

Training Officers Consortium
65th Annual Distinguished Service
Awards Ceremony



September 15, 2020

Welcome to the 65th Annual Awards Ceremony

The TOC Distinguished Service Awards Program was launched by the Training Officers Consortium in 1955 to stimulate improved government-sponsored training programs through recognition of individuals making significant contributions to the Federal training community in the field of human resource development (training, education, and career development).

AWARDS CATEGORIES

Leadership Development

Presented to an individual, team or agency that has made significant accomplishments in leadership development. Leadership development can encompass any number of developmental processes including the following areas: individual development planning; executive, management and/or supervisory development; 360-degree assessment and feedback; succession planning; mentoring; and coaching.

Career Development

Presented to an individual, team or agency that has made significant accomplishments with focus on influencing a community of learning or helping individuals develop their professional skills and expertise.

Training Design and Development

Presented to an individual, team or agency that has made significant accomplishments in the design and development of a training program or curriculum.

Innovation

Presented to an individual, team or agency for a creative new approach, training program or developmental activity that employs non-traditional methods, tools or technology to achieve desired performance outcomes.

Learning Measurement & Analytics

Presented to an individual, team or agency that has made significant accomplishments in implementing learning analysis process models and systems to measure learning interventions, program effectiveness and/or organizational outcomes.

Learning Technologies

Presented to an individual, team or agency that has developed an innovative, effective and user-friendly technology system for managing, tracking or delivering training or other learning activities.



Spencer Logan Leadership Award

Spencer Logan was a community leader from Annapolis and a Training Manager at the Department of Army at the Pentagon in the 1960s. He was Chair of TOC from 1970-71, served as the Annual Institute Chair, and remained an active TOC supporter throughout his life. He was an African American whose first love was working with Army Interns. Every intern had a special bond with him. Spencer Logan finished the last years of his federal career at the National Institutes of Health and represented the best of what human resource development is all about. He was a role model, mentor, career coach and counselor to all who encountered him regardless of race, color or gender.

The Spencer Logan Leadership Award is given to a senior trainer who has, throughout his or her career, made innovations in the field of Federal human resources development (i.e., Human Capital). The awardee has: (1) initiated actions that have had an impact beyond one's organization; (2) contributed substantially to TOC; and (3) through one's ethics, dedication and leadership, served as a role model for the training community.

2020 SPENCER LOGAN LEADERSHIP AWARD

KAREN HOFFMAN

Lead Training Officer, Federal Trade Commission, Washington, DC

Karen Hoffman has served with distinction in the Federal Government for 26 years, commencing in 1994. She has worked in two small/independent agencies, devoting her entire career in support of the training and development of the Federal workforce.

- 1994-2007 Small Business Administration: Employee Development Specialist ('94-'02) & Lead HRD Specialist ('02-'07)
- 2007-2020 Federal Trade Commission: Lead Training Officer ('07-'16 & '19-present) & Acting Chief Learning Officer ('17-'18)



Karen's contributions to the HRD profession are well documented. Key accomplishments during her FTC tenure include: (1) creation/implementation of FTC's first corporate leadership development program; (2) successful launching of FTC's first e-Learning Management System; and (3) leading FTC's Federal Employee Viewpoint Survey scores in Training and Development ranking #2 across government. At SBA, Karen designed and implemented SBA's first Mentoring Program and served on a taskforce on Competency Development and Skills Gap Analysis which was recognized as a best practice by OPM.

Karen's dedication to the Federal training community has been steadfast. Through the years, she has represented SBA and FTC on inter-agency and public-private sector groups on legal, administrative, and management training issues. She has collaborated with the Small Agency Council, the Training Officers Consortium (TOC), the FTC Diversity Training Council, and the Federal Chief Learning Officers Council to assess and plan for future training programs. Karen has had a significant impact on the development of numerous Federal trainers whom she has mentored. She has contributed extensively to TOC with her faithful service on the Executive Board since 2001:

2001-2002	Institute Chair: Lancaster & Reading, PA (2 years)
2003-2007	Assistant Secretary/Newsletter Editor (4 years)
2007-2009	Treasurer (2 years)
2009-2012 & 2015-2017	TOC Chair (5 years)
2012-2015 & 2017-2020	Administrator (6 years), Assistant Treasurer (3 years)
2020-	Professional Development Program (Seminars) Chair

Karen has served her profession, the Federal Government, TOC, and her family with a gentle "can do" attitude. When she joined TOC, she was Karen Joyner, raising son Bryan and daughter Lachelle who both have recently acquired master's degrees. When Karen married Andre Hoffman 16 years ago, she became stepmom to Jayla (18), and twins Jodie and Janae (16). While working, Karen was awarded an MS in HRM from the UMD University College as well as a Leadership & Management Certificate, both in 2018. Most recently, Karen was awarded a Chief Learning Officer Program Certificate from George Mason University's Executive and Professional Development Program. Karen is truly deserving of TOC's most prestigious Spencer Logan Leadership Award.

LEADERSHIP DEVELOPMENT AWARD



SECURITIES AND EXCHANGE COMMISSION

College of Leadership & Team Development

Project or Program Title: Preparing an Agency to Lead and Manage Well in a Virtual Environment

The College of Leadership & Team Development-CLTD greatly enhanced SEC capabilities by instantly transforming its Leadership Development program to 100% virtual classes to swiftly meet a critical need to manage work virtually. Scuttling planned training, CLTD initiated a virtual class, managing in a Virtual Environment, just 10 days after mandatory telework began. Within a month, 551 staff attended 6 classes, including 36% of all SEC supervisors. Training included:

- A new team building class
- Increased SkillSoft online resources (courses, books, articles & videos)
- Converting the entire Aspiring Leaders Program to all virtual sessions
- Creating small group coaching sessions for supervisors managing teams virtually
- 6 new courses

CLTD anticipated SEC manager/employee needs during transition to virtual work, focusing on issues such as how to productively telework full-time and helping teams communicate/collaborate when teleworking. CLTD quickly converted class delivery to 100% virtual classes starting in March, though July 2020 (from 19% during this period in 2019), and refocused program content on the greatest immediate need – preparing staff to work productively and sustain morale while teleworking. They introduced 6 courses on working in the virtual environment with 21 offerings. Staff leapt at the chance to enhance skills to work/manage in the virtual office - 1,434 staff participated in CLTD offerings Mar-Jul 2020 (a 69% increase over participation from Mar-Jul 2019).

In a recent survey of supervisors by SEC's Office of Human Resources, 95% of respondents who participated in Manager-Only Training related to Full-Time Telework found it useful. When asked "How would you describe the amount of information and guidance you are receiving about managing your staff during COVID-19?" 87% indicated they were getting exactly as much or more than needed, 65% indicated their experience improved since they first started full-time telework, and the majority of supervisors saw increased effectiveness of their own work, as well as their staff's.

Feedback included, "The training was awesome! There was an abundance of useful information, tools and techniques shared" and "Every moment of this class was valuable."

LEADERSHIP DEVELOPMENT AWARD



DEFENSE INFORMATION SYSTEMS AGENCY (DISA) **Workforce Services and Development**

Project or Program Title: Supervisor Symposium

The Supervisor Symposium, held twice annually, develops supervisors' practical expertise through interactive and relevant sessions. The Symposium leverages the skills and knowledge of DISA's Master Trainers and subject matter experts facilitating over 20 engaging sessions on-site and virtually. Supervisors plan their training day(s) based on individual needs and select from topics such as psychologically safe work environments, self-awareness, feedback, awarding employees, 5 Languages of Appreciation, leadership panels, mentoring and coaching sessions and panels, one-on-one with ICF coaches, hiring and manning documents, managing a virtual workforce, generation gaps, Human resources panel, Communication, critical conversations and more.

The 2018 FEVS data, and research conducted by the team emphasized the need to improve supervisory development. Benchmark research confirmed the Supervisor Symposium is the first of its kind and its development was the first step in impacting the agency's supervisors. Since its development in 2018, the FEVS scores for DISA's has improved and continues to improve, we have held four symposiums since.

The program is cost effective and invaluable. We leverage our passionate Master Trainers and SMEs as well as cultivating existing networks and relationships, such as with the Naval Academy's Stockdale Center for Ethical Leadership, to provide unique and lasting impacts on our supervisors.

Each successive Symposium improves in quality and attendance as demand increases. The sessions held onsite and virtually, impact our agency's units across the globe, despite the pandemic. The team works across multiple organizations providing a high-quality service inclusive to everyone. The July symposium included 23 virtual sessions over the course of two weeks and included six one-on-one coaching sessions, filling 720 virtual seats.

This experience enhances supervisory leadership skills and builds a Community of Practice, arming supervisors with more knowledge to be more proactive in the leadership and development of their team, thus strengthening the bond between supervisor and individual contributor. The Supervisor Symposium is a model for other federal agencies to follow.

INNOVATION AWARD



U.S. DEPARTMENT OF VETERANS AFFAIRS

Veterans Affairs Acquisition Academy (VAAA)

Project or Program Title: VAAA Acquisition Internship School Mini-Missions

Two years ago, a significant skills gap was identified with the technical skill of developing acquisition documents within the Electronic Contract Management System (eCMS) software application. It is imperative that interns know how to develop acquisition documents in eCMS because most of their job is spent in the application. To address this gap, the Acquisition Internship School (AIS) developed “mini-missions” that allow the learner to apply new learning immediately by solving small problems over time, one at a time. Mini-missions are 60-minute, self-guided activities, each focusing on developing one acquisition document in eCMS. They provide the education, exposure, and experience with the acquisition documents developed in eCMS.

Before the implementation of mini-missions, 0% of learners were able to independently complete the capstone experience at the end of the first classroom training block. After the implementation, the completion rate increased to 95%. After the first on-the-job training, the performance of the interns has improved over time when comparing earlier cohort capabilities with the software. Each mini-mission is designed to help the learner close a skill gap by following a simple three-step process:

First, they Discover – Each mini-mission begins with a detailed job aid that explains how to develop the acquisition document in eCMS, and accomplish the mission, step by step. They discover (acquire) the knowledge, skills, and abilities required.

Next, they Do – I don’t know about you, but until I’m giving a chance to practice, to apply what I’ve learned, I can never be sure if I’ve learned how to do something. Also, I lack the confidence I need to actively do. That’s why this “do” step is so important. The mission is presented as an authentic VA scenario. So not only do they discover what they need to know, but they also get to apply it in an authentic VA scenario.

And the last step is to Reflect – This is the opportunity to look back at what they discovered, and then performed in the mini- mission. Often, this is where best practices are solidified.

TRAINING DESIGN AND DEVELOPMENT AWARD



U.S. DEPARTMENT OF LABOR

Veterans Employment Training Service (VETS)

Project or Program Title: National Veterans' Training Institute (NVTI) Core Curriculum Development

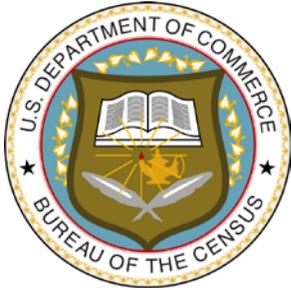
National Veterans' Training Institute (NVTI) overhauled its mandated curriculum as well as technological infrastructure prior to support the provision of classes and evaluations, assessments, registrations, and student transportation and lodging for thousands of students. NVTI performed in-depth job analysis activities to understand the skills required by the veteran service providers. The team used this data to maximize student time, increase capacity to train more students, and save taxpayer dollars by ensuring minimum travel with maximum engagement. In response to COVID-19, NVTI virtualized its entire portfolio of courses for online delivery to play its part in ensuring the continuity of veterans' services.

The Department of Labor (DOL), Veterans Employment and Training Services (VETS), National Veterans' Training Institute (NVTI) overhauled its legislatively mandated curriculum and the technological infrastructure that supports the curriculum and provides the backbone for evaluations, assessments, registrations, and student transportation and lodging for over 3,200 individuals yearly.

The NVTI team performed an in-depth job analysis activity to determine the skills and abilities required by the veterans' service providers. This data informed the project team's recommendations for the NVTI curriculum. The curriculum was developed to maximize student time, increase capacity to train more students, and save taxpayer dollars by ensuring minimum travel with maximum engagement, retention, and support. Advancements included the institution of a CRM system to track, report on, and troubleshoot end-user data as well as integrate with an LMS to provide online and blended development opportunities and transcript access.

NVTI also initiated a series of push-content initiatives including regular webinars to communicate critical agency messaging, an LMS-hosted community of practice for best-practice sharing, and a digital newsletter covering information critical to stakeholder success. NVTI redesigned and improved its website in 2020 and, in response to COVID-19, NVTI virtualized its entire portfolio of courses for online deliver to ensure continuity of veterans' services.

LEARNING MEASUREMENT & ANALYTICS AWARD



U.S. CENSUS BUREAU

Decennial Data Collection Training Branch

Project or Program Title: U.S. Census Decennial Training Evaluation Program

Jay Occhiogrosso and Nelson Er of the Decennial Data Collection Training Branch implemented a robust multi-level Training Evaluation Program for the 2020 Census Employee Onboarding Program. The task was enormous: to prepare several hundred thousand temporary employees to be successful in the accurate collection of 2020 Census data. The Training Evaluation Program provided the ability to gain insights from all phases of training and showed the effectiveness of using multiple delivery methods, including online, instructor-led, and follow-up coached observations to ensure the success of the full workforce for the areas of Address Canvassing, Update Leave, and Non-Response follow-up enumeration.

In 2016, the Decennial Data Collection Training Branch, under the guidance of Jay Occhiogrosso and Nelson Er, was charged with creating an effective training program to ensure a successful 2020 Census. In the years leading up to 2020, they conducted and tested a series of training initiatives to improve and confirm sound operations. They employed the expertise of PTG International to collaborate on the planning, design, implementation, and reporting of training evaluation results, following best practices of robust data collection and analysis and evaluating at multiple levels to show impact.

Evaluation plans included collecting quantitative and qualitative training reactions, assessments, behaviors, and coached observation data for over 400,000 temporary employees hired to confirm and update addresses. Marrying this data to operational performance data of these employees and their supervisors provided the Census Bureau with valuable insights, such as:

- Increasing the rigor of technical testing resulted in a 30% increase in participants experiencing glitch-free online training during the 2020 Address Canvassing training operation.
- Coached observations increased performance by 8 to 20% for three KPIs in workers observed during the 2018 test.

As an overall result, the Census Bureau was able to roll out effective training to a massive number of new Census workers, enabling a successful Decennial Census program, even in the midst of a challenging pandemic.

LEARNING MEASUREMENT & ANALYTICS AWARD



U.S. DEPARTMENT of the TREASURY

Office of the Comptroller of the Currency

Project or Program Title: OCC Agency-wide IDP Dashboard

Individual Development Plans (IDP) at the OCC are now accessible through the agency's IDP Dashboard (DB) which provides leaders with aggregated data that support the career development of the employees reporting to them. The IDP DB is much more than a simple repository of IDP forms; it summarizes data to provide leaders with an overview of the strengths, growth areas, competencies, leadership aspirations, willingness to relocate, and goals for all employees they lead. Managers can use this data to guide and enrich their career development conversations with employees at the agency and beyond. The main impact of the DB is that it allows leaders to focus their attention on analyzing employee's information versus searching for and organizing it.

- Since implementing the IDP DB, OCC experienced a 11% increase in IDP submissions.
- The DB provides quick access, aggregated information, and side-by-side looks to enable managers to spend more time on meaningful career development conversations with employees and less time on gathering up forms, reformatting data, and time consuming, unassisted analysis. Here is an unprompted testimonial from an OCC manager: “Outstanding job on this DB. Very helpful information! This is a rough estimate, but I think this might save me at least 2 hours a year finding and preparing for IDP discussions with staff. The quality of my discussions will also be better because of how the information is presented.”
- The DB is the 28th most viewed out of 1902 OCC dashboards, placing it in the top 1.5% most used. This is significant as many of the top used OCC DBs have been in place for many years.
- The IDP DB promotes data-driven decision-making.
- We are now able to quickly identify common learning needs to bring courses “in-house,” which is more cost-effective than sending employees off-site. With the DB, this analysis can now be done at the business-unit or manager level rather than having to coordinate with the IDP program office.
- Tracking the number of planned development hours via the DB provides evidence that employees are meeting OCC’s required 40 hours of professional development per year.

Special Recognition Awards



Rhonda Carter

Special Recognition Award

Service Recognition-Board Chair 2017-2020



Kevin Elliott

Special Recognition Award

Service Recognition- Registrant and Volunteer

TOC Scholarship Program

Each year the Training Officers Consortium presents a scholarship gift to the [University of the District of Columbia \(UDC\) Foundation](#). This gift provides financial assistance to outstanding incoming freshmen who have graduated from a Washington, DC public high school, and are interested in earning a degree at UDC.



Stephanie Moran
University of the District of Columbia

2020-2021
TOC Scholarship Recipient

Dear Training Officers Consortium (TOC) Scholarship Trustee,

I am honored to have been selected as the recipient of the 2020-2021 TOC Scholarship at the University of the District of Columbia. Thanks to your donation, I am able to start my studies at UDC majoring in Psychology.

I am an Alumni of Duke Ellington School of the Arts. Being a person of color and growing up in a less privileged community, has helped me to see the importance of a college education and further my perception of this world. With my college education I plan to create more meaningful goals not just in my career field but as a person. Once again thank you all for the opportunity and have a blessed year.

Sincerely,

Stephanie Moran



Rhonda Carter



LaMarsha Williams



Claire Gudewich



Steve Dobberowsky

*Thank you to the
Awards Committee!!*



Ellen Roderick

Thank you for joining us today!

The Training Officers Consortium, founded in 1938 in Washington, DC, is a nonprofit organization of federal trainers and other professionals from industry and academe who are interested in contributing to the knowledge and practice of human resources and training. Our Registrants provide services and networking opportunities to the federal training community throughout the Washington, DC metropolitan area and beyond.

Since 1938, TOC has served as the primary meeting place for Federal training professionals to network with their peers and learn more about key issues affecting them in today's rapidly changing workplace.

[Check out our website](#) for future events or to become a registrant of the Training Officers Consortium.