



First-hand: developing and managing
JDIP - a coordinated agricultural project

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Presentation Overview

- ◆ Introduction to JDIP
 - ◆ Lessons Learned - Developing and Managing JDIP
 - Planning / Pre-Proposal
 - Start-up
 - Implementation / Performing
 - Exit / Adjourning
 - ◆ Concluding Comments
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JDIP - a USDA-NIFA CAP project

- ◆ John's Disease Integrated Project (JDIP)
 - ❑ JD = chronic mycobacterial disease of cattle
 - ❑ Majority of dairy herds in US are infected
 - ❑ Severe economic loss
- ◆ Consortium of > 200 scientists from > 70 institutions - universities, governmental agencies, and industry worldwide
 - ❑ Initiated during Fall of 2004 – competitive renewal in 2008

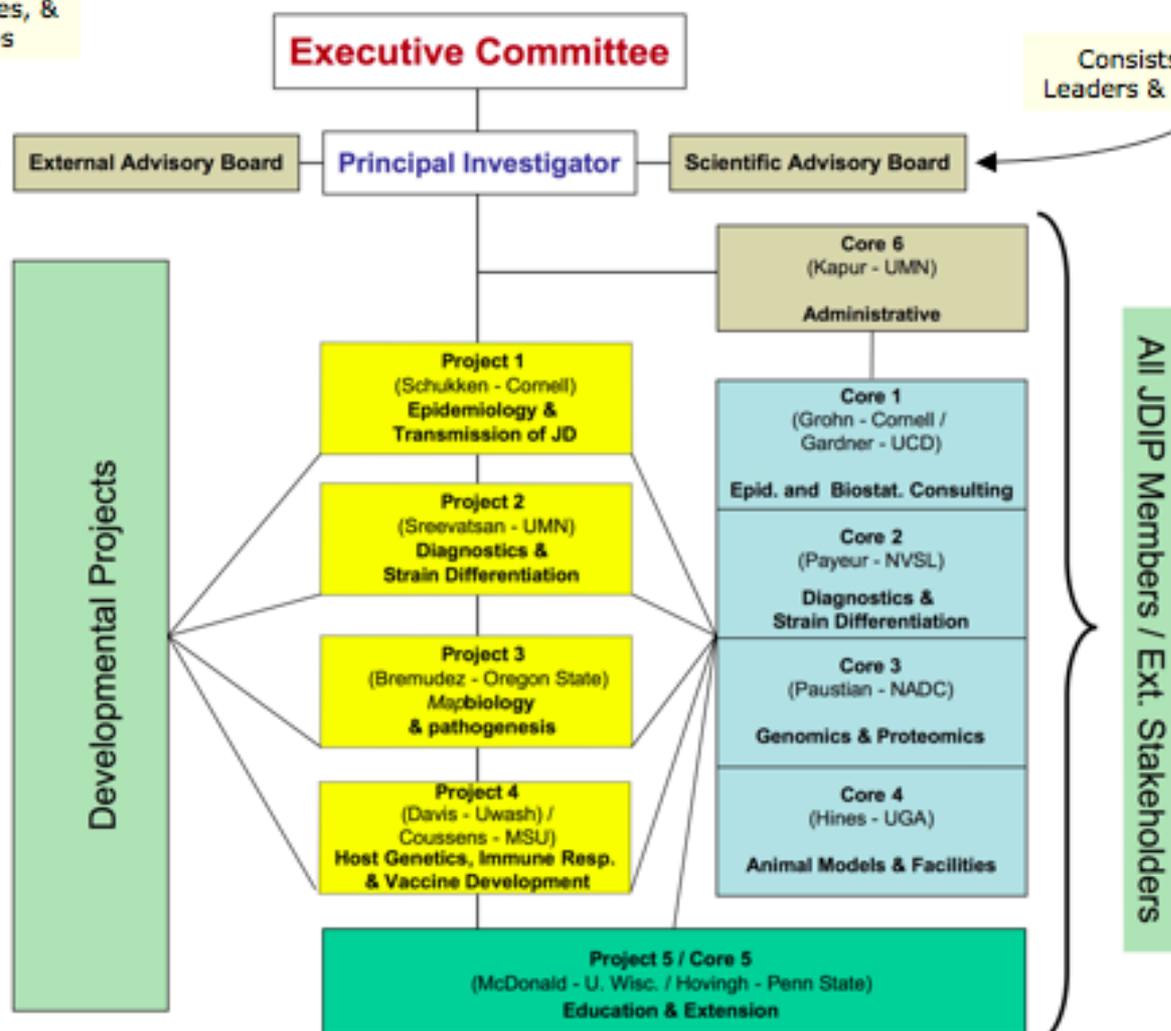
JDIP (www.jdip.org)

- ◆ Mission: *“Promote animal biosecurity through the development and support of projects that are designed specifically to enhance knowledge, promote education, and develop real-world solutions to mitigate losses associated with JD”*
- ◆ Approach: Promote efficiencies through collaborative research and the sharing of intellectual and physical resources

JDIP Phase II - Org. Chart

Representatives of Public and Private Stakeholders, Regulatory Agencies, & Scientists from Related disciplines

Consists of Project Leaders & Core Directors



Major Accomplishments

- ◆ Development, establishment and nurturing of a community of scientists with a shared vision and focused resources directed at enhanced food security and safety and reduction of economic losses through the prevention and control of JD.
 - ❑ Over 220 members, 76 institutions, (58 in US and Canada) and 18 international countries
 - ❑ Annual RFA process
 - ❑ Developmental “seed” awards
 - ❑ Annual meeting, Quarterly Newsletters

Major Accomplishments

- ◆ Development of a translational pipeline linking basic science to its application.
 - Management practices, Diagnostics, Vaccines program etc.
- ◆ Establishment of standards for research (eg. animal models) and practice (eg. diagnostic tests and reporting) that are community developed and widely accepted.
- ◆ Development and widespread delivery of education, training, and extension programs and materials for stakeholders across the continuum (producers through regulatory agencies and policy makers).

Major Accomplishments

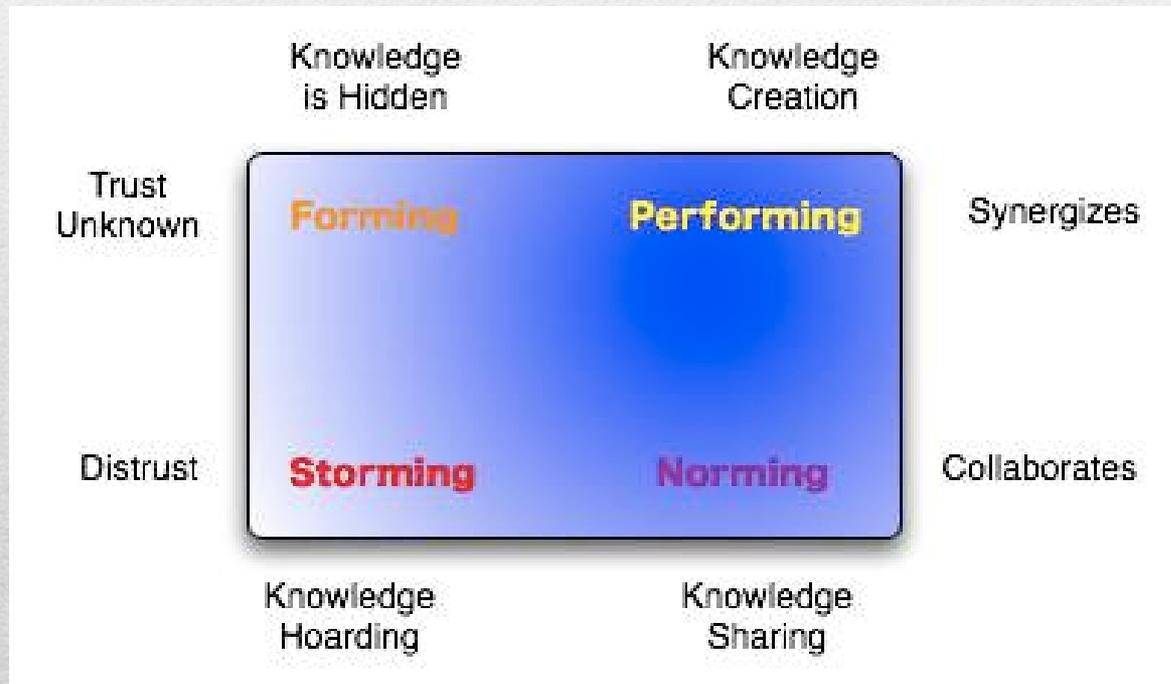
- ◆ Development of programs that ensure high visibility amongst producer groups and extension agents.
- ◆ Establishment of a rapid response, flexible funding model with rigorous peer-review and oversight from stakeholders.
- ◆ Development of strong international linkages, particularly with major milk/beef producing areas such as the EU, Australia New Zealand, India, etc.

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Lessons Learned

- ◆ Classic sequence of group developmental dynamics – forming, storming, norming, performing, and adjourning*



*Tuckman, B. W. Developmental sequence in small groups. *Psychological Bulletin*, vol. 63, 1965, pp. 384-399.; Image source - <http://www.nwlink.com/~donclark/leader/leadtem2.html>

Lessons Learned - Planning

- ◆ Bringing people to together, even in self-interest, requires considerable effort and time
 - ❑ Lack of a multi-state initiative or large program project was both a handicap (starting from scratch), and a blessing in disguise (no pre-existing biases, cliques / groups)
 - ❑ Took time and effort – personal phone calls, emails, conference calls, face-to-face meetings prior to submission
 - ❑ Agreement on basic assumptions, guiding principles and strategic objectives of the consortium prior to development of project plan was key
 - ❑ Time spent on defining the major knowledge gaps prior to forming the teams and identifying leaders was well invested - Form (structure) should follow function (work plan)
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Lessons Learned – Start-up

- ◆ $2 \times 4 = 1/2$ - it takes twice as long and four times as many resources to do half of what you thought you could
 - ◆ It takes time to build trust in a group that has not worked together before (storming to norming)
 - Developing checks and balances (shared leadership), transparent decision making process, and leadership that is recognized as impartial, responsive, and result oriented
 - Helps if the PI is not viewed as competitor
 - ◆ It's all about communication – seems like you cannot have enough internally and externally
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Lessons Learned – “Performing”

- ◆ Be flexible – conditions and needs change, and the project should adapt accordingly
 - ❑ Built flexibility into all levels of the project
 - ❑ Define clear metrics of success
 - ❑ Do not hesitate to terminate projects as the situation demands
 - ◆ It’s still all about communication – external communication seems to assume greater importance
 - ◆ Importance of identifying opportunities to leverage resources to meet program objectives
 - ◆ Planning for next phase or exit
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Lessons Learned – “Wind-down”

- ◆ Should have a clearly defined exit strategy
 - Is there still a need for the program?
 - What will be lost / more difficult to achieve with exit?
 - ◆ Planning for life after death - another avatar / offspring?
 - Should actively identify parts that will need to survive post-exit and identify resources to support them
 - Multi-state?
 - Core facilities – self-supporting
 - Meetings / conferences – self-supporting
 - RFAs / Community projects – leverage funding
 - Other program project grants
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Concluding Comments

- ◆ CAP projects can be extremely rewarding
 - ◆ Invigorate / energize / bring together a community
 - ◆ Promote efficiencies through collaborative research and the sharing of intellectual and physical resources
 - ◆ Reduce timelines for translating basic science discoveries into real-world solutions
 - ◆ Provides opportunity for extraordinary leverage
 - ◆ Provides bully pulpit /highly visible platform
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More Information?

www.jdip.org

vkapur at psu.edu

Acknowledgements

Members of Team JDIP / Our Stakeholders

USDA-NIFA

