS-level)</li> <li>• Titles Since Application</li> <li>• Supervisor</li> <li>• Institute</li> <li>• Major Program Objective</li> <li>• Titles Since Program Application (GS)</li> </ul>	<ul style="list-style-type: none"> <li>• Name</li> <li>• Age</li> <li>• Gender</li> <li>• Minority Type</li> <li>• Disability Type</li> <li>• Year of Application</li> <li>• Title (GS-Level)</li> <li>• Titles Since Application</li> <li>• Supervisor</li> <li>• Institute</li> <li>• Major Program Objective</li> <li>• Mentor(s)</li> <li>• Activities</li> <li>• Overall Program Evaluation</li> <li>• Titles Since Exiting Program (GS)</li> </ul>	<ul style="list-style-type: none"> <li>• Number of Participants</li> <li>• Years in Program</li> <li>• Overall Program Evaluation</li> <li>• Number of Participants Promoted</li> </ul>	<ul style="list-style-type: none"> <li>• Number of Candidates</li> <li>• Number of Participants</li> <li>• Number of Supervisors</li> <li>• Number of Mentors</li> <li>• Number of Assignments</li> <li>• Number of Leadership Promotions</li> </ul>

## SECTION 3: EVALUATION DESIGN

*We recommend the implementation of a web-based survey tool, such as Zoomerang (see Appendix F) to initiate the evaluation process. The questionnaires provided in Appendix A will be administered to the MCP candidates, participants, mentors, and supervisors through this instrument. We further recommend the implementation of a full-featured, automated Measurement and Evaluation tool for the long-term MCP tracking process. A detailed description of a possible tool is provided in Appendix G.*

Questionnaires used for data tracking will also be used for the Level 1 evaluation, which will be described more fully below. The questionnaires themselves can be found in Appendix A of this document.

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### Technology Analysis

*We recommend the use of technology to automate and/or enhance three components of the MCP. They are (1) the application process, (2) facilitating program connectivity, and (3) tracking and evaluating the program performance.*

A number of the surveyed leadership development programs use software to automate the application process (see Appendix B). For example, applicants to the Management Intern (MI) program submit their applications via the web. The program uses the Micro Assisted Rating Systems (MARS) process, which scores the web-based applications and materials electronically and submits a report rating the applicants by GS level.

The existing MCP website can be enhanced to stimulate group cohesiveness amongst the participants and other MCP stakeholders. TLS and Forum will explore and recommend website additions (such as bulletin boards, online instruction, and online seminars) to facilitate this objective.

Technology will be a critical component to successfully evaluating and determining the strengths, limitations, as well as the overall performance of the MCP. Implementation of survey tools coupled with a monitoring and evaluation tool will enable the LDC members and MCP stakeholders to facilitate institutional information management through the systemization, automation, and standardization of data. Ideally this will result in a well-managed and well-documented program. This in turn will help LDC members and MCP stakeholders identify and implement valuable lessons learned and to establish a set of best practices for development initiatives and succession planning. We propose to analyze and recommend the implementation of a full-featured, automated Measurement and Evaluation tool for tracking and evaluating the MCP's performance on an ongoing basis (see Appendix G).

## SECTION 3: EVALUATION DESIGN

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### Program Evaluation Questionnaires

Total Learning Solutions and Forum propose to implement a series of questionnaires that will assess the effectiveness of the MCP program. Questions designed to elicit the readiness and willingness of targeted groups to implement and commit to the MCP and its various programs will also be included. The questions will be implemented via a web-based tool, such as Zoomerang (see Appendix F) and assessed in either a spreadsheet or a database.

We recommend that program evaluation questions be submitted to all key stakeholders through the use of the following four levels of question instruments:

#### **Level 1: Reaction**

This is a measure of how participants feel about the various aspects of a training program. It is a measure of satisfaction. Asking for the participant reactions tells them, “We’re trying to help you become more effective; we need to know whether we’re helping you.”

We recommend that participants, graduates, mentors, and supervisors partake in this Level 1 Evaluation. Questions will focus on the activities and elements of the program, the stakeholders’ connection to the program, their general level of satisfaction with the MCP, and its influence on their career and job satisfaction.

#### **Level 2: Learning**

This is a measure of knowledge acquired, skills improved, or attitudes changed due to training. Currently the MCP participants receive a 360° evaluation at the end of the first week of orientation. We recommend that this same 360° evaluation tool be used with graduates of the program to measure change and learning as a result of participation in the program.

In light of the assumed difficulty in administering such a tool to all 60-plus graduates of the program, we recommend the random selection of 4 to 6 members from each of the three graduating classes to implement the Level 2 evaluation.

#### **Level 3: Behavior**

This is a measure of the extent to which participants change their on-the-job behavior pursuant to training. It’s commonly referred to as transfer of training.

The 360° feedback tool used for the previous level will also be appropriate for assessing behavioral changes as a result of participation in the MCP.

#### **Level 4: Results**

This is a measure of the final results of training, including higher productivity, reduced costs, lower employee turnover, improved quality, and, in the case of the MCP, improved clarity and vision within NIH and its constituent Institutes.



## SECTION 3: EVALUATION DESIGN

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### Leadership Roundtable

*TLS and Forum recommend the scheduling of a half-day Leadership Roundtable to determine the core competencies for leadership within NIH. The Roundtable will focus on leadership qualities in the medical, administrative, and technical areas. The current KSA's used to select the MCP candidates will be examined. It should also address the next 10 years at NIH and the qualities leaders will require to address the new challenges of the 21<sup>st</sup> century. This Roundtable will provide critical information for refining the overall MCP. The Roundtable should include key leaders at NIH and all available members of the LDC.*

The Roundtable will not be a venue for discussing the results of the evaluation. Such a discussion is beyond the scope of this half-day event.

## SECTION 4: EVALUATION RESULTS AND CONCLUSION

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### Evaluation Results

The evaluation results will be submitted in a final report, which will present the statistical results of the questionnaires along with our conclusions and recommendations for improving the Management Cadre Program.

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### Conclusion

Over the past few months TLS and Forum have conducted a Feasibility Study to determine the applicability of evaluating the MCP program for areas of improvement. We have looked at comparable government and non-government leadership development programs. In addition, we questioned members of the LDC, MCP participants, MCP graduates, MCP mentors, and supervisors of MCP participants to gain insight into all aspects of the program. As a result, we identified the key components of the MCP to be evaluated and presented a number of recommendations to be considered.

The following section summarizes our recommendations for the evaluation phase of this project.

## SECTION 5: RECOMMENDATIONS AT A GLANCE

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### APPLICATION PROCESS AND CANDIDATE CRITERIA

- More robust marketing and communication methods need to be evaluated and recommended during the next phase of this project.
- A further look at the core competencies for leadership within NIH is required in order to validate and /or update the current KSA's.
- The MCP may wish to emulate the Management Intern (MI) program by creating a set of selection criteria for each GS level in the candidate pool.
- A technological solution to managing and scoring applications should be a subject of inquiry during the evaluation process.

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### PROGRAM ELEMENTS

- Implement flexible working arrangements and work/life balance.
- Implement process for regular completion of assessments at fixed intervals.
- Implement residential training assessments.
- Infuse a curriculum that focuses on social, economic, political, and cultural issues that affect government decision makers.
- Infuse a curriculum that addresses the challenges and opportunities faced by the program's target candidates: women, minorities, and those with disabilities.
- Implement a 1-day transitional course toward the end of the MCP program.

(See Appendix C for detailed information about the above recommendations.)

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### CONNECTION TO THE PROGRAM

- Evaluate the inclusion of group activities that might foster greater esprit de corps and program visibility.
- Enhance the MCP website to include features and activities that promote group cohesiveness.

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### OUTCOMES AND PROGRAM VISIBILITY

- Explore and quantify the disparity between participant expectations and the program's actual results.
- Explore the implementation of programs that will enhance the prestige and reputation of the MCP.
- Assess the availability of funds, resources, and the level of commitment to carry out the program modifications that are indicated by this process.

## SECTION 5: RECOMMENDATIONS AT A GLANCE

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### DATA COLLECTION TOOLS AND ONGOING PROGRAM EVALUATION

- Review the automation of this process through technology that will facilitate the application process, the tracking of participants and their activities, and the tracking of graduates and their career growth.
- Recommended evaluation activities include:
  - Tracking and statistical analysis of participants and their career changes subsequent to graduation from the program
  - Before/after comparisons of participants' 360° feedback to evaluate behavioral changes
  - Tracking of supervisors' and mentors' responses to changes attributable to the MCP
  - Enumeration of benefits to participants, their ICs, and NIH

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### DATA TRACKING

- Determine which Institutes are the most active in terms of program advocating and number of participants, mentors, and supervisors.
- Implement a web-based survey tool, such as Zoomerang (see Appendix F) to initiate the evaluation process.
- Implementation of a full-featured, automated Measurement and Evaluation tool for the long-term MCP evaluation process (see Appendix G).

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### LEADERSHIP ROUNDTABLE

TLS and Forum recommend the scheduling of a half-day Leadership Roundtable to determine the core competencies for leadership within NIH and to update the KSA's currently used in the MCP selection process.

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## **APPENDIX A: EVALUATION QUESTIONNAIRES**

**NATIONAL INSTITUTES OF HEALTH MANAGEMENT CADRE PROGRAM (MCP):  
PARTICIPANT QUESTIONNAIRE**

<b>Name:</b>	<b>Title/Institutes:</b>
<b>Office Location:</b>	<b>e-Mail:</b>
<b>Phone Number:</b>	<b>Today's Date:</b>
<b>Length of Time in Present Position:</b>	<b>Length of Time at NIH:</b>
<b>MCP Class of (Year Class Will Graduate):</b>	<b>Woman? Targeted Minority? (Which One?) Targeted Disability? (Which One?)</b>

**Focus Evaluation**

The Management Cadre Program has six areas of focus. In this section of the questionnaire please rate each of the focus area in terms of its usefulness to your growth as a leader within NIH, with 1 being the least useful and 5 being the most useful:

**Focus 1**

Focus 1 consists of a 1-week orientation intended for all participants. Please rate the usefulness of the Orientation Program now that you have completed the MCP:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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Do you have any suggestions for improving or changing the orientation? If so, please note them here.

**Focus 2**

In Focus 2, participants complete an Individual Development Plan (IDP) that must be delivered to the Program Manager within 1 month of orientation of the NIH workforce. Please rate the usefulness of the IDP in guiding your participation in the MCP:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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What changes, if any, would you make to the IDP?

**Focus 3**

In Focus 3, participants and mentors during the first 3 months of the program take part in an informal gathering that reviews program components and expectations, and the role of the mentor. Please rate the usefulness of this gathering to your participation in the MCP:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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**NATIONAL INSTITUTES OF HEALTH MANAGEMENT CADRE PROGRAM (MCP):  
PARTICIPANT QUESTIONNAIRE**

How many times during the 18-month course of the MCP should this type of informal gathering take place?

- \_\_\_\_\_ 1
- \_\_\_\_\_ 2
- \_\_\_\_\_ 3
- \_\_\_\_\_ 4

**Focus 4**

In Focus 4, participants are required to submit detailed monthly reports to the Program Manager. Please rate the usefulness of this monthly reporting to your progress in the MCP:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
----------	----------	----------	----------	----------

What would you add to the monthly reporting to improve it?

**Focus 5**

In Focus 5 (after the first 9 months of the MCP have passed), participants meet individually with the Leadership Development Committee (LDC) and the Program Manager to share their progress, concerns, and goals for the duration of the program. Please rate the usefulness of this meeting to you:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
----------	----------	----------	----------	----------

Please rate the timing and frequency of this meeting:

- \_\_\_\_\_ **Should be earlier in the 18-month program**
- \_\_\_\_\_ **At the correct time**
- \_\_\_\_\_ **Should be later in the 18-month program**
  
- \_\_\_\_\_ **Am satisfied with one meeting per program**
- \_\_\_\_\_ **Would prefer two meetings per program**
- \_\_\_\_\_ **Would prefer three meetings per program**

**Focus 6**

In Focus 6 (after the first year of the MCP has passed), participants' supervisors evaluate an additional non-critical element in the Employee Performance Plan that deals with participants' performance as members of the Cadre. Please evaluate the usefulness of the supervisors' evaluation to your MCP experience:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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What would you change about this evaluation?

# NATIONAL INSTITUTES OF HEALTH MANAGEMENT CADRE PROGRAM (MCP): PARTICIPANT QUESTIONNAIRE

## Program Elements Evaluation

The following is a list of program elements in the MCP. Please rate each element in terms of how vital it was to your development as a leader, with 1 being the least vital, and 5 being the most vital:

### Lectures

1	2	3	4	5
---	---	---	---	---

### Readings

1	2	3	4	5
---	---	---	---	---

### Training

1	2	3	4	5
---	---	---	---	---

### Informal Interviews

1	2	3	4	5
---	---	---	---	---

### Thirty-Day Detail

1	2	3	4	5
---	---	---	---	---

### Shadow Assignments

1	2	3	4	5
---	---	---	---	---

### Brown Bag Seminars

1	2	3	4	5
---	---	---	---	---

### Retreats

1	2	3	4	5
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# NATIONAL INSTITUTES OF HEALTH MANAGEMENT CADRE PROGRAM (MCP): PARTICIPANT QUESTIONNAIRE

The following is a list of possible program elements. Please rate your desire to see such elements included in the MCP, with 1 being no desire to see the element added and 5 being a conviction that the element is crucial.

## Flexible Working Arrangements and Work/Life Balance

1	2	3	4	5
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## Regular Assessments at Fixed Intervals

1	2	3	4	5
---	---	---	---	---

## Inclusion of a curriculum that focuses on social, economic, political, and cultural issues that affect government decision makers

1	2	3	4	5
---	---	---	---	---

## Inclusion of a curriculum that focuses on the special challenges and opportunities faced by women, minorities, and people with disabilities who are in leadership roles

1	2	3	4	5
---	---	---	---	---

Are there any other program elements you would like to have seen included? Please list them here:

# NATIONAL INSTITUTES OF HEALTH MANAGEMENT CADRE PROGRAM (MCP): PARTICIPANT QUESTIONNAIRE

## Mentoring Experience

During the 18-month course of the program, you worked with a mentor or a number of mentors. Please evaluate this experience in this section of the questionnaire:

How many mentors did you have? (If you had more than one, please complete a section for each mentor.)

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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How often did you meet with your mentor?

\_\_\_\_\_ **Daily**

\_\_\_\_\_ **Weekly**

\_\_\_\_\_ **Bi-weekly**

\_\_\_\_\_ **Monthly**

\_\_\_\_\_ **Quarterly**

On average, how long was each meeting?

\_\_\_\_\_ **Ten minutes**

\_\_\_\_\_ **One half-hour**

\_\_\_\_\_ **One hour**

\_\_\_\_\_ **Two hours**

\_\_\_\_\_ **One half-day**

Please rate your mentor's involvement with your participation in the program, with 1 being least involved and 5 being most involved:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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# NATIONAL INSTITUTES OF HEALTH MANAGEMENT CADRE PROGRAM (MCP): PARTICIPANT QUESTIONNAIRE

Check those activities in which your mentor was involved:

- Career counseling**
- Selection of detail assignments**
- Selection of shadow assignments**
- Introductions to key leaders at NIH**
- Selection of courses**
- Other: Please specify**

Please rate the overall value of your mentor's contribution to your experience in the MCP, with 1 being least valuable and 5 being most valuable:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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## Supervisor Experience

Please evaluate your supervisor's participation in your MCP experience:

How many supervisors did you have during the 18 months? (If you had more than one, please complete a section for each supervisor.)

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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How often did you meet with your supervisor about your participation in MCP?

- Daily**
- Weekly**
- Bi-weekly**
- Monthly**
- Quarterly**

# NATIONAL INSTITUTES OF HEALTH MANAGEMENT CADRE PROGRAM (MCP): PARTICIPANT QUESTIONNAIRE

On an average, how long was each meeting?

\_\_\_\_\_ **Ten minutes**

\_\_\_\_\_ **One half-hour**

\_\_\_\_\_ **One hour**

\_\_\_\_\_ **Two hours**

\_\_\_\_\_ **One half-day**

Please rate your supervisor's involvement with your participation in the program, with 1 being least involved and 5 being most involved:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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Check those activities in which your supervisor was involved:

\_\_\_\_\_ **Career counseling**

\_\_\_\_\_ **Selection of detail assignments**

\_\_\_\_\_ **Selection of shadow assignments**

\_\_\_\_\_ **Introductions to key leaders at NIH**

\_\_\_\_\_ **Selection of courses**

\_\_\_\_\_ **Other: Please specify**

Please rate your supervisor's willingness to release you from other responsibilities in order to facilitate your experience in the MCP, with 1 being least willing and 5 being most willing:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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Please rate the overall value to you of your supervisor's contribution to your experience in the MCP, with 1 being least valuable and 5 being most valuable:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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# NATIONAL INSTITUTES OF HEALTH MANAGEMENT CADRE PROGRAM (MCP): PARTICIPANT QUESTIONNAIRE

## Connection to the Program and Other Participants

This section of the questionnaire addresses how connected you felt to the program itself and the other participants. Please rate how important it was to you to feel a sense of connection to the other participants in the program and to the program itself, with 1 being not at all important and 5 being very important:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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Please rate how connected to the program you felt, with 1 being not at all connected and 5 being very connected:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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Please check those activities you would like to have seen added to the program.

\_\_\_\_\_ **Paper-based newsletters**

\_\_\_\_\_ **Electronic newsletters**

\_\_\_\_\_ **Web site frequently updated with news about MCP alumni and participant career changes and opportunities**

\_\_\_\_\_ **e-Mail or web-based discussion groups on leadership at NIH**

\_\_\_\_\_ **An MCP advisory board that meets regularly with the LDC and other NIH leadership**

\_\_\_\_\_ **e-Mails from the LDC**

\_\_\_\_\_ **Overnight retreats**

\_\_\_\_\_ **Regular events with the MCP Alumni Association**

\_\_\_\_\_ **Other (please specify)**

Please describe those activities in which you would be willing to take a leadership role.

# NATIONAL INSTITUTES OF HEALTH MANAGEMENT CADRE PROGRAM (MCP): PARTICIPANT QUESTIONNAIRE

## Outcomes, Objectives, and Abilities

Please rate the relative importance of each possible objective for the MCP program, with 1 being the least important objective and 5 being the most important objective. (In this case, please assign no two objectives the same rating.)

To meet leaders at all levels, including the highest level, within NIH:

1	2	3	4	5
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To take as much management training as possible:

1	2	3	4	5
---	---	---	---	---

To improve my leadership skills:

1	2	3	4	5
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To have a variety of NIH experiences through detail assignments:

1	2	3	4	5
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To have a better chance of gaining a promotion and ascending the career ladder at NIH:

1	2	3	4	5
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Please state any other objectives of yours that are not listed here:

The following is a list of knowledge, skills, and abilities that a leader at NIH should have. Please rate your growth in each area based on your experience at NIH, with 1 being the least amount of growth and 5 being the greatest amount of growth:

Ability to lead others:

1	2	3	4	5
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Ability to analyze, evaluate, and synthesize information, to problem solve, to make recommendations, to develop solutions, and/or to implement policy:

1	2	3	4	5
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Ability to orally communicate effectively:

1	2	3	4	5
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# NATIONAL INSTITUTES OF HEALTH MANAGEMENT CADRE PROGRAM (MCP): PARTICIPANT QUESTIONNAIRE

Ability to communicate effectively in writing:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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Ability to work independently and follow assignments through to completion:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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Ability to demonstrate interpersonal skills in the accomplishment of work:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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Is there any other leadership skill you would like to have developed further as a participant in the MCP? If so, please describe it here. Also describe any experiences that might have led to more robust development:

Finally, please rate your overall experience in the MCP in terms of its usefulness to you as a leader and as a professional, with 1 being the least useful, and 5 being the most useful:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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Please use this space to share any valuable anecdotes, experiences, or stories that illustrate your experience with the Management Cadre Program:

# NATIONAL INSTITUTES OF HEALTH MANAGEMENT CADRE PROGRAM (MCP): MENTOR QUESTIONNAIRE

Please complete one questionnaire for each MCP participant you have mentored.

<b>Name:</b>	<b>Title/Institutes:</b>
<b>Office Location:</b>	<b>e-Mail:</b>
<b>Phone Number:</b>	<b>Today's Date:</b>
<b>Mentee's Name:</b>	<b>Length of Time at NIH:</b>
<b>MCP Class of (Year Mentee's Class Will Graduate):</b>	

## Focus Evaluation

The Management Cadre Program has six areas of focus. In this section of the questionnaire please rate your degree of participation in each of the focus areas, with 1 being no participation and 5 being fully involved participation:

**Focus 1:** One-week orientation intended for all participants and mentors (on the last day):

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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**Focus 2:** Completion of an Individual Development Plan for each participant:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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**Focus 3:** Informal gathering of MCP participants and mentors:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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**Focus 4:** Submission of detailed monthly reports to the Program Manager:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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**Focus 5:** Meeting between participants and the Leadership Development Committee (LDC):

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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**Focus 6:** Non-critical element performance evaluation by the participant's supervisor:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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Were there elements you would like to have participated in? Please describe what you would like to have added:



# NATIONAL INSTITUTES OF HEALTH MANAGEMENT CADRE PROGRAM (MCP): MENTOR QUESTIONNAIRE

## Program Elements Evaluation

The following is a list of program elements in the MCP. Please rate each element in terms of the degree of your involvement with the MCP participant, with 1 representing the lowest degree of involvement and 5 representing the highest degree. Involvement might include discussing the element or counseling the participant in the selection of it.

### Lectures

1	2	3	4	5
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### Readings

1	2	3	4	5
---	---	---	---	---

### Training

1	2	3	4	5
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### Informal Interviews

1	2	3	4	5
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### Thirty-Day Detail

1	2	3	4	5
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### Shadow Assignments

1	2	3	4	5
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### Brown Bag Seminars

1	2	3	4	5
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### Retreats

1	2	3	4	5
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What, if any, additional elements would you have liked to participate in, or participate in more fully? What factors inhibited you from doing so?

# NATIONAL INSTITUTES OF HEALTH MANAGEMENT CADRE PROGRAM (MCP): MENTOR QUESTIONNAIRE

## Mentoring Experience

Please evaluate your mentoring experience in this section of the questionnaire:

How often did you meet with your mentee?

\_\_\_\_\_ **Daily**

\_\_\_\_\_ **Weekly**

\_\_\_\_\_ **Bi-weekly**

\_\_\_\_\_ **Monthly**

\_\_\_\_\_ **Quarterly**

On average, how long was each meeting?

\_\_\_\_\_ **Ten minutes**

\_\_\_\_\_ **One half-hour**

\_\_\_\_\_ **One hour**

\_\_\_\_\_ **Two hours**

\_\_\_\_\_ **One half-day**

Please rate how involved you felt with your mentee’s participation in the program, with 1 being least involved and 5 being most involved:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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## Connection to the Program and Other Participants

This section of the questionnaire addresses how connected you felt to the program itself, the participants, and the other mentors. Please rate how important it was to you to feel a sense of connection to the other participants in the program and to the program itself, with 1 being not at all important and 5 being very important:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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Please rate how connected to the program you felt, with 1 being not at all connected and 5 being very connected:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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# NATIONAL INSTITUTES OF HEALTH MANAGEMENT CADRE PROGRAM (MCP): MENTOR QUESTIONNAIRE

Please check those activities you would like to have seen added to the program. Place a second check next to the activities you would be willing to take responsibility for implementing

\_\_\_\_\_ **Paper-based newsletters**

\_\_\_\_\_ **Electronic newsletters**

\_\_\_\_\_ **Web site frequently updated with news about MCP alumni and participant career changes and opportunities**

\_\_\_\_\_ **e-Mail or web-based discussion groups on leadership at NIH**

\_\_\_\_\_ **An MCP advisory board that meets regularly with the LDC and other NIH leadership**

\_\_\_\_\_ **e-Mails from the LDC**

\_\_\_\_\_ **Overnight retreats**

\_\_\_\_\_ **Regular events with the MCP Alumni Association**

\_\_\_\_\_ **Other (please specify)**

## Outcomes, Objectives, and Abilities

Please rate the relative importance of each possible objective for the MCP program, with 1 being the least important objective and 5 being the most important objective. (In this case, please assign no two objectives the same rating.)

To meet leaders at all levels, including the highest level, within NIH:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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To take as much management training as possible:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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To improve leadership skills:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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To have a variety of NIH experiences through detail assignments:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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To have a better chance of gaining a promotion and ascending the career ladder at NIH:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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# NATIONAL INSTITUTES OF HEALTH MANAGEMENT CADRE PROGRAM (MCP): MENTOR QUESTIONNAIRE

Please state any other objectives you think important that are not listed here.

The following is a list of knowledge, skills, and abilities that a leader at NIH should have. Please rate your mentee's growth in each area during the MCP program, with 1 being the least amount of growth and 5 being the greatest amount of growth:

Ability to lead others:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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Ability to analyze, evaluate, and synthesize information, to problem solve, to make recommendations, to develop solutions, and/or to implement policy:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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Ability to orally communicate effectively:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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Ability to communicate effectively in writing:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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Ability to work independently and follow assignments through to completion:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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Ability to demonstrate interpersonal skills in the accomplishment of work:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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Is there any other leadership skill you would like your mentee to have developed further as a participant in the MCP? If so, please describe it here. Also describe any experiences that might have led to more robust development:

Finally, please rate your overall experience as a mentor with the MCP, with 1 being the least positive, and 5 being the most positive:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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## **NATIONAL INSTITUTES OF HEALTH MANAGEMENT CADRE PROGRAM (MCP): MENTOR QUESTIONNAIRE**

Please use this space to share any valuable anecdotes, experiences, or stories that illustrate your experience with the Management Cadre Program:

# NATIONAL INSTITUTES OF HEALTH MANAGEMENT CADRE PROGRAM (MCP): SUPERVISOR QUESTIONNAIRE

Please complete one questionnaire for each MCP participant you have supervised.

<b>Name:</b>	<b>Title/Institutes:</b>
<b>Office Location:</b>	<b>e-Mail:</b>
<b>Phone Number:</b>	<b>Today's Date:</b>
<b>Supervisee's Name:</b>	<b>Length of Time at NIH:</b>
<b>MCP Class of (Year Participant's Class Will Graduate):</b>	

### Focus Evaluation

The Management Cadre Program has six areas of focus. In this section of the questionnaire please rate your degree of participation in each of the focus areas, with 1 being no participation and 5 being fully-involved participation:

**Focus 1:** One-week orientation intended for all participants and supervisors (on the last day):

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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**Focus 2:** Completion of an Individual Development Plan for each participant:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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**Focus 3:** Informal gathering of MCP participants and mentors:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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**Focus 4:** Submission of detailed monthly reports to the Program Manager:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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**Focus 5:** Meeting between participants and the Leadership Development Committee (LDC):

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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**Focus 6:** Non-critical element performance evaluation by the participant's supervisor:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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Were there elements you would like to have participated in? Please describe what you would have liked to add. What factors inhibited you from participating more fully?

# NATIONAL INSTITUTES OF HEALTH MANAGEMENT CADRE PROGRAM (MCP): SUPERVISOR QUESTIONNAIRE

## Program Elements Evaluation

The following is a list of program elements in the MCP. Please rate each element in terms of the degree of your involvement with the MCP participant, with 1 representing the lowest degree of involvement and 5 representing the highest degree. Involvement might include discussing the element or counseling the participant in the selection of it.

### Lectures

1	2	3	4	5
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### Readings

1	2	3	4	5
---	---	---	---	---

### Training

1	2	3	4	5
---	---	---	---	---

### Informal Interviews

1	2	3	4	5
---	---	---	---	---

### Thirty-Day Detail

1	2	3	4	5
---	---	---	---	---

### Shadow Assignments

1	2	3	4	5
---	---	---	---	---

### Brown Bag Seminars

1	2	3	4	5
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### Retreats

1	2	3	4	5
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What, if any, additional elements would you have liked to participate in, or participate in more fully? What factors inhibited you from doing so?

# NATIONAL INSTITUTES OF HEALTH MANAGEMENT CADRE PROGRAM (MCP): SUPERVISOR QUESTIONNAIRE

## Supervisory Experience

Please evaluate your supervisory experience in this section of the questionnaire:

How often did you meet with your supervisee in relation to the MCP?

\_\_\_\_\_ **Daily**

\_\_\_\_\_ **Weekly**

\_\_\_\_\_ **Bi-weekly**

\_\_\_\_\_ **Monthly**

\_\_\_\_\_ **Quarterly**

On average, how long was each meeting?

\_\_\_\_\_ **Ten minutes**

\_\_\_\_\_ **One half-hour**

\_\_\_\_\_ **One hour**

\_\_\_\_\_ **Two hours**

\_\_\_\_\_ **One half-day**

Please rate how involved you felt with your supervisee's participation in the program, with 1 being least involved and 5 being most involved:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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## Connection to the Program and Other Participants

This section of the questionnaire addresses how connected you felt to the program itself, the participants, and the other supervisors and institutes. Please rate how important it was to you to feel a sense of connection to the other participants in the program and to the program itself, with 1 being not at all important and 5 being very important:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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Please rate how connected to the program you felt, with 1 being not at all connected and 5 being very connected:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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# NATIONAL INSTITUTES OF HEALTH MANAGEMENT CADRE PROGRAM (MCP): SUPERVISOR QUESTIONNAIRE

Please check those activities you would like to have seen added to the program.

- \_\_\_\_\_ **Paper-based newsletters**
- \_\_\_\_\_ **Electronic newsletters**
- \_\_\_\_\_ **Web site frequently updated with news about MCP alumni and participant career changes and opportunities**
- \_\_\_\_\_ **e-Mail or web-based discussion groups on leadership at NIH**
- \_\_\_\_\_ **An MCP advisory board that meets regularly with the LDC and other NIH leadership**
- \_\_\_\_\_ **e-Mails from the LDC**
- \_\_\_\_\_ **Overnight retreats**
- \_\_\_\_\_ **Regular events with the MCP Alumni Association**
- \_\_\_\_\_ **Other (please specify)**

Please describe any activities in which you might be willing to take a leadership role.

## Outcomes, Objectives, and Abilities

Please rate the relative importance of each possible objective for participants in the MCP program, with 1 being the least important objective and 5 being the most important objective. (In this case, please assign no two objectives the same rating.)

To meet leaders at all levels, including the highest level, within NIH:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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To gain as much exposure to management training as possible:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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To improve leadership skills:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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To have a variety of NIH experiences through detail assignments:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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To have a better chance of gaining a promotion and ascending the career ladder at NIH:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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# NATIONAL INSTITUTES OF HEALTH MANAGEMENT CADRE PROGRAM (MCP): SUPERVISOR QUESTIONNAIRE

Please state any other objectives you think important that are not listed here.

The following is a list of knowledge, skills, and abilities that a leader at NIH should have. Please rate your supervisee's growth in each area during the MCP program, with 1 being the least amount of growth and 5 being the greatest amount of growth:

Ability to lead others:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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Ability to analyze, evaluate, and synthesize information, to problem solve, to make recommendations, to develop solutions, and/or to implement policy:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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Ability to orally communicate effectively:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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Ability to communicate effectively in writing:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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Ability to work independently and follow assignments through to completion:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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Ability to demonstrate interpersonal skills in the accomplishment of work:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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Is there any other leadership skill you would like your supervisee to have developed further as a participant in the MCP? If so, please describe it here. Also describe any experiences that might have led to more robust development:

Finally, please rate your overall experience as a supervisor with the MCP, with 1 being the least positive, and 5 being the most positive:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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## **NATIONAL INSTITUTES OF HEALTH MANAGEMENT CADRE PROGRAM (MCP): SUPERVISOR QUESTIONNAIRE**

Please use this space to share any valuable anecdotes, experiences, or stories that illustrate your experience with the Management Cadre Program:

# NATIONAL INSTITUTES OF HEALTH MANAGEMENT CADRE PROGRAM (MCP): LDC AND PROGRAM MANAGER QUESTIONNAIRE

The following questionnaire is to be administered to members of the LDC and the Program Manager.

<b>Name:</b>	<b>Title/Institutes:</b>
<b>Office Location:</b>	<b>e-Mail:</b>
<b>Phone Number:</b>	<b>Today's Date:</b>
<b>Length of Time at NIH:</b>	

## KSAs

The following is a list of knowledge, skills, and abilities that a leader at NIH should currently have. They are the criterion used to select MCP participants from the candidate pool. Please rate the importance of each KSA with 1 being the least important and 5 being the most.

Ability to lead others:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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Ability to analyze, evaluate, and synthesize information, to problem solve, to make recommendations, to develop solutions, and/or to implement policy:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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Ability to orally communicate effectively:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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Ability to communicate effectively in writing:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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Ability to work independently and follow assignments through to completion:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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Ability to demonstrate interpersonal skills in the accomplishment of work:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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Are there other leadership areas of knowledge, skills, and abilities that should be included in candidate criteria? Please describe them here.

It is possible to change the description of the MCP KSA's in such a way that a wider variety of candidates can be selected. For example, the program might have selection criteria that are different for candidates at GS-12 than it has for those at GS-13. The requirements for candidacy would remain the same, but the criteria for selection would facilitate the selection of lower-level candidates, who are likely applying earlier in their career. This type of scoring system is currently implemented in the Management Intern program, which has one set of criteria descriptors for GS-5s, another for GS-7s, and a third for GS-9s. The MI program also has different criteria descriptions for candidates from medical, administrative, and technical backgrounds.

# NATIONAL INSTITUTES OF HEALTH MANAGEMENT CADRE PROGRAM (MCP): LDC AND PROGRAM MANAGER QUESTIONNAIRE

Please rate your willingness to see the description of the KSA's changed to accommodate a more varied candidate selection, with 1 being the least willing and 5 being the most.

1	2	3	4	5
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## Program Elements

Currently, the MCP consists of courseware, rotations, detail assignments, regular reports, an orientation session, brown-bag session, mentoring, and supervision.

What follows is a list of possible program elements that could be included in the MCP. Please rate your desire to see such elements included, with 1 being no desire to see the element added and 5 being a conviction that the element is crucial.

### Flexible Working Arrangements and Work/Life Balance

1	2	3	4	5
---	---	---	---	---

### Regular Assessments at Fixed Intervals

1	2	3	4	5
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### Inclusion of a curriculum that focuses on social, economic, political, and cultural issues that affect government decision makers

1	2	3	4	5
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### Inclusion of a curriculum that focuses on the special challenges and opportunities faced by women, minorities, and people with disabilities who are in leadership roles

1	2	3	4	5
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Are there any other program elements you would like to have seen included? Please describe them here:

# NATIONAL INSTITUTES OF HEALTH MANAGEMENT CADRE PROGRAM (MCP): LDC AND PROGRAM MANAGER QUESTIONNAIRE

## Outcomes, Objectives, and Abilities

Please rate the relative importance of each possible objective for participants in the MCP program, with 1 being the least important objective and 5 being the most important objective. (In this case, please assign no two objectives the same rating.)

To meet leaders at all levels, including the highest level, within NIH:

1	2	3	4	5
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To gain as much exposure to management training as possible:

1	2	3	4	5
---	---	---	---	---

To improve leadership skills:

1	2	3	4	5
---	---	---	---	---

To have a variety of NIH experiences through detail assignments:

1	2	3	4	5
---	---	---	---	---

To have a better chance of gaining a promotion and ascending the career ladder at NIH:

1	2	3	4	5
---	---	---	---	---

Are there other outcomes that should be included? Please describe them here.

# NATIONAL INSTITUTES OF HEALTH MANAGEMENT CADRE PROGRAM (MCP): LDC AND PROGRAM MANAGER QUESTIONNAIRE

Please state any other objectives you think important that are not listed here.

## Program Visibility

It has been suggested that the MCP add activities to increase the program's visibility within NIH, the government, and the global medical community. Please place a checkmark next to those activities that you think should be added to the MCP to increase its prestige and visibility.

\_\_\_\_\_ **Community outreach activities, such as tennis/golf tournaments**

\_\_\_\_\_ **Sponsored conferences**

\_\_\_\_\_ **Annual reconnect sessions for alumni**

\_\_\_\_\_ **On-line discussion groups**

\_\_\_\_\_ **NIH internal newsletters (online and/or paper-based)**

\_\_\_\_\_ **NIH external newsletters (online and/or paper-based)**

\_\_\_\_\_ **NIH external newsletters (online and/or paper-based)**

\_\_\_\_\_ **Press coverage**

\_\_\_\_\_ **Open Forums**

\_\_\_\_\_ **Other (please specify)**

Please describe any activities in which you might be willing to take a leadership role.

## **NATIONAL INSTITUTES OF HEALTH MANAGEMENT CADRE PROGRAM (MCP): LDC AND PROGRAM MANAGER QUESTIONNAIRE**

Please use this space to share any valuable anecdotes, experiences, or stories that illustrate your experience with the Management Cadre Program:



# NATIONAL INSTITUTES OF HEALTH MANAGEMENT CADRE PROGRAM (MCP): INSTITUTE HEAD QUESTIONNAIRE

*The following questionnaire is to be administered to NIH Institute Heads.*

<b>Name:</b>	<b>Title/Institutes:</b>
<b>Office Location:</b>	<b>e-Mail:</b>
<b>Phone Number:</b>	<b>Today's Date:</b>
<b>Length of Time at NIH:</b>	

## Program Awareness

What has been your experience with the NIH's Management Cadre Program (MCP)?

Has your Institute sponsored candidate for the MCP?

Has your Institute sponsored participates in the MCP?

## KSAs

The following is a list of knowledge, skills, and abilities that a leader at NIH should currently have. They are the criterion used to select MCP participants from the candidate pool. Please rate the importance of each KSA with 1 being the least important and 5 being the most.

Ability to lead others:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
----------	----------	----------	----------	----------

Ability to analyze, evaluate, and synthesize information, to problem solve, to make recommendations, to develop solutions, and/or to implement policy:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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Ability to orally communicate effectively:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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Ability to communicate effectively in writing:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
----------	----------	----------	----------	----------

Ability to work independently and follow assignments through to completion:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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Ability to demonstrate interpersonal skills in the accomplishment of work:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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**NATIONAL INSTITUTES OF HEALTH MANAGEMENT CADRE PROGRAM (MCP):  
INSTITUTE HEAD QUESTIONNAIRE**

Are there other leadership areas of knowledge, skills, and abilities that should be included in candidate criteria? Please describe them here.

It is possible to change the description of the MCP KSA's in such a way that a wider variety of candidates can be selected. For example, the program might have selection criteria that are different for candidates at GS-12 than it has for those at GS-13. The requirements for candidacy would remain the same, but the criteria for selection would facilitate the selection of lower-level candidates, who are likely applying earlier in their career. This type of scoring system is currently implemented in the Management Intern program, which has one set of criteria descriptors for GS-5s, another for GS-7s, and a third for GS-9s. The MI program also has different criteria descriptions for candidates from medical, administrative, and technical backgrounds.

Please rate your willingness to see the description of the KSA's changed to accommodate a more varied candidate selection, with 1 being the least willing and 5 being the most.

1	2	3	4	5
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**Program Elements**

Currently, the MCP consists of courseware, rotations, detail assignments, regular reports, an orientation session, brown-bag session, mentoring, and supervision.

What follows is a list of possible program elements that could be included in the MCP. Please rate your desire to see such elements included, with 1 being no desire to see the element added and 5 being a conviction that the element is crucial.

**Flexible Working Arrangements and Work/Life Balance**

1	2	3	4	5
---	---	---	---	---

**Regular Assessments at Fixed Intervals**

1	2	3	4	5
---	---	---	---	---

**Inclusion of a curriculum that focuses on social, economic, political, and cultural issues that affect government decision makers**

1	2	3	4	5
---	---	---	---	---

**Inclusion of a curriculum that focuses on the special challenges and opportunities faced by women, minorities, and people with disabilities who are in leadership roles**

1	2	3	4	5
---	---	---	---	---

Are there any other program elements you would like to have seen included? Please describe them here:

# NATIONAL INSTITUTES OF HEALTH MANAGEMENT CADRE PROGRAM (MCP): INSTITUTE HEAD QUESTIONNAIRE

## Outcomes, Objectives, and Abilities

Please rate the relative importance of each possible objective for participants in the MCP program, with 1 being the least important objective and 5 being the most important objective. (In this case, please assign no two objectives the same rating.)

To meet leaders at all levels, including the highest level, within NIH:

1	2	3	4	5
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To gain as much exposure to management training as possible:

1	2	3	4	5
---	---	---	---	---

To improve leadership skills:

1	2	3	4	5
---	---	---	---	---

To have a variety of NIH experiences through detail assignments:

1	2	3	4	5
---	---	---	---	---

To have a better chance of gaining a promotion and ascending the career ladder at NIH:

1	2	3	4	5
---	---	---	---	---

Are there other outcomes that should be included? Please describe them here.

# NATIONAL INSTITUTES OF HEALTH MANAGEMENT CADRE PROGRAM (MCP): INSTITUTE HEAD QUESTIONNAIRE

Please state any other objectives you think important that are not listed here.

## **Program Visibility**

It has been suggested that the MCP add activities to increase the program's visibility within NIH, the government, and the global medical community. Please place a checkmark next to those activities that you think should be added to the MCP to increase its prestige and visibility.

\_\_\_\_\_ **Community outreach activities, such as tennis/golf tournaments**

\_\_\_\_\_ **Sponsored conferences**

\_\_\_\_\_ **Annual reconnect sessions for alumni**

\_\_\_\_\_ **On-line discussion groups**

\_\_\_\_\_ **NIH internal newsletters (online and/or paper-based)**

\_\_\_\_\_ **NIH external newsletters (online and/or paper-based)**

\_\_\_\_\_ **NIH external newsletters (online and/or paper-based)**

\_\_\_\_\_ **Press coverage**

\_\_\_\_\_ **Open Forums**

\_\_\_\_\_ **Other (please specify)**

Please describe any activities in which you might be willing to take a leadership role.

**NATIONAL INSTITUTES OF HEALTH MANAGEMENT CADRE PROGRAM (MCP):  
INSTITUTE HEAD QUESTIONNAIRE**

Please use this space to share any valuable anecdotes, experiences, or stories that illustrate your experience with the Management Cadre Program:

## NATIONAL INSTITUTES OF HEALTH MANAGEMENT CADRE PROGRAM (MCP): LEADERSHIP QUESTIONNAIRE

*The following questionnaire is to be administered to NIH leaders who are not members of the Leadership Development Committee, the MCP Alumni Association, or Institute Heads.*

<b>Name:</b>	<b>Title/Institutes:</b>
<b>Office Location:</b>	<b>e-Mail:</b>
<b>Phone Number:</b>	<b>Today's Date:</b>
<b>Length of Time at NIH:</b>	

The following is a list of knowledge, skills, and abilities that a leader at NIH should currently have. They are the criteria that are used to select MCP participants from the candidate pool. Please rate the importance of each KSA with 1 being the least important and 5 being the most.

Ability to lead others:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
----------	----------	----------	----------	----------

Ability to analyze, evaluate, and synthesize information, to problem solve, to make recommendations, to develop solutions, and/or to implement policy:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
----------	----------	----------	----------	----------

Ability to orally communicate effectively:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
----------	----------	----------	----------	----------

Ability to communicate effectively in writing:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
----------	----------	----------	----------	----------

Ability to work independently and follow assignments through to completion:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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Ability to demonstrate interpersonal skills in the accomplishment of work:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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Are there other leadership areas of knowledge, skills, and abilities that should be included in candidate criteria? Please describe them here.

# NATIONAL INSTITUTES OF HEALTH MANAGEMENT CADRE PROGRAM (MCP): LEADERSHIP QUESTIONNAIRE

## Outcomes, Objectives, and Abilities

Please rate the relative importance of each possible objective for participants in the MCP program, with 1 being the least important objective and 5 being the most important objective. (In this case, please assign no two objectives the same rating.)

To meet leaders at all levels, including the highest level, within NIH:

1	2	3	4	5
---	---	---	---	---

To gain as much exposure to management training as possible:

1	2	3	4	5
---	---	---	---	---

To improve leadership skills:

1	2	3	4	5
---	---	---	---	---

To have a variety of NIH experiences through detail assignments:

1	2	3	4	5
---	---	---	---	---

To have a better chance of gaining a promotion and ascending the career ladder at NIH:

1	2	3	4	5
---	---	---	---	---

Are there other outcomes that should be included? Please describe them here.

# NATIONAL INSTITUTES OF HEALTH MANAGEMENT CADRE PROGRAM (MCP): LEADERSHIP QUESTIONNAIRE

Please state any other objectives you think important that are not listed here.

## Program Visibility

It has been suggested that the MCP add activities to increase the program's visibility within NIH, the government, and the global medical community. Please place a checkmark next to those activities that you think should be added to the MCP to increase its prestige and visibility.

\_\_\_\_\_ **Community outreach activities, such as tennis/golf tournaments**

\_\_\_\_\_ **Sponsored conferences**

\_\_\_\_\_ **Annual reconnect sessions for alumni**

\_\_\_\_\_ **On-line discussion groups**

\_\_\_\_\_ **NIH internal newsletters (online and/or paper-based)**

\_\_\_\_\_ **NIH external newsletters (online and/or paper-based)**

\_\_\_\_\_ **NIH external newsletters (online and/or paper-based)**

\_\_\_\_\_ **Press coverage**

\_\_\_\_\_ **Open Forums**

\_\_\_\_\_ **Other (please specify)**

Please describe any activities in which you might be willing to take a leadership role.



## **NATIONAL INSTITUTES OF HEALTH MANAGEMENT CADRE PROGRAM (MCP): LEADERSHIP QUESTIONNAIRE**

Please use this space to share any valuable anecdotes, experiences, or stories that illustrate your experience with the Management Cadre Program:

# NATIONAL INSTITUTES OF HEALTH MANAGEMENT CADRE PROGRAM (MCP): NIH MEMBER QUESTIONNAIRE

The following questionnaire is to be administered to NIH Institute Heads.

<b>Name:</b>	<b>Title/Institutes:</b>
<b>Office Location:</b>	<b>e-Mail:</b>
<b>Phone Number:</b>	<b>Today's Date:</b>
<b>Length of Time at NIH:</b>	

## Program Awareness

What has been your experience with the NIH's Management Cadre Program (MCP)?

Are you aware of any graduates of the program within your work arena?

If you do know about the MCP, how did you learn about it?

## KSA's

The following is a list of knowledge, skills, and abilities that a leader at NIH should currently have. They are the criterion used to select MCP participants from the candidate pool. Please rate the importance of each KSA with 1 being the least important and 5 being the most.

Ability to lead others:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
----------	----------	----------	----------	----------

Ability to analyze, evaluate, and synthesize information, to problem solve, to make recommendations, to develop solutions, and/or to implement policy:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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Ability to orally communicate effectively:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
----------	----------	----------	----------	----------

Ability to communicate effectively in writing:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
----------	----------	----------	----------	----------

Ability to work independently and follow assignments through to completion:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
----------	----------	----------	----------	----------

Ability to demonstrate interpersonal skills in the accomplishment of work:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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## **NATIONAL INSTITUTES OF HEALTH MANAGEMENT CADRE PROGRAM (MCP): NIH MEMBER QUESTIONNAIRE**

Are there other leadership areas of knowledge, skills, and abilities that are important for a leader at NIH? Please describe them here.

Please use this space to share any valuable anecdotes, experiences, or stories that illustrate your experience with the Management Cadre Program:

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## **APPENDIX B: APPLICATION PROCESS – PROGRAM COMPARISONS**

The first phase of inquiry addressed the application process. This included the marketing of the program to potential applicants and management, the application process itself, the selection process, including criteria and makeup of selection committees, and the communication of selection to participants.

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## NIH/MCP

The Management Cadre Program (MCP) is open to all employees but focused on women, minorities, and people with targeted disabilities. Its main objective is to provide a mechanism to identify, train, and develop employees to be eligible for leadership positions at NIH.

Prospective candidates must be employed at NIH under a career or career-conditional full-time appointment for at least 1 year immediately prior to the closing date of the program announcement.

Interested employees must complete an application packet, which consists of a Letter of Interest, an updated SF-171, an OF-612, a resume signed and dated in ink by the applicant, a completed “Self-Assessment of Leadership Potential and Skills” form, and two completed Supervisor and Colleague Assessment forms—one completed by a current supervisor, the other by a current or former colleague.

There are two phases to the selection process. In the first phase, each Institute Center (IC) selects a committee composed of senior scientific and administrative managers, personnel officials, and EEO representatives. This committee should reflect the MCP’s commitment to diversity. Using the application package, the IC committee ranks the applications and submits nominees, in priority order to the LDC. This submittal is accompanied by a memorandum justifying the choices and listing the members of the IC nominating committee.

The second and last phase of the nomination process consists of the LDC appointing a Qualifications Review Board. This board evaluates the application packages of the nominees and interviews those applicants judged to be highly qualified. The evaluations are made on the basis of a list of Knowledge, Skills, and Attitudes (KSAs) created by the Review Board. **It is the opinion of some members of the Review Board that these KSAs are outdated and need to be reworked.** It is suggested that this process be considered and detailed in the evaluation phase of this project.

The LDC makes its final selection of 15 participants based on the evaluations and the interviews.

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## Management Internship Program (MI)

Application for the MI program is web-based. Candidates learn about open positions online and submit their application online, answering 85 questions that serve as a qualifications review. The applications are scored electronically by Micro Assisted Rating Systems (MARS) and managed by the Office of Personnel Management. After about 4 or 5 weeks of review of computerized scores and paperwork, the OPM submits a ranked list of applicants for each grade level: 5, 7, and 9.

The MI Intern Selection Subcommittee then interviews about 60 of the top scorers, with about 20 coming from each grade-level group, in group interviews. The group interviews are usually conducted by grade and are limited to about five or six applicants at a time. Each group interview consists of an engaging problem that the group must

solve as a whole. Candidates have been asked to consider a situation in which they have crashed on the dark side of the moon and must move to the light side in order to be rescued. In the crash, almost all their positions have been lost. The group is given a list of 15 items that have been saved and is asked as a group to prioritize the items. Raters observe the conversation and rate the group members on the basis of their ability to analyze and solve problems, communicate effectively, and be resourceful and creative.

Of the 60 who participate in the group interviews, 20 are chosen to be interviewed individually by the members of the MI Selection Subcommittee. Each interview consists of a series of identical questions and lasts a half-hour. The Subcommittee ultimately selects about 5 or 6 applicants to participate in the program.

All applicants receive feedback on their performance, either by computer, letter, or in person. Unsuccessful applicants have the opportunity to reapply if they so desire.

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### **Presidential Management Internship Program (PMI)**

Application to the Presidential Management Internship Program is managed by the OPM, which devotes a significant number of staff in the process. Typically, 2,400 people a year are assessed in assessment centers throughout the country. Most colleges and universities in the United States are encouraged to submit names of candidates in their final degree year at either the Masters or PhD level. Application is conducted through a web site.

Of the 2,400 original applicants, the OPM selects 600 to attend a job fair at the Washington Convention Center. From this pool, 60 to 80 are selected for individual interviews. This group is finally narrowed down to the 13 to 15 who are selected to become Presidential Management Interns.

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### **Deloitte & Touche: Women's Initiative**

The Women's Initiative is open to all employees, including men: "Our Women's Initiative emphasizes the common needs of all client service and administrative professionals, demands the full participation of all our people, and does not exclude anyone. At the same time, the Initiative also addresses the differences, real or perceived, that affect the opportunities of women." The programs—particularly the leadership and development programs—are mainly for Deloitte & Touche employees, but some components of the Women's Initiative—such as networking, which is part of a larger program and involves the local business community—are open to non-employees as well.

The Women's Initiative is open, inclusive, and flexible, and does not have a formal application process. There are no prerequisites for participation in the program. The names of some of the applicants reflect its focus on diversity: Pam Brown, Stephanie Bartels-Christensen, Shirley Lau, Marita O'Brien, Jennifer Quartana, Dipti Gulati, Cynthia Jablonsky-Urso, Lissa Perez, Suzanne Leysieffer, and Heather Russell. All employees are potential applicants.

Based on the Vision 2005 goals, the following are the expected outcomes of the Women's Initiative:

Representation of women in senior leadership will be proportionate to the percentage of women partners/directors.

- In Global Strategic Clients work, the percentage of women-led client service partners/directors will be equal to the percentage of eligible women partners/directors.
- A Deloitte & Touche woman will be named to the Fortune magazine list of the “50 Most Powerful Women in America.”
- Thirty five percent of the partners/directors admitted/promoted in 2005 will be women.
- Gender ratios at all levels will not be diluted by experienced hiring.
- The gender turnover gap will continue to be negligible.
- Enhanced flexible work arrangements and increased day-to-day flexibility will help women and men to control their schedules and lives.
- The Vision 2005 goals and strategy will be known, understood, and actively supported firmwide.

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**Department of Defense:  
DLAMP**

In order to apply, the individual needs the competencies for GS-13, GS-14, and GS-15: leading change, leading people, results-driven, business acumen, building coalitions/communication, and broad defense perspective; knowledge of the Department of Defense (DoD) and Joint Service principles; depth and breadth of experience in one or more of the broad functional areas in which DoD employs managers and leaders; educational history that demonstrates the ability or potential to complete the academic requirements of the program; and supervisory evaluation. All applicants must supply a nomination package, which includes the DLAMP applicant information sheet, resume and education history, qualification statement describing how the applicant meets each of the competencies prescribed, supervisor evaluation for DLAMP, and, depending on the component or organization, additional information as required.

The right applicant is someone who has a broad base of experience, has an outstanding performance record, has progressed through positions of increasing responsibility at a faster pace than his/her peers, sees value in lifelong learning, is motivated to succeed and progress, and is willing to challenge him/herself to do so.

To hold a key leadership position at the DoD requires a Department-wide perspective; responsibility for people, policy, programs, and other resources of broad significance; or dedication to a preponderance of duties supporting joint war fighting capability by means of strategy, policy, plans, or operational management.

The selection process includes an analysis of the applicant’s resume with *Resumix*. This electronic software system is knowledge-based and employs artificial intelligence to read and analyze resumes in context. *Resumix* evaluates and extracts the knowledge, skills, and abilities content of resumes. The software takes an inventory of skills in each applicant’s narratives and assigns a score. While a low score does not in any way eliminate a candidate from further consideration, it may be a significant indicator of level of knowledge of managerial principles and practices, and it can influence a candidate’s final overall consideration for acceptance into the DLAMP program. A good score leaves a positive impression, but a bad one is difficult to overcome.

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## **NCR: The Possible Woman**

The Possible Woman is a program strictly for women at NCR. Minorities are considered after the women have been chosen. The selection process begins with a yearly talent review conducted by senior management at NCR. In the talent review, the individual is measured on two grids: business results and attributes. The individual is then categorized by rank: "A" player, "B" player, "C" player, and so on. Approximately 100-150 people out of 2,000 employees are considered "A" players at the senior level. The female population is much smaller than this number. "A" players and those with the strong potential to become "A" players within the top four rungs of management are considered for the Georgia 100.

The Georgia 100 is a precursor to The Possible Woman program, in that women must be accepted to the Georgia 100 before being considered for The Possible Woman. To be selected for the Georgia 100: Leadership Development for Women with Executive Potential program, women must have been in the workforce for a minimum of 8 years post-college and have demonstrated talent, energy, and vision within their own organization. Each woman is matched with a senior-level executive from another company for a 1-year formal mentoring partnership offering leadership insight, feedback, and discussion on business issues and career direction. The program is limited to 100 women.

Apparently, if The Possible Woman were rolled out to the entire NCR organization, the selection criteria would differ, since the Georgia 100 is specific to the Atlanta region.

Expected outcomes were not established prior to the start of the program, but one-on-one coaching has been effective in the leadership and development of the participants, and the retention of women has improved.

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## **WOMEN Unlimited: LEAD, TEAM, and The FEW**

WOMEN Unlimited is a third-party vendor that provides three women's leadership and development programs: LEAD (Leadership Education And Development), TEAM (Training for Emerging and Aspiring Managers) and The FEW (Forums for Executive Women). To participate in any of these programs, a company selects a minimum of two (maximum of five) women to participate. The internal liaison or sponsor will approve participants. The selection process at each company is specific to the company, but WOMEN Unlimited will guide the company in its decision and also provide feedback if a woman in the program is inappropriate (that is, if she is at too high a level or too low a level). Men can participate in the program as mentors to women participants.

To be considered for the LEAD program, women must have high leadership potential and potential to continue to move ahead in their organization, 5 years of management experience, commitment to further enhancing their leadership skills, and willingness to invest the time and energy to participate in all program components during the year with a view to their own growth and development. They must also be emerging managers, high-potential individual contributors, high achievers (rated as frequently/consistently exceeding position requirements) and open to participating in a feedback process (that is, ready to interact with a peer group of other high-achieving women and with mentors in giving and receiving feedback).



Only one executive women per company may be selected to be a participant in The FEW program, and she must not be no lower than three levels below the CEO/president of the company if it is a *Fortune* 1000 company or no lower than two levels below the CEO/president if it is a mid-sized to small company.

The outcomes of the programs are very individual because the Individual Development Plan is a template for participants' experience. The participant works with her manager to fine-tune her development plan and works with her mentor to implement it.

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**NOAA: Leadership  
Competencies  
Development Program**

The selection process for this training opportunity are analogous to merit principles and based on NOS's criteria. These criteria address the applicant's potential for achieving the LCQ requirements (see below) critical to senior To be considered for this program, applicants must have experience at the GS-13 through GS-15 levels, pay band IV and V levels, and/or the CC-04-CC-06 Commissioned Officer levels. Interested individuals must submit an original and five copies of each of the following: a resume detailing background, experience and education; supplemental statements indicating the applicant's potential in each of the Leadership Competency Qualification (LCQ) requirements; and a funding authorization/accounting code from the applicant's organization along with an agreement to pay all costs above those centrally funded by NOS (National Ocean Services) signed by the applicant's immediate supervisor, first-line SES official, NOAA Corp equivalent, Deputy Assistant Administrator, or Deputy Director OMAO (Office of Marine and Aviation Operations).

The LCQ requirements are as follows:

- Broad understanding of the theory and/or current state of the art as well as the background of at least one of the science or management areas listed above as it relates to the NOS mission.
- Demonstrated experience/ability to perceive and resolve complex problems in a broad perspective and to evaluate/resolve complex issues related to coastal stewardship.
- Demonstrated leadership-type experience in program/positions related to coastal stewardship.
- Ability to manage resources to accomplish initiatives, projects, and/or programs.
- Ability to explain, advocate, and express facts and ideas in a convincing manner and negotiate with individuals and groups internally and/or externally.

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**Simmons College:  
Strategic Leadership for  
Women**

The Strategic Leadership for Women program is a third-party vendor program. Each organization will have its own selection criteria, but, in order for a candidate to be considered for the program at Simmons, an organizational sponsor, typically one to whom she reports, must complete the Sponsor Form, which the candidate submits with her application. Since the sponsor's recommendation is the only supporting document

required, it is crucial to the appraisal of the candidate's potential. Admissions decisions are based on the applicant's managerial experience, responsibility, and potential for leadership in her organization.

The program targets women managers in any industry or sector who want to further develop leadership skills and women who are looking to strategically place themselves to make a successful transition to higher levels of leadership within their organizations.

It is expected that participation in this program will help women strengthen their leadership skills; enhance their skills for building, leading, and motivating teams; strengthen their communication and influencing skills; improve their ability to deal effectively in any negotiation; and deepen their understanding of power and how to work with it constructively, to network strategically within and outside their organization, to analyze their organization strategically and discover future leadership opportunities, and to map a strategic professional plan for their success.

The 2002 program includes women from FleetBoston, Genuity, NASA, Xerox, United Nations (Food and Agriculture Organization), Swisscontact, YWCA (New York), Mass Port Authority, Webgrrls.com, ChemMotif, The Jewish Museum, and the Space and Missile Systems Center.

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### **Management Development Centers: Leadership Journey**

Prior to the Management Development Centers: Leadership Journey application process, an agency can participate in a Leadership Assessment Workshop or ECQ Leadership Workshop, in which employees' leadership competencies are assessed. An individual can then register for a course by contacting an agency training officer, by directly enrolling through the MDC or FEI (Federal Executive Institute) website, or by calling the MDC or FEI.

To be considered for the Leadership Journey, the applicant must be a member of the Senior Executive Service or an equivalent pay system; a GS-15 manager; or a state, local, or international government leader. Custom-designed courses and consulting projects may include participants and team members at other levels.

The expected outcomes of each course can be found in the Catalog of Courses and Seminars, which lists the competencies the course addresses, the length of the course, and the cost (see [www.leadership.opm.gov/downloads.html](http://www.leadership.opm.gov/downloads.html)).

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## **APPENDIX C: PROGRAM ELEMENTS – PROGRAM COMPARISONS**

The second phase of inquiry addressed the experience itself. We looked at the various components of a variety of programs. These included orientations, group courses, individual courses, assignments, interviews, group meetings, and mentoring, supervision, and community outreach programs.

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## NIH/MCP

The MCP is a highly structured program consisting of six areas of focus:

### Focus 1

Focus 1 consists of a 1-week orientation intended for all the participants. It should be noted that, apart from graduation and some brown-bag lunches, this is the only time the participants come together as a group. In Focus 1, participants complete a managerial assessment instrument to determine individual management style and identify elements for improvement. **It is the recommendation of the orientation course provider that a 1-day transitional course be added toward the end of the MCP program.** This course should be attended by all MCP participants, supervisors, and mentors.

### Focus 2

In Focus 2, participants complete an Individual Development Plan (IDP) that must be delivered to the Program Manager within 1 month of orientation. The plan may consist of any of the following:

- A minimum of 80 hours of supervisory training and advanced management competency courses, along with participation in conferences, workshops, seminars, and discussion groups.
- One managerial assignment for a minimum of 30 days during the first year of the program. Additional assignments may be made as appropriate, based on the participant's IDP.
- As many shadow assignments as are practical and useful. These assignments are meant to aid participants in developing relationships with key people inside and outside NIH.
- Informal informational meetings and interviews with personnel at all levels of NIH, which allow participants to gain firsthand knowledge of and insight into the diverse backgrounds and experiences of the NIH workforce.

### Focus 3

During the first 3 months of the program, the MCP participants and mentors take part in an informal gathering that reviews the program components and expectations, and the role of the mentor.

### Focus 4

Participants are required to submit detailed monthly reports to the Program Manager.

### Focus 5

After the first 9 months of the program have passed, participants meet individually with the LDC and the Program Manager to share their progress, concerns, and goals for the duration of the program.

## Focus 6

After the first year of the MCP, the participants' supervisors evaluate an additional non-critical element in the Employee Performance Plan that deals with the participants' performance as members of the Cadre.

Participants who complete all requirements of the program receive a certificate of completion. While it is expected that participants use their own initiative to seek leadership positions, a list of graduates is distributed periodically to all IC Directors, Executive Officers, and Personnel Officers to assure their awareness and consideration of graduates for placement in leadership positions.

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### Management Internship Program (MI)

Typically, interns in the MI program rotate through various Institutes, although a few are designated for a specific Institute or job—such as budget. As the interns rotate, they participate in a variety of administrative jobs. All interns receive administrative training and training in plain language and government writing. Interns participate in a management seminar series and monthly brown bag lunches, in which they are able to interact and share experiences.

Each intern chooses a mentor who works closely with the intern's supervisor to evaluate and coach. Currently, there is discussion about enrolling the interns in a "bonding" course, such as a "Ropes" course.

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### Presidential Management Internship Program (PMI)

Interns in the PMI program are typically designated to work in one Institute. They also participate in training, seminars and regular get-together sessions, such as brown bag lunches. Because the PMI is a nationwide OPM-sponsored program, many activities are coordinated nationally through different Career Development Groups.

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### Deloitte & Touche: Women's Initiative

Delivery of the various components of the Women's Initiative is done by a combination of internal and external resources. The components include mentoring, workshops, career planning activities, alternative work arrangements, work/life balance programs, networking, and leadership programs. Employees are not required to participate in all of the components, but can select those activities that best meet their developmental needs.

A detailed list of the components of the Women's Initiative is as follows:

- *Council on the Advancement of Women:* An external advisory council to oversee the progress of the Women's Initiative.
- *Women's Initiative Network:* An internal network of partners.
- *Men and Women as Colleagues:* Workshops focused on gender awareness for both men and women. The workshops dialogue on gender issues and spotlight the business implications of gender-related behavior.
- *Career Planning Activities.*

- *Flexible Working Arrangements*: Offers comprehensive alternative work arrangements: reduced hours, flextime, and telecommuting arrangements.
- *Work/Life Balance Programs*: LifeWorks, dependent care, home-buying, relocation, and employee assistance.
- *Accountability*.
- *Networking*: Networking programs are helping women to gain skills, connections, and visibility.
- *Development programs*: Programs are promoting growth for all professionals. They include:
  - *Leading Edge: A Leadership Development Program for Women Partners*: A 5-day program developed with Simmons College Graduate School of Management.
  - *The Ellen P. Gabriel Fellows Program*: Each year eight to ten fellows work on a special project of strategic significance to the firm. Once a year, program alumnae will meet for development and networking events.
  - *Leadership America*: Three senior women from Deloitte & Touche are sent to a yearlong leadership development program. At three meetings a year, Leadership America addresses women about leadership styles, negotiating, public speaking, and other skills essential for leading an organization.
  - *National Deployment and Development Group*: A new department within Human Resources that focuses on succession and career planning, goal-setting, development, performance evaluation, learning, and strategic deployment for partners and directors.
  - *Executive Coaching*: Developed with Manchester Partners, this program matches partners and directors on the leadership track with executive coaches for one-on-one coaching.
  - *Global Development and Global Career Development Programs*: Programs aimed at providing leadership development opportunities around the globe.
  - *Managers Advisory Council (MAC)*: Once a year, approximately 15 high-performing managers in Deloitte Consulting, Americas, are nominated by their office-managing directors to serve on the MAC, which addresses and resolves an issue of importance to the firm.
  - *Management Development Program*: Program participants spend approximately 2 years on a national office assignment, building skills that add value for their clients and the firm.
  - *Career Planning*: Senior managers and partners (both men and women) develop formal 3-to-5-year career plans and discuss them with their practice leaders. Partners and directors also complete Career Interest Profiles that help match professionals with the right leadership opportunities.

- *Assignment Reviews: Annual* reviews of client assignments across the firm focus on appropriate representation on all client engagements and enable highly talented women and men at every level to receive appropriate development opportunities on high-visibility client projects.
- *Mentoring:* Firm leaders mentor, guide, and support their female and male colleagues in their professional choices. The Top Rung program has earned a place as one of the firm's pre-eminent mentoring programs. The Mid-Atlantic practice supports mentoring with *After-Hours Meetings* and *Internal and External Role Model Programs*. The Dayton office sponsors *Mentoring for the Millennium*.
- Networking, forums, luncheons, and conferences serve as follow-up activities.

The program is not time-bound, as it emphasizes continuous learning. Components of the program are limited (for example, the Ellen Gabriel Fellowship).

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## Department of Defense: DLAMP

DLAMP begins with a 2-week orientation/business research program in Massachusetts. The program includes an orientation to DLAMP and the first mandatory graduate-level course, Business Research. Pre-work is provided 30-45 days prior to the 2-week program. Participants are also required to complete as many as 10 advanced graduate-level courses. The curriculum consists of required courses in seven academic areas (accounting and finance, economics, human resources, information systems, quantitative tools, law and public policy, and international policy), electives in related areas (logistics, intelligence, and acquisition), and the capstone course. Participants are also required to complete a career-broadening rotational assignment, normally outside their component or functional area, of 12 or more consecutive months. They are required to complete a senior-level course in professional military education with an emphasis on national security decision-making, lasting 3 or more months. It is expected that each participant will also complete component- and occupation-specific development courses, as appropriate. Geographic mobility is encouraged and may be mandated by some components. Participants are not required to participate in all components. In some cases, participants will have taken a course that is similar to a course being offered as part of this program. This gives them longer break periods during the run of the program.

The length of the program depends on the developmental needs of the individual DLAMP participant. It should not take longer than 6 years to complete all components of DLAMP.

The DLAMP program is an outgrowth of a study performed by the Commission on Roles and Missions of the Armed Forces. That study recommended that a structured education system be developed to enhance the development of DoD Civilian personnel to assume key leadership positions in the Department.

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## NCR: The Possible Woman

Linda Wind, who is associated with the Georgia 100, was hired to create The Possible Woman. She created a self-assessment for selected women to complete in order to identify their critical gaps. Assessments are compiled, and the most common gaps they reveal are selected for quarterly (or bi-monthly) workshops that occur during the year-

long program. In addition, each participant is paired with a coach in the Georgia 100 for one-on-one coaching. Mentor/mentee pairings receive benefits from the pairings.

**Georgia 100 Mentors Can Look Forward to:**

- Reaffirmation of their values and their proven business approaches
- Revitalized and energized commitment to business
- A dual experience in which they will find themselves learning as much as their mentee does
- A broader perspective on cutting-edge issues, including women's issues
- A rare opportunity to openly share experiences across company lines in a noncompetitive forum
- An opportunity to give something back to the business community that has nurtured their careers
- Personal satisfaction

**Georgia 100 Mentees Can Look Forward to:**

- Accelerated learning and development of targeted skills
- Increased likelihood of success and financial reward
- Increased ownership of the company's mission
- Increased confidence
- Greater exposure and recognition as a result of the mentor's support
- Increased understanding of the company's culture
- Reduced stress
- Greater career satisfaction
- The opportunity to interact with a senior-level executive from outside their company in a noncompetitive and risk-free environment
- Monthly peer-group sessions in which members dialogue with recognized experts and professionals who share their insights on the issues emerging leaders deal with every day
- Sharing professional challenges, talents, and issues with a peer group of 100 highly motivated women
- An alumnae network for continuing professional relationships and opportunities for growth

Various speakers and facilitators conduct the workshops. Women mentors and coaches from Georgia 100 are paired with the participating women from NCR. Participating women are expected to attend all Georgia 100 meetings and events, except that a



participant who finds that a workshop being offered speaks to her existing strengths is not required to attend it.

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**WOMEN Unlimited:  
LEAD, TEAM, and The  
FEW**

Leadership is defined by one's broader, strategic role in a company. The programs are targeted on women and to the mix within the target group. There is a rich diversity of racial, functional, and company backgrounds. Experienced facilitators and mentors deliver the individual components of each of the programs.

LEAD includes 360-degree leadership skills assessment, an individual development planning process, 12 monthly skills development workshops, matrix mentoring, mentor workshops, evaluation and measurement, graduation, alumnae workshops, conferences, and newsletters. Workshops include LEAD Success, Playing at a Higher Level, Leveraging Alliances, Leadership Skills, Communicating with Confidence, Achieving Balance, Corporate Savvy and Decision Making/Risk Taking, Seizing Opportunities, Creative Conflict Management, and Big League Business Thinking.

TEAM includes management assessment and goal setting, six management development workshops, panels of successful men and women who are experts in their fields, team mentoring, ongoing peer coaching and networking, and measurement and evaluation. Workshops include Managing Your Professional Growth, Building Relationships, Key Elements to High Performance, The Fine Art of Managing Teams, Career Derailment Factors, and Managing Transitions.

The FEW includes executive-level 360-degree skills assessment, individual development plans, professional and personal strategy development, individualized coaching by executive coaches, guided interaction and opportunities for introspection by SMEs, 12 group meetings to foster peer mentoring, and exercises and feedback to help clarify goals and progress against development and strategy plans.

Participants and staff can expect comprehensive individual skills assessments; feedback and development planning; access to benchmarking and networking with best-in-class peers from diverse industries and leading companies; broader business perspectives and insights from subject matter experts, panel and workshop leaders, peer coaches, and male and female senior-level mentors committed to coaching and counseling in a low-risk, high-gain environment; high-impact and highly relevant leadership development workshops; and an ongoing exchange of ideas, expertise, and opinions involving leadership and workplace issues and challenges.

Individuals in each of the programs are required to attend all components of their programs. LEAD and The FEW are 1-year programs, and TEAM is a 6-month program. It offers alumnae workshops, conferences, and newsletters as follow-up activities.

## Development Program

The purpose of the program is to develop a cadre of highly skilled individuals/leaders who are representative of a diverse workforce to qualify to meet the requirements of NOAA leadership positions coming vacant in the next 3 to 5 years, to develop each participant to become a better leader within her organization, to orient participants to NOS and NOAA at the most senior levels, and to broaden participants' understanding of NOS/NOAA programs, mission, and objectives.

There are two major components of the Leadership Competencies Development Program: selection and development. The selection process is described in detail in the Application Process section.

The sequence for developmental activities required of participants begins with their selection by NOAA. Participants will have a NOAA senior executive mentor to provide advice and evaluate their progress throughout the program. The program is an 18-24-month development program, delivered by an experienced FEI facilitator. Individuals participating in the program are required to use all the components, which include an orientation program at which they meet with their mentor to prepare a preliminary IDP (Individual Development Plan) based on results from their 360-degree feedback. Formalized training includes a 2-week program to be developed by FEI, with an additional 1-to-2-week program of FEI training to take place in the second half of the Leadership Competencies Development Program. Developmental activities include job rotation and Intergovernmental Personnel Act assignments at senior management levels. The participant should be involved in two or three developmental activities lasting approximately 3 or 4 months.

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### **Simmons College: Strategic Leadership for Women**

The Simmons College Strategic Leadership for Women program includes 360-degree feedback from co-workers, supervisors, and direct reports; personal coaching; group experience sharing sessions; reflection; and continuous online discussions. The 1-week program is delivered by Simmons faculty, adjunct professors, and staff. Participants in this program are required to attend the entire week.

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### **Management Development Centers: Leadership Journey**

The Leadership Journey is comprised of five areas that form a comprehensive set of services for leadership and management development. These services address all of the Executive Core Qualifications and leadership competencies required for high performance, and the services can be assembled in a variety of ways to provide individually and organizationally tailored approaches to building supervisory, managerial, and executive excellence. There is no dictated progression through the curriculum; participants choose their own path and pace for the Leadership Journey.

The components of the Leadership Journey include:

- Residential training in a retreat-like atmosphere that fosters networking and interactive learning through both structured and unstructured activities.
- The Core Leadership Curriculum, including the Leadership Potential Seminar, Supervisory Leadership Seminar, Seminar for New Managers, Management Development Seminar, and Executive Development Seminar.
- Assessment consisting of the Leadership Assessment Program, Management Assessment Program, Women’s Assessment, and the Executive Assessment Program.
- Focused Skills Development, including courses in Personal Leadership, Communication and Coaching Skills, Team Development Skills, and Organization Change and Innovation Skills.
- The National Policy Curriculum, including courses on social, economic, political, and culture issues that affect government decision makers.
- Custom seminars and consulting can be developed to assess the unique needs of the agency.
- Special Services programs are complementary services and programs tailored to the specialized requirements of the constituency.

The Leadership Journey is all-inclusive, but the Women’s Assessment Program and the Women’s Leadership Workshop are targeted on women.

Experienced facilitators from FEI deliver all of the training mentioned above. Participants are not required to participate in all components of the program; they can select their own path of learning. The Leadership Journey is not time-bound. Participants attend courses and follow their leadership path at their own pace. Courses range from a few days to 4 weeks in duration.

- Create an environment in which it is safe to present ideas, take initiative, and take carefully considered risks.
- Lead confidently by taking action, with respect. Empower teams to engender trust, and build consensus. This gets all team members moving in the right direction.
- Recognize and accept that there are different styles of leadership. Women often seek recognition for their accomplishments by showing what they’re doing rather than telling what they’re doing. If team members don’t talk about their accomplishments, you must ask about them.
- Be flexible and patient, and listen to ideas, concerns, suggestions, accomplishments, and needs.
- Set clearly defined goals and, striking the right balance between empathy and firmness, motivate people to meet them.
- Involve all members of the team—at every level—in the growth of the business from the moment they join the team.

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**Department of Defense:  
DLAMP\***

No information available

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**NCR: The Possible  
Woman**

The nature of the program lends itself well to keeping topics current and relevant to business issues at NCR. Each year a handful of critical skills for women are identified, and corresponding content is selected to address critical skills gaps.

Networking is facilitated by membership in the Georgia 100. Internal and external resources such as Human Resources staff, Georgia 100 people, mentors, and participants' supervisors constitute The Possible Woman supporting staff. The program reports to Human Resources.

Communication after the program ends is frequently continued informally with participating women's mentors coaching them one on one.

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**WOMEN Unlimited:  
LEAD, TEAM, and The  
FEW**

WOMEN Unlimited feeds feedback from participants, mentors, and business partners into its continual process of improvement. It strives to constantly reinvent its offerings based on the needs and wants of its stakeholders. Networking is an integral part of this program, as it is a third-party provider and as participants from many companies and industries attend it.

The goal of all four programs is to provide information, to process it, and to reflect on it. Technology does not play a huge role in this process—but high-tech services are offered on the web site.

The supporting staff includes: Jean Otte—president, Rosina Racioppi—East Coast, Amy Gonzales—West Coast, Deb Hornell—Midwest, Susan Kendrick—South. A network of mentors and coaches also constitutes part of the supporting staff. The staff is external to the participants, but is part of WOMEN Unlimited.

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**NOAA: Leadership  
Competencies  
Development Program**

No information available

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Faculty, professional coaches, and members of represented organizations constitute the supporting staff. With the exception of members of represented organizations, Simmons personnel make up the staff.

Online discussion groups help participants to stay in contact with each other and with the staff.

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**Management  
Development Centers:  
Leadership Journey**

No information available

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## **APPENDIX D: CONNECTIVITY – PROGRAM COMPARISONS**

In this third phase of our inquiry we evaluated how participants, committee members, supervisors, and mentors connected to the program. Methods considered were consistently updated web sites, frequent meetings, peer-support groups, meetings for supervisors and mentors, web-based discussion boards, newsletters, e-mail distribution lists, and telephone conferences.

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## NIH/MCP

The diverse nature, experience, and expertise of the participants, indicates the MCP is focused on the individual rather than the group. The program has a robust web site from which applicants can gather information about the program and learn about past participants and activities. This web site is not used as a means of keeping participants up to date on activities.

Currently, participants only connect to each other and the program via brown-bag seminars that meet on a monthly basis. **The Program Manager has expressed the need for some other activity (perhaps an overnight retreat) for participants once or twice a year or more frequently to facilitate more interactivity.**

A mentor and supervisor are available to each participant. However, no peer partnering, counseling, or networking is currently in place. At the time of this writing, we had not yet interviewed the supervisors and mentors to determine the amount of networking and support available to them and the amount they consider appropriate. We will address this issue in the final report, after the focus groups have met.

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## Management Internship Program (MI) and Presidential Management Internship Program (PMI)

Both MI participants and those PMI interns who are assigned to NIH are considered to be NIH employees. As such they receive all newsletters and e-mails. There are, however, global distribution e-mail lists for both MI and PMI, with which managers, executive officers, and the Project Coordinator communicate to the groups.

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## Deloitte & Touche: Women's Initiative

Networking programs are helping women to gain skills, connections, and visibility. External Networking Events include sponsorship of the annual Women's Leadership Breakfast to benefit the United Way, co-sponsorship with Dallas Commercial Real Estate Women of the annual CREW Classic golf tournament, networking workshops, such as Pam Chambers' *Networking and Wine Tasting*, the St. Louis practice's sponsorship of the Most Influential Businesswomen's Award, an honorees' reception, and a luncheon for honorees, their families and firms, Deloitte & Touche professionals, the media, and the business community.

Internal and Regional Networking Events include the Western Region Women's Initiative SUDS Campaign, the Tri-State cluster hosting of an internal networking breakfast, and the Southern California, Nevada, and Arizona cluster hosting of the opening speech at the *Career Objectives: A Candid Conversation* women's breakfast forum in California.

Firm-Sponsored Conferences include the Philadelphia-office-led sponsorship of the *Marketing to Women Congress*, the firm sponsorship of *The Corporate State: A Women's CEO and Senior Management Summit*, and sponsorship of the *Fortune Executive Summit*.

The Women's Initiative supporting staff includes the national director and associate director, and people involved in/representing the Council on the Advancement of Women, Human Resources, the National Deployment and Development Group, and informal and formal networks and mentor groups. The staff is mostly internal; it is supplemented by external resources on the Council, facilitators delivering workshops, and individuals who are part of the networks and mentor groups. The program reports to Human Resources.

Formal and regular communication facilitates participants keeping in touch with one another (*The Competitive Edge*), and some programs, such as the Ellen Gabriel Fellowship, involve organized annual reconnect sessions. The program administrators communicate the challenges and successes of the Women's Initiative regularly in *The Competitive Edge* and the *Women's Initiative Annual Report*.

Deloitte & Touche has identified factors that will lead to the success of the Women's Initiative and the development of future leaders:

#### **The Women's Initiative Success Factors**

- Have strong leadership support
- Be a part of the strategic business plan
- Be organization-specific
- Be inclusive
- Address biases and prejudices
- Build accountability in
- Track and monitor participants
- Be comprehensive

#### **Development of Future Leaders Success Factors**

- Coach/work with people to bring out their best and get them where they want to go.
- Provide opportunities for professionals to operate on their own initiative/take ownership of their assignments and practice/take responsibility for their own success.
- Provide and ask for regular feedback.
- Help professionals to learn the skills needed to lead, through mentoring, training, and challenging assignments.
- Create an environment in which it is safe to present ideas, take initiative, and take carefully considered risks.



- Lead confidently by taking action, with respect. Empower teams to engender trust, and build consensus. This gets all team members moving in the right direction.
- Recognize and accept that there are different styles of leadership. Women often seek recognition for their accomplishments by showing what they're doing rather than telling what they're doing. If team members don't talk about their accomplishments, you must ask about them.
- Be flexible and patient, and listen to ideas, concerns, suggestions, accomplishments, and needs.
- Set clearly defined goals and, striking the right balance between empathy and firmness, motivate people to meet them.
- Involve all members of the team—at every level—in the growth of the business from the moment they join the team.

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**Department of Defense:  
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No information available

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**Management  
Development Centers:  
Leadership Journey**

No information available

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## **APPENDIX E: VISIBILITY AND DATA COLLECTION – PROGRAM COMPARISONS**

There are two types of follow-up activities: those that serve to evaluate the program and those that serve to keep graduates connected to the program and visible in the marketplace. Evaluation activities include 360-degree feedback at regular intervals for graduates; supervisors', mentors'. It also includes the LDC members' post-graduation evaluation of the program's effectiveness and return on investment, and the graduates' feedback to the Program Manager and the LDC on the effectiveness of the program.

Visibility and connection are accomplished through a newsletter, awards, e-mail updates, discussion boards, and community outreach activities.

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## NIH/MCP

The only MCP follow-up activity that addresses visibility is a self-directed alumni association. The LDC has no committed interaction with the association.

**Currently the MCP has no measurement tools in place other than a reaction (Level 1) evaluation that participants complete at the end of the program.** The purpose of this Feasibility Study is to identify and plan for evaluation methods. Anticipated methods include: tracking and statistical analysis of participants' career changes; before/after comparisons of participants' 360 feedback to evaluate behavioral changes; tracking of supervisors' and mentors' responses to changes attributable to the MCP; and if possible, enumeration of benefits to participants, their ICs, and NIH.

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## Management Internship Program (MI) and Presidential Management Internship Program (PMI)

While most interns in the MI program stay the entire 2 years and graduate, interns in the PMI program are more likely to drop out before they've completed the program. We found little information on follow-up activities for PMI interns. MI graduates frequently access the MI web site and are often asked to appear at orientation and to coach new entrants to the program.

The web site features profiles of recent program graduates.

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## Deloitte & Touche: Women's Initiative

Deloitte & Touche continually measures the success of its program as regards retention, advancement, and recruitment, and tracks and monitors the training and development of participants.

Deloitte & Touche has realized the following outcomes of the Women's Initiative:

- More women are participating in major assignments at all levels.
- Turnover of both men and women is down.
- Highly talented people are joining the firm in increasing numbers and staying with it longer.

- Nine hundred professionals on formal flexible work arrangements. (Thirteen are partners, 10 percent are men, and 57 percent are client service professionals.)
- Two thousand ninety-three women in management.
- Women hold 118 leadership positions (up from 14 in 1993).
- Fourteen percent of women (the highest percentage in the industry) are directors and partners (up from 6.5 percent in 1993).
- Eighty-five percent of client service professionals and 73 percent of administrative professionals said they would have left the firm unless it provided flexible work arrangements (which have saved approximately \$12 million on the bottom line).
- The Women's Initiative has been a factor in new business wins for Deloitte & Touche.
- Women managers and senior managers have increased from 26 percent to 31 percent of all managers.
- The number of key leadership positions women held increased from 14 in 1993 to 85 in 1999.
- The number of women partners and directors increased from 97 in 1993 to 317 in 1999.
- The number of women admitted to the partnership in any given year has almost tripled since 1993.

The 7 years since the launch of the Women's Initiative have been the most profitable years for the firm. The gap between turnover of men and of women at the senior-manager, manager and senior levels dropped from 7 percent in 1993 to 1.7 percent in 2000. Each 1 percent drop saves the firm \$5.5 million annually. Turnover among senior managers, managers, and senior women has decreased 25 percent. Deloitte & Touche has been named one of "The 100 Best Companies to Work For" for 4 years in a row, due to the Women's Initiative, firm environment, work/life balance, and career advancement opportunities.

Results are communicated both internally and externally. Press coverage of the Women's Initiative has established Deloitte & Touche as a thought leader on women's workplace issues. Both positive and negative Initiative news and developments are communicated regularly in *The Competitive Edge* and the *Women's Initiative Annual Report*. Local offices also cover Initiative activities in their regular reports and publish newsletters to support key Initiative goals.

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**Department of Defense:  
DLAMP\***

No information available

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**NCR: The Possible Woman**

The Georgia 100 program has received excellent feedback and seen excellent results. Eighty-four percent of all Georgia 100 Program participants cited the “100” experience as positively impacting their careers by:

- Offering new perspectives on business issues
- Providing catalysts for organizational development and change
- Creating opportunities to implement new ideas internally
- Soliciting recognition of leadership potential within their own organizations
- Presenting forums on interacting with peers, expanding client bases, and growing professional relationships

NCR has not conducted any formal measurement of The Possible Woman program, but it has recognized an increase in retention and in the continuity of one-on-one coaching as a result of the program’s implementation.

As an indirect result of participating in the program, half of all participants have moved to key leadership positions.

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**WOMEN Unlimited:  
LEAD, TEAM, and The  
FEW**

WOMEN Unlimited works with companies to measure the impact of the learning program on their business. WOMEN Unlimited conducted a survey in order to acquire a general understanding of the success of its programs; it found that 89 percent of participants receive a significant promotion during their participation in the program or within a year of completing it. Participants have high potential; statistics demonstrate the validity of the program.

Ninety-eight percent of program participants rate their overall experience with the WOMEN Unlimited programs throughout the country as extremely valuable and indicate that they would recommend them to other high-potential women. Ninety-six percent of the corporate partners who participate in the WOMEN Unlimited programs continue to enroll participants and mentors, and recommend the programs to other organizations. Eighty-nine percent of the senior-level men and women who are selected to serve as mentors for the LEAD program’s matrix mentoring continue as mentors on an ongoing basis.

The true testimony to the effectiveness of the programs is that companies continue to send their women to them. All companies that sent their women at the inception of the programs 8 years ago continue to work with WOMEN Unlimited today.

The following are additional survey results:

**Career/Job Changes**

- Seventy-four percent of responding graduates have made career changes within their organizations.
- Sixty percent of responding graduates were promoted.
- Twelve percent of responding graduates made lateral moves within their company.
- Two percent of responding graduates changed companies.

### **Salary Increases**

- Eighty-three percent of responding graduates received salary increases (other than for cost of living).
- Twenty percent of responding graduates received 5-10 percent salary increases.
- Thirty-one percent of responding graduates received 11-20 percent salary increases.
- Twenty-three percent of responding graduates received 21-30 percent salary increases.
- Nine percent of responding graduates received salary increases greater than 31 percent.

Twenty-nine percent of responding graduates have received special recognition awards (special stock options, marketing awards, top-performers awards, and so on) since graduation.

### **Benefits of Participating in the WOMEN Unlimited Program**

Seventy-nine percent of responding graduates are now mentoring other individuals.

Results and information are communicated on the web site and in periodic notices in order to select high-potential women and issues to discuss with them.

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#### **NOAA: Leadership Competencies Development Program**

No information available

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#### **Simmons College: Strategic Leadership for Women**

Simmons College uses a level 1 evaluation at the conclusion of the program to measure participant satisfaction. The average score is 9 out of a possible 10.

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#### **Management Development Centers: Leadership Journey**

No information available

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## **APPENDIX F: ZOOMERANG SURVEY TOOL**



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## Zoomerang

Zoomerang allows businesses and individuals to easily conduct professional-grade surveys and gather and analyze the critical feedback necessary to make important decisions.

Zoomerang is a division of [MarketTools](#), the global dominant ASP for eResearch and eFeedback. The company provides advanced Web-hosted technology and advisory services to help businesses conduct cost-effective and secure Web-based market research. MarketTools works with leading market research firms, which use the company's proprietary enabling solutions to conduct eResearch for Global 2000 organizations worldwide.

Zoomerang utilizes the industry-leading technology of its parent company to leverage the speed and scope of the Internet in revolutionizing the process of capturing feedback. In developing its business strategy, Zoomerang conducted online market studies with 50,000 people. Survey respondents confirmed the need to collect feedback to better understand the challenges in their personal and professional lives.

Through its site and applications, Zoomerang provides this service through patent-pending technology and professionally-designed templates. Zoomerang members can quickly create and customize surveys on topics such as customer satisfaction, event planning, new product testing, and much more. The results are captured and presented in graphically-rich formats in real-time - which allow users to measure incoming responses and act on the findings very quickly.

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## **APPENDIX G: MEASUREMENT & EVALUATION TOOL**

## THE M&E TOOL

The M&E Tool is an integrated package of tools used to manage information associated with monitoring, evaluating, and reporting. It is comprised of a comprehensive set of manuals and training material that promotes the processes outlined below. The M&E Tool provides guidance for project design (*Systematic Program and Project Design*), planning for monitoring and evaluation (*Planning the M&E Work*), and working through the monitoring and evaluation plan (*Working the M&E Plan*).

The M&E Tool is flexible. It helps to systematize the process of monitoring and evaluating and can be used with or without the available software. This guide focuses on how to work through the M&E plan using the accompanying software. The M&E software is an integrated information management, analysis, and reporting tool that helps project managers automate the collection, analysis, and reporting of data from baseline surveys, routine project monitoring, and periodic evaluations.

The following is a brief description of the M&E modules:

### 1. General Information

In this module, general project information, such as project number, project name, and project manager, is entered. Here you specify the approach to project implementation in terms of a partnership or direct service delivery.

### 2. Operational Structure

In this module, you create the project's operational structure, staffing structure, and information sources. The operational structure largely reflects how a project is geographically structured and identifies the project's target groups.

### 3. Output Tracking Structure

This module requires you to specify how inputs, activities, and outputs are tracked in relation to the operational structure defined in the previous module.

### 4. Information Definition

This is the heart of the Project Definition component. Here you define goals, indicators, and data collection variables for each of the five Information Types.

### 5. Monitoring and Evaluation Plan

In this module you work with a project-planning interface in order to plan:

- a. Measurement cycles (when data will be collected for each monitoring and/or evaluation activity)
- b. Types of data needed (what data will be collected during each measurement cycle)
- c. Benchmarks (planned values) for each indicator and/or goal

### 6. Data Collection Forms Design

In this module you design data collection instruments that allow you to link your data collection variables to each form in order to reduce errors at the data-entry stage of information management.

## 7. Data Entry

In this module you enter data from the data collection forms directly into the M&E software.

## 8. Data Cleaning and Processing

Here you review your data for cleaning and processing. You run the data through basic statistics in an attempt to find inconsistencies and errors.

## 9. Data Analysis

You analyze your data in this module, and the M&E generates descriptive statistics (for example, mean, standard deviation, percentiles, percentage difference with Baseline and confidence intervals) and allows you to compare means using Chi-square and t-tests. The M&E Tool can also generate graphical representations of your data (for example, with scatter-grams, frequency tables, and graphs).

Reporting results contain the following three modules:

### 1. Tables and Graphs

In this module you use a wizard to customize tables and graphs of project data and information.

### 2. Management Log

In this module you document your management decisions and actions for accountability and future learning, and also compare planned with actual achievements.

### 3. Reports

This is a tool used to create customized reports that can be updated automatically as new data is entered. Reports can be linked to other Microsoft applications using Microsoft Excel-embedded charts and graphs.

TLS will provide technical *flowcharts* that will illustrate the complete lifecycle of a program participant. These *flowcharts* will not only demonstrate the participant's movement throughout the skills development and training programs, but will also introduce various Technology Tools that will capture data and assess the value of how a individual is performing. With these *flowcharts* the LDC members and stakeholders may develop internal quality control mechanisms. For example, at any given point within the program, an LDC member or stakeholder may use the technology tools to perform periodic assessments and evaluations of the program's information pertaining to individual achievements, effects and impacts. This will give the LDC and MCP stakeholders the ability to establish some of the following intervention techniques:

1. Implementing a set of best practices from previous lessons learned
2. Develop special succession planning groups
3. Use controlled individual and/or group discussions
4. Enforce different interview techniques or questionnaires
5. Introduce a personality or behavior test
6. Deduce solutions to problems and redirect interventions

There are various levels of intervention that can be conducted. However, the overall monitoring and evaluation techniques are designed to enable better progress tracking of planned activities; to identify any implementation or management problems; and to provide immediate program feedback where managers or stakeholders can evaluate issues, thus enhancing the success of the overall program.

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## **APPENDIX H: MCP PARTICIPANT, MENTOR, SUPERVISOR, LDC AND STAKEHOLDER INTERVIEWS**

## PARTICIPANT QUESTION PROTOCOL

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### MCP Participant Survey

<b>1</b>	<b>General Information</b> <ul style="list-style-type: none"><li>- Name:</li><li>- Title:</li><li>- Institute:</li><li>- Email:</li><li>- Office Location:</li><li>- Phone:</li><li>- Today's Date:</li><li>- Supervisor:</li><li>- Mentor:</li></ul>
<b>2</b>	Year you entered the MCP Program:
<b>3</b>	Length of time in Current Position:
<b>4</b>	Years of Service with NIH:
<b>5</b>	M/F
<b>6</b>	<b>Reason for Applying to the Program:</b> <ul style="list-style-type: none"><li>- Peer Recommended</li><li>- MCP Participant Recommended</li><li>- Supervisor/Manager Recommended</li><li>- Personally Interested</li><li>- Other</li></ul>
<b>7</b>	When you first began the MCP Program, what were your expectations and objectives?
<b>8</b>	When you finished the program, did you reach your objectives? Did you feel that you had the tools to reach your objectives?
<b>9</b>	What activities did you participate in as a part of the MCP program?
<b>10</b>	The MCP supports the NIH goals and initiatives of developing women, minorities, and employees with disabilities. Do you fit into any of these categories?
<b>11</b>	If you have been out of the program for one or more years, please reflect on your experience?
<b>12</b>	Would you be willing to participate in a focus group?
<b>13</b>	Would you be willing to be interviewed by phone or in person?

## PARTICIPANT REPORT

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### Introduction

All program participants were contacted by Cynthia Winder and asked whether they wished to participate in the Feasibility Study. Those who wished to participate were e-mailed questionnaires in Zoomerang, a web-based software application for delivering and processing surveys. One participant returned the text-based questionnaire by e-mail. Altogether, 21 people participated in this phase of the Feasibility Study

The purpose of the questionnaire was to learn participants' expectations of the MCP and its outcomes at the beginning of the program and to compare those expectations to participants' actual experience, conclusions, and opinions.

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### Demographics

The following table describes the participants who returned questionnaires in terms of entering class, gender, minority and disability status, average length of time in current position, and average length of service with NIH.

Entering Class	Number of Responses	Male	Female	Minority	Disabled	Years in Current Position	Years of Service at NIH
1994	4	0	4	1	1	5+	10-15
1997	5	1	4	1	1	2	10
1999	5	1	4	1	0	3	10+
2001	7	0	7	2	0	2	6

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### Expectations and Objectives

Seventy percent (70 %) of the respondents regarded the MCP as a means of learning more about NIH. More, specifically they wanted to understand the NIH offices outside of their areas of expertise and gain access to top managers.

Two other goals were apparent in the participants' responses: many wanted to learn about career opportunities and paths that might be available to them, and many wanted to network and meet people who could assist them in their careers.

Interestingly, only twenty five percent of the respondents (25 %) felt they gained or needed to gain leadership skills that might be helpful to them in their future careers.

## PARTICIPANT REPORT

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### Activities

The responses indicate the participants took full advantage of the breadth of the program. While the evaluation will present a much more accurate picture of the activities most widely used, the following analysis shows the number of participants (out of the 21 surveyed) who mentioned each activity:

Rotations or Detail Assignments	17
Interviews	14
Formal Training	13
Shadow Assignments	12
Brown-Bag Seminars	7
Informal Seminars	4
Committee Meetings	2
Forums	1

Rotations or detail assignments were cited most frequently; they seemed to offer participants the most value. Interviews, formal training, and shadow assignments followed respectively.

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### Reflections on Experience

Here, the responses were mixed. Many respondents found the program useful, citing particularly new knowledge and awareness of how they and their skills fit into NIH. Exposure to senior-level staff was also seen as useful by most participants.

Of interest are the participants who now see themselves as leaders and managers in their current positions and take initiative and create change and clarity when it is needed. These individuals directly attribute the development of these abilities to their participation in the MCP.

A number of respondents were disappointed that the program did not lead to career advancement. Although career advancement is not a stated program objective, it was clearly a desired outcome for these respondents.

A few respondents mentioned the relative lack of exposure and status of the MCP within NIH. They cited the Management Intern and President's Management Intern Programs as enjoying more exposure. The MCP's lack of exposure and status was a factor in these respondents' disappointment that the program did not help them climb the career ladder at NIH.



## PARTICIPANT QUESTIONNAIRE

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### Participant Answers to Question 7

#### **When you first began the MCP Program, what were your expectation and objectives?**

I wanted to gain a better understanding of the NIH and various offices and was hoping to clarify my career goals

I wanted to gain more knowledge in areas that I have an interest but not experience. I wanted to gain skills that would prepare me for leadership positions at the NIH.

I just wanted a bigger view of NIH management and where I fit in that picture.

I was interested in learning more about NIH. I wanted to learn about management opportunities at NIH. I was interested in a career change. I was interested in promotion opportunities.

I was placed in a team leadership position prior to joining NIH, and felt that although I was able to adjust to the situation and perform my duties, I didn't feel comfortable with the areas in which I had no experience, i.e., managing staff and resources. Although I met expectations and succeeded in moving forward in expanding a new technology area across the Department of Health and Human Services, the unease that I experienced in managing the team and the project was a draining factor on me. I wanted to learn to manage teams and projects well.

As a technician, I have known that at some point in my career, I will reach a crossroads where I will have to choose between being purely technical and pursuing a management role. I wanted to see how I could develop the leadership skills I need to progress in either direction, and to begin making some choices about the direction that I want my career to take. I felt that the MCP was a good first step to use to make connections to others at NIH, learn about their jobs, and how to grow in my career regardless of which path I take.

I expected to meet senior administrators and gain insight and knowledge of different management styles at NIH, gain a better understanding of I/Cs, and increase my knowledge base and skills in management.

To learn more about health marketing campaigns and to play a leadership role in an information office.

To receive structured training and exposure through rotations/details etc. in the are of program planning and evaluation.

The aim was to prepare future leaders; access to top level management and opportunities

## PARTICIPANT QUESTIONNAIRE

I gain more exposure in other NIH Institutes and to learn about areas that I had not previously been exposed to.

To broaden my knowledge of the NIH and to enhance my marketability in the employment process.

To broaden my knowledge of NIH programs and functions and to develop my management skills.

My goal was to learn more about NIH as a whole and also to gather experience about other potential career opportunities at NIH. Although, I was happy with my career in contracts, I thought this would be a way for me to find out about different areas that could be of interest to me.

1. Learn more about NIH
2. Find out what the areas at NIH have the greatest growth and the possibility of career advancement
3. Find out what other areas at NIH will be able to combine the training I have in the dual areas of science and business administration
4. I wanted to have more team building and bonding activities with my classmates

Gain breadth of knowledge about NIH, build a network of colleagues from diverse parts of NIH and gain exposure to senior NIH leaders.

Expand network of people in NIH, learn more about NIH operations, increase promotion potential.

I expected to have access to the top managers at the NIH; receive top notch leadership and management training; receive valuable guidance from my mentor; and be tapped for a management position at the NIH

To learn more about myself, my career goals and the options available to me particularly here at NIH.

To gain a more in-depth understanding of NIH and to gain new management and leadership skills that would lead to a more responsible position at NIH.

To gain a more in-depth understanding of NIH and to gain new management and leadership skills that would lead to a more responsible position at NIH.

I expected to make lots of contacts throughout NIH and to have many courses, books and experiences recommended to me. I also expected that the people I met and relationships I developed would lead to my next position at NIH.

My expectation, and objective was to learn more about NIH, outside of my institute, and to prepare myself for either more responsibility in my current job, or to position myself for promotion, or job change opportunities.

## PARTICIPANT QUESTIONNAIRE

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### Participant Answers to Question 8

**When you finished the program, did you reach your objectives? Did you feel that you had the tools to reach your objectives?**

I had accomplished my goals, in part. I came away with a clearer understanding of various offices and aspects of the NIH, but did not gain the experience or obtain the guidance I was seeking with respect to my personal career goals.

I have not finished the program yet.

I far exceeded objectives. I did have the tools to reach my objectives, although it was difficult at the beginning to understand how to use them because I had come from a very insulated environment. Once I realized what could be done with the program much of it was over!

I reached three of the four objectives. Yes, I felt I had most of the tools I needed to reach my objectives.

Still in program; am working on gaining the tools.

Well, my objectives had changed after meeting with the leadership development committee. Rather than learning about health marketing, I learned more about leadership in general, more about how science functions, and more about how the NIH functions.

Was able to take some classroom training in the area of PP&E, however, did not gain hands on experience. The MCP did not offer specific guidance to participants to help them achieve all of their objectives.

No; No.

Still in the program until 9/02. At this point, I do not feel all my objectives will be met by that time.

Yes. Yes.

Yes, I reached beyond my objectives and felt that tools were available.

## PARTICIPANT QUESTIONNAIRE

Like many worthwhile choices we make in life, I saw the program as more of a beginning than an end. I feel that I started collecting and learning to use the tools to reach my objectives, and don't feel that I have all of the tools, but some of them, and I am honing my skills at this point. There was no promise of an advance in career, so I assumed that this would be a valuable learning experience, and no more. I think that what I learned in the program has made me more valuable to my IC, and as I gain more experience in these areas, I could readily use them anywhere if I choose. For example, in addition to taking more of a leading role in my career at NIH, I have begun mentoring students, have accepted an office with a Knights of Columbus council, and have taken on public speaking duties in my parish. So, I am using these experiences, in turn, to further develop my organizational, communication and planning skills that I can use in different venues in life, not only in my career.

Yes. I learned a lot about NIH. In my contracts career, and I wouldn't have had that chance if I had not participated in the MCP. Also, I was able to find out about different administrative areas.

I am halfway thru the program. I hope to reach the objectives that I set out, and I am quite optimistic that I can reach them. In terms of the tools, I believe that because the MCP is a very self-directed program, I am sure that I can use more self-development, so that I can unearth these tools from within myself. I think having a personal coach or career counselor, who can give some very specific advice would be useful. The mentor or the preceptor is supposed to play this role, but if there are any professional career coaches that can be employed to help the MCP participants, that would really help. Hopefully this coaching can continue for the MCP participants even beyond their 18 months in the program itself.

I'm not finished yet and I am struggling to attain these objectives while continuing to be successful in my current job.

Not all. I had the tools, but not the time. I would have liked more details with other sections of NIH.

No. The program was new, and there were many flaws in it. Many top managers were unaware of the program. Much of the training was mediocre. I was still expected to perform my normal duties and did not have time to take full advantage of the MCP. My mentor was very ineffective. After graduation we were forgotten. In fact, the MCP web site does not even acknowledge the 1996 graduates as alumni! I did not discover any career advancement opportunities during or after the program. My detail was unproductive. What is most disappointing is that the current class seems to be experiencing many of the same problems that the initial class had.

Yes, I definitely reached my goals. I'm more confident in my abilities and I've identified a new career path that builds upon the past but moves me in a direction that is much more interesting and fulfilling to me.

Yes in terms of training, but not in terms of assuming more responsibility in my daily work.

## PARTICIPANT QUESTIONNAIRE

Yes in terms of training, but not in terms of assuming more responsibility in my daily work.

I'm midway through the program, so I can't really answer this yet.

N/A. Will not complete program until 9/02. However, I am not sure if the program is going to meet all of my objectives.

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### Participant Answers to Question 9

**What activities did you participate in as part of the MCP program? Please be specific, if you can.**

I did a 2-week rotation in the NIH Information Office, a 2-week rotation in the NEI Office of Communication, Health Education, and Public Liaison, shadowed Judith Whalen in the NICHD in the Office of Science Policy, Analysis and Communication, and shadowed Michael Goldrich, in the NIAID Office of Management and Operations. I also took a two week Management Development Seminar and attended various STEP forums.

I have done interviews, one shadow assignment and one one-day detail. I am still in the planning stages of deciding what I want to do with the rest of my time in the program:

- 1 week detail with Wendy Baldwin in the Office of Extramural Research
- 1 week detail with Diana Jaeger in the Office of Policy for Extramural Research Administration in OER
- 2 week detail with Mona Rowe and Judy Whalen in the Planning office of NICHD
- Training in the federal budget process, supervision, project management, program evaluation, and so on
- Shadow assignments
- Interviews with many senior managers from a variety of disciplines
- Co-chair of the management cadre alumni association

Formal management training within and outside of NIH, lunch-and-learns with senior NIH managers, interviews with senior managers within and outside of NIH, detail in a P & E office.

Brown bags; informational interviews; shadow assignments; detail at other I/C; talking with other MCP mates.

Many classes, scheduled events, and trips sponsored by the program  
Classroom training, OD Streamlining Committee Meetings, Drafted Legislative Proposal for HR, Congressional Workshop on the Hill, Details in the areas of IT and HR.

## PARTICIPANT QUESTIONNAIRE

Since my background is in engineering and computer science, I took more of a scientific/technical angle in the activities that I chose. I attended various fellows workshops and extramural research roundtables. I was a regular guest at Scientific Director's meetings. I took classes both to gain a better understanding of government affairs such as the Federal budget process, the NIH budget, and congressional operations, and to expand my own personal development in leadership, communication, delegation, and time management. I also read extensively in the areas of leadership and technology management. Through my experience in information technology, and a need to review all of the various systems used by the NIH community to track grant data, I took a leading role in researching and setting up the first NIH-wide conference on these systems. This proved to be the capstone of my experience in the MCP.

Detail with OPRR; Detail with NIEHS; Shadow Personnel Officer; Obtained training in clinical trial management and leadership.

MCP Group trainings; Individual courses (OPM) will be taken in Spring, 2002; Informational interviews; Planning a 6-week rotation Dec. 2001 -Jan. 2002. Hope to do one additional rotation in 2002.

Detail assignments, formal and informal training, mentoring, NIH committees and working groups

Developmental assignments, shadowing assignments, NIH available training courses, management and leadership training courses, Brown Bag Seminars, reading assignments, 1-hour interviews with government managers outside of NIH, meetings with MCP Leadership Development committee members and tours of various centers and organizations.

I did a detail in the budget office at NIAID and I also did a six month detail at NIEHS and was able to work in the intramural administrative office, and the grants office.

1. Training and workshops
2. Informational interviews with various NIH leaders and staff
3. Shadow assignments where I would observe and interact with senior staff to learn from them about leadership and about the culture of NIH
4. Short term assignments in areas outside my areas of specialization

Thus far my activities have primarily consisted of informational interviews with senior leaders at NIH and some training courses.

Extensive training programs, both inside NIH and OPM and outside. Detail in David Satcher's office. Brown bag lunches. Conversations with NIH executives. Training at Receipt and Referrals for grant applications. Conferences. Shadowing my mentor. Monthly meeting with my mentor. Brownbag lunches, shadow assignments, 30-day detail, training.

## PARTICIPANT QUESTIONNAIRE

I tried to do everything available. I took numerous courses at NIH and through OPM, I attended as many brown bag lunches as possible. I attended numerous meetings of NIH management, generally when shadowing various individuals.

Talked with several people throughout NIH but particularly at NLM. Was detailed to HHS/ASPE. I'm happy to show you my final IDP for the program if that would help.

Training courses, shadow assignments, a 30-day detail, an extensive bibliography, field trips, and many interviews of NIH administrators/managers.

I've taken several training courses centered on leadership and assertiveness training. I've also had a couple of "shadow" assignments and have basically set up my detail. I've attended most of the MCP-sponsored training and many of the brown-bag lunches. I have been on many informational interviews.

I have taken several courses: the one week orientation, Federal Budget Process, Goal Setting Course, How to Gain Influence, several brown bag lunch series, informational interviews, and have gotten together with my mentor twice monthly to go over my progress on my IDP (Individual Development Plan).

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### Participant Answers to Question 11

**If you have been out of the program for one or more years, please reflect on your experience.**

Since I have left the program, I have made the decision to work on a part-time basis. As such, it is extremely difficult to advance or even change positions. As a result, it is difficult to know if the program would have helped me progress further in the NIH.

The program gave me a vantage point for seeing where my skills fit in the scheme of the NIH mission. Within six months of leaving the program I accepted a position in OER (a promotion), for the past year I have served as Acting Director of the Office of Planning and Analysis for the electronic research administration project and was given opportunity to continue in that role permanently. Although I have decided against accepting the GS15 level position, the management cadre program provided me the background and exposure that allowed me the opportunity to participate in management at that level. There is no way I would have been able to position myself as well without the benefit of the MCP.

## PARTICIPANT QUESTIONNAIRE

The program was very useful to me, and I learned so much about NIH that has been extremely helpful and has made me a more valuable employee. However, I don't believe NIH gives the MCP graduates the recognition or the opportunities that are given to graduates of other management programs (PMI, MI.) One example, if you go to the NIH Website and click on employment opportunities (<http://www.jobs.nih.gov/>), you will find the summer internship and the MI programs listed, with hot links. Where is the MCP? Why isn't it mentioned there? Furthermore, I have seen several graduates of the PMI program placed, non-competitively, into very desirable positions at NIH. I have never seen this type of recruiting effort for MCP graduates. What happened to the concept of creating a pool of highly skilled, highly qualified applicants from whom future leaders of NIH could be selected?

It was great. Generally very positive. As a result, I know review my current position more as a manager and a leader who takes the initiative, rather than as a technician who responds to what's assigned. My current supervisors have been very responsive to these attempts on my part.

Initially confusing and frustrating. Felt the program could have provided more structure and guidance. The program provided me with good insight into the political workings of NIH and NIH Senior Management culture at NIH. This insight has been beneficial, however, the program did not serve as a direct link to the more senior level positions I have obtained since graduating from the program.

The program was less effective than the NIH Management Intern Program, of which I am also a graduate. The opportunities available in the MCP were consistent with what was available as part of the NIH Management Intern Program. Most of the leaders at NIH were not familiar with the objectives of the MCP program, but they were familiar with the MI and PMI programs.

Opportunities to be developed into a future leader were not made available. I believe the Training Committee needs to play a bigger role in paving the "right" road for the participants at NIH. It should not be a hit or miss opportunity resulting in loss time and effort, stress, long hours and no reward at the end of the 2 year program. The Coordinator of the Program should have a credentialed, proven track record of developing leaders. It should not be just a job or someone who is also looking to get ahead or compete with the MCP participants for training and opportunity. It should be someone who has made it and now is prepared to help others succeed.

On the whole, I would say that I had an enriching experience. I don't remember anything earth-shattering other than the honesty and candor with which leaders will speak about issues behind closed doors, but it was definitely a growth experience. It allowed me to gain experience in areas that I might not have had, and gave me access to individuals that I definitely would not have had.



## PARTICIPANT QUESTIONNAIRE

Some of the negative aspects of the program, such as the duration of time involved (18 months), and the amount of time that was actually required while I was trying to maintain a full-time job was difficult. There were many 70-plus hour weeks. I don't feel that the Management Cadre Program does enough to market itself at NIH and beyond. Nor does it differentiate itself well enough from other programs. Even today, I will be introduced as a graduate of the Management Intern Program. The Cadre Program needs to make itself more visible and recognizable across NIH. I feel that the Cadre is an even tougher program (than, say, the MI), because all of its members are currently employed and have the same job responsibilities in addition to the Program.

As with any program, there are areas that I personally would have changed. I think overall, some guidelines need to be developed that aren't quite as general in terms of the expectations of the participants. This would go well with a shorter program (say, 12 months). A lot of time was spent "feeling out" what it was that each individual should accomplish during the program, rather than actually going out and doing it.

The experience was very demanding and exciting. The experience became a memory not to be forgotten.

As a participant in the NIH 97/98 Management Cadre Program, I have increased my effectiveness in my current position and prepared myself for future leadership and managerial assignments. I have also gained insight and experience into the organizational structure and management of NIH and NIEHS programs. My developmental plan included a 2-week Detail Assignment with the Deputy Director of the National Institute of Child Health and Human Development(NICHHD) and a 2.5 week Detail Assignment with the Director of the National Institute of Environmental Health Sciences(NIEHS). These details were an outstanding opportunity for me to gain insight and experience into the NIH Office of the Director, NICHHD and NIEHS programs and functions. I was also exposed to senior level staff within NIH, the Department of Health and Human Services(DHHS) and the Environmental Protection Agency(EPA) by attending meetings and symposiums. I also had the opportunity of writing and editing internal reports while on my detail assignments. A combination of 126 hours of training in management development and leadership courses, brown bag seminars, 1-hour interviews with other government managers outside of NIH, attendance at NIEHS Administrative Management Staff meetings and reading assignments of six highly recommended management/leadership books allowed me to meet and exceed those goals and objectives I had originally set for myself in this program.

The Management Cadre Program has benefited me tremendously by making me a more confident and knowledgeable individual. Because of my experiences, I have a better appreciation for NIH and NIEHS missions and feel like an important member of the team.

## PARTICIPANT QUESTIONNAIRE

I would call it a good experience. However, this period did involve some stress. I was on a 6-month detail at NIEHS, and as part of this, I did consider moving with my whole family to North Carolina. We ended up staying, but there was a lot of stress involved with making this decision.

I was well received while in the program. However, being a participant in the program has not had any influence on my ability to obtain another position although I have applied for many. Being in the program does not seem to have prestige outside the membership of other participants.

The MCP has not had an impact on my career. I'm in the same position that I was before I participated in the program. Top NIH managers do not seem to be impressed by the MCP graduate credential.

The program was very useful for me. I moved to a new position within 6 months of graduation, a position that would not have been open to me without my experiences in the cadre program. I feel I have a long way to go on my career path and a lot to learn, but I now have the necessary tools. It would have taken much longer to reach this point without the cadre program.

I thought the program was very interesting and beneficial while I was a participant. However, since that time I have been disappointed that graduation from the program doesn't seem to bear much weight in moving up the career ladder.

I thought the program was very interesting and beneficial while I was a participant. However, since that time I have been disappointed that graduation from the program doesn't seem to bear much weight in moving up the career ladder.

# LDC QUESTION PROTOCOL

## National Institute of Health Leadership Development Committee Interview Guide

<b>LDC Name:</b>	<b>Title:</b>
<b>Office Location:</b>	<b>Email:</b>
<b>Phone Number:</b>	<b>Date of Interview:</b>
<b>Total Learning Solutions and Forum Interviewer:</b>	<b>Length of Time on the LDC:</b>

### *Introduction*

#### **Project background**

- Deliver a feasibility study that outlines a plan and methodology to evaluate the Management Cadre Program (MCP)
- Provide a report that covers best practices and methodologies of other leadership programs—including programs that target women, minorities, and the disabled, and those that don't
- This is Phase 1 in which we outline and delineate the evaluation. We will not be doing the evaluation during this phase

#### **Purpose of the interview**

To gain your perspective on the aspects of the MCP that should be included in the evaluation

#### **How we'll use the data**

100 percent confidential, reported only on a group level

#### **Benefit**

Begin the process of creating the evaluation of the MCP, which will ultimately lead to a world-class leadership program

#### **How long conversation will take**

About 30 minutes

#### **Check**

Time OK?

Any questions before we start?

## LDC QUESTION PROTOCOL

### *Questions*

#### **Your background**

1. So I can better understand the context of your responses, can you please tell me who you are and summarize your role in the organization? (e.g., number of reporting levels beneath respondent.)
2. How long have you been in this role?
3. What, in your experience, are the most important leadership qualities?
4. Which of those qualities are the most difficult to learn?
5. What makes acquiring those qualities difficult?
6. What contributes to leadership credibility at NIH?

#### ***The Management Cadre Program Feasibility Study***

1. When you first heard about the program, what were your original thoughts and ideas?
2. What are the hoped-for outcomes of the program?
3. Do you think those outcomes should be changed?
4. Do you think the program is currently structured in a way that will achieve the outcomes?
5. Is there anything that you think should be done differently?
6. Who are the key stakeholders in this program?
7. What is the one question you think we should ask stakeholders?
8. When you envision the success of the Management Cadre Program, what do you see?
9. What questions would you want answered in an evaluation of the MCP?

# PRELIMINARY LEADERSHIP DEVELOPMENT COMMITTEE REPORT

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## Introduction

Due to scheduling conflicts and the responsibilities of Leadership Development Committee (LDC) members, Total Learning Solutions and Forum interviewed only six members of the LDC. The interviews focused on three major questions:

1. What are the current outcomes of the MCP, and should they be changed?
2. Who are the key stakeholders, and how should they be addressed?
3. What is the LDC's vision of leadership at NIH?

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## Outcomes

All of the interviewed LDC members agreed that the goal of the MCP is to provide participants with as much access to senior leadership at NIH as possible. First, the program should allow for networking at the highest level and facilitate access to leaders and scientists not normally available to them. Secondly the program should provide informal behavioral modeling to those not always in a position to see senior leadership at work "behind the scenes."

All agreed that, while many participants are disappointed in the program's inability to provide them with direct career opportunities, the LDC itself not only cannot provide these opportunities, but also *should* not. Many felt that leadership positions must be earned—with hard work, hard-won scientific expertise, and expert "people skills." The LDC seems to feel that the purpose of the MCP is to provide participants with tools to advance their NIH careers. If they can use the tools effectively, they will become leaders.

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## Stakeholders

Two groups were identified as stakeholders by the interviewed members of the LDC: participants and Institute supervisors and management.

It was agreed that, although participants are stakeholders, they have played no part in planning the MCP program, nor has there been any means for their voices to be heard on a regular basis by the LDC. *One member of the LDC suggested that participants and graduates become part of either the LDC itself or a leadership advisory board.* The Evaluation Study will explore this suggestion further.

## LEADERSHIP DEVELOPMENT COMMITTEE REPORT

*Some members of the LDC felt that the MCP and its contributions were not apparent to all Institute supervisors and management.* The dearth of publicity was a concern in the application process (some Institutes didn't send applicants) and in the follow-up process (there was little way for supervisors and management to measure the effects of the MCP on participants).

Implementing effective follow-up, marketing, and networking activities in the MCP may help to alleviate these problems. The Evaluation Study will analyze how this can best be done within NIH and the MCP.

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### Vision

The responses of the six interviewed members of the LDC to questions about vision and leadership showed more divergent thinking than did their responses to any other questions. Some members saw leadership as an inherent quality that certain people possess: trying to devise a program to teach or nurture leadership was a useless prospect. Others felt that the purpose of the team was to expose participants to NIH's leadership. In that context the role of the mentor was seen as crucial in converting raw experience to leadership skills and capabilities.

It also became clear in the interviews that NIH, as a consortium of Institutes, has no singular vision of leadership and how it emerges from NIH. Some LDC members saw leadership as a set of capabilities firmly fixed in the administrative domain. Others saw it as cutting across areas of expertise from scientific and medical to technical and operational.

In the next phase of this process, the evaluation phase, it may be beneficial to look at the LDC and NIH leadership's vision of leadership and consider ways the MCP can aid in realizing that vision. Such activities are currently being undertaken by many other world-class corporations and government agencies, as society at large undergoes new cultural changes and faces new cultural challenges.

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## **APPENDIX I: INFORMATION SOURCES**

Deloitte & Touche: Women's Initiative  
[www.deloitte.com/vs/0,1151,sid=2261,00.html](http://www.deloitte.com/vs/0,1151,sid=2261,00.html)

Department of Defense: DLAMP  
[dlamp.dfas.mil/info.htm](http://dlamp.dfas.mil/info.htm)

NCR: The Possible Woman  
Interview with Bob Giacini, Learning Director

WOMEN Unlimited: LEAD, TEAM, and The FEW  
[www.women-unlimited.com](http://www.women-unlimited.com)  
Interview with Rosina Racioppi, East Coast Operations

NOAA: Leadership Competencies Development Program  
[www.rdc.noaa.gov/~hrmo/leadership.htm](http://www.rdc.noaa.gov/~hrmo/leadership.htm)

Simmons College: Strategic Leadership for Women  
[www.simmons.edu/gsm/exec\\_ed/strategic.html](http://www.simmons.edu/gsm/exec_ed/strategic.html)

Management Development Centers: Leadership Journey  
[www.leadership.opm.gov/coursesbycategory.html](http://www.leadership.opm.gov/coursesbycategory.html)