

LEADERSHIP DEVELOPMENT: VALUES IN PRACTICE PROGRAM

Saundra L. Barnes*

EXECUTIVE SUMMARY

INTRODUCTION

In the early Sixties and Seventies, Baby Boomers (individuals born between 1946 and 1964) began to enter the fields of social work and social services. In three years, the first wave of those employees will be eligible for Social Security. Baby Boomers represent one the largest populations in history and as the "Boomers" retire, many wonder whether the next generation is prepared to lead businesses and organizations.

Within the last year, several managers and supervisors have retired from Alameda County Social Services Agency (ACSSA), some with as little as two week's notice. In order for organizations to have leadership competent to meet the challenges of the coming years, such as CalWIN, Child Welfare Redesign, and the threat of privatization, time, energy, and resources need to be devoted to succession planning and specifically to preparing tomorrow's leaders to successfully fill managerial roles as they are vacated.

FINDINGS

The Human Services Agency of San Mateo County established itself as a learning organization several years ago and sought to develop and implement programs that met the characteristics of a learning organization (Appendix A), and was proactive in assessing the competencies needed for service delivery in San Mateo County.

The Leadership Development Program:

Pathways to Enrichment was created from the many topics the Executive Team addressed regarding succession planning. The goal of the Leadership Development Program is to *"offer a variety of opportunities for staff to enhance their professional development and enrich their personal lives. Options include succession planning, mentoring, career planning, educational opportunities and alternative avenues for growth."*¹

This goal is accomplished through the coordination of educational and training programs that meet the competencies identified by the Executive Management Team of San Mateo County as essential to the successful delivery of services to both internal and external customers.

The Leadership Development Program is not a just training program. Although there is a considerable amount of curriculum and participants are expected to attend regularly scheduled training courses, the program incorporates a variety of strategies to develop tomorrow's leaders. These strategies include:

- Mentoring
- Career Planning
- Alternative Career Development
- Educational Development

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All aspects of the program incorporate the agency's values and identify what behaviors are associated with successful performance of these values. The Leadership Development Program is supported by Executive Management Team and holds a high priority in the agency. Managers are expected to work with employees to incorporate what they learn into their performance. Various components of the program are evaluated periodically to make sure that the program is viable and pertinent to the needs of the organization. Costs are met by allocating a portion of training and development funds to this program.

RECOMMENDATIONS

A leadership and development program modeled after the County of San Mateo Human Services Agency's **Leadership Development Program: Pathways to Enrichment** can greatly benefit Alameda County Social Services Agency. In fact, the Training and Consulting Team (TACT) of ACSSA already offers many of the services offered by the Leadership Development Program of San Mateo County. TACT currently offers classes from University of California, Davis in Leadership Development as well as soft skills and program specific training. Additionally, classes and workshops are continually offered by the County Conference Center. Coordinating these services into a formal program and marketing it as a Leadership Development Program is likely to produce successful results.

Programs of this nature require commitment of time, resources and energy. Support **and** participa-

tion from all levels of management are critical. A leadership development program of this magnitude must be given priority in the agency and should be treated as an essential part of the overall performance of the organization and not as optional services, which are often victims of cuts during budgetary hardships. A formal leadership development program can boost morale and reduce complaints and grievances. When managers and supervisors are aware of the agency's expectations and are equipped with the tools they need to perform, they tend to do a much better job than those who are expected to "figure things out on their own" or worse, "wing it."

A strategic focus on succession planning and career development within ACSSA and support from all levels of management might afford ACSSA some cost savings through:

- Lower recruitment costs as staff promotes from within;
- Higher productivity and increased efficiency;
- Avoidance of costly mistakes;
- Retention of seasoned staff as the work environment improves; and
- Better customer service and improved community relations.

Because we already have many components in place to initiate a comprehensive program, it is recommended that time, energy and resources be devoted to formalizing a Leadership Development Program immediately.

LEADERSHIP DEVELOPMENT: VALUES IN PRACTICE PROGRAM

Sandra L. Barnes

INTRODUCTION

The average retirement age today is 57.1. This lends credence to the lyrics of a song made popular by balladeer Lou Rawls, in the early Eighties, "I don't want no gold watch for working fifty years from 9 to 5." These lyrics reflect the diminishing desire of individuals to work well into maturity, while never really enjoying the fruits of their labor. Our population is creating families much later than we did last century, and families are smaller, thereby eliminating the need to work longer and creating the desire to have more time to spend with the children while they are young. Additionally, the rapid advance of technology within the last five to ten years, particularly in government services, challenge many people who have ridden the merry-go-round of program change after program change, prompting them to hop off the ride before the next big change comes around.

These employees often take hundreds of years of leadership skills, knowledge and expertise with them because there is no mechanism or formal development program within most organizations to harness the valuable contributions that these individuals have made and use it to develop the new leaders of tomorrow. The organization is then challenged to continue meet state and federal mandates for services in the absence of these leaders, and is constantly rebuilding and reeducating those who

"fall" into the managerial and supervisory roles with little or no leadership skills.

Sometimes, executive management feels that no one internally is qualified to fill the leadership roles and hires from the outside. These new employees often lack the historical perspective of the organization, and/or fail to understand the organization's culture and climate. These managers often have a steeper learning curve which delays implementation of important projects and policies, sometimes jeopardizing funding as well as customer service and community relations. Recruiting from the outside is also expensive and sometimes cost prohibitive.

Poor leadership impacts morale because the goals and objectives of the organization are not apparent and employees may "jump ship" because the ensuing chaos leaves them uncertain about their own future.

Any organization that hopes to be viable in the future must devote time, energy, and resources to succession planning in order to develop leaders who are competent to meet the challenges of the coming years, such as CalWIN, Child Welfare Redesign, imaging, and the threat of privatization. Prudent organizations must develop comprehensive programs that recognize who the potential leaders of tomorrow are and prepare them through a series of development strategies to step into vacated positions as they become available.

1 ([http://www.retirement-planning-news.org/-Can't Afford To Retire Until 7 Years After You're Dead? Five Strategies for Having Enough Money for Your Dream Retirement \(While You're Still Breathing!\)](http://www.retirement-planning-news.org/-Can't Afford To Retire Until 7 Years After You're Dead? Five Strategies for Having Enough Money for Your Dream Retirement (While You're Still Breathing!)))

Today approximately 54% of the managers in Alameda County Social Services Agency are eligible to retire. While other factors may prevent them

from doing so (such as the minimum retirement rate and lack of health coverage), we can realistically expect that by September 2005 16% may do so, as the income and health benefits will be sufficient to meet their needs (Appendix A). Five years from now, 68% will be eligible for retirement with 25% likely to do so. Therefore, if Alameda County is to maintain leadership excellence, it is critical that we investigate succession planning and observe programs that address this issue. This case study looks at a specific component of the Leadership Development Program of San Mateo County Human Services Agency, the Values in Practice Program – a program designed specifically to accomplish this.

BACKGROUND

The Values in Practice Program is one of several components of the Leadership Development Program. The Values in Practice Program is a comprehensive training and development curriculum offered through Human Resources and Development. Supervisors, management analysts and level-one managers are expected to attend the program. The curriculum and training are designed to enhance the skills, knowledge, and expertise of supervisors and managers in the areas of planning, organizing, leading, and monitoring (Appendix C). The purpose of the Values in Practice (VIP) Program is to provide supervisors and managers with the tools and knowledge needed to become proficient in the aforementioned areas as well as handle day-to-day supervisory functions and critical personnel issues that may arise.

A steering committee was formed to determine the essential functions of a supervisor and what training would address those training needs. Working with a consultant, using the agency's values and competencies (which were determined prior to developing

this program, see Appendix B), the steering committee identified best practices and behaviors associated with those values, and selected classes, training and workshops to fulfill the need. The steering committee made recommendations to the Executive Team, and the Human Resources and Development Services staff prepared for implementation of the program.

Attendance for these classifications was mandatory. Other managers were encouraged to participate, time permitting.

PROGRAM OVERVIEW

The VIP Program began with a kick off celebration. The target audience, their supervisors, and other interested parties attended an informational session to find out about the program, the curriculum and the expectations. The program was offered in three sessions, called cohorts. The target audience was given the opportunity to sign up for one of the cohorts. Anyone who did not sign up for or attend one of the first three cohorts (A, B, & C), was assigned to a fourth cohort, D.

Prior to the beginning of the sessions, participants were instructed to work with their supervisors to do a Competency Sort and complete an Individual Development Plan. To complete the Competency Sort, participants ranked the agency values from strongest to weakest. Their supervisors also ranked the agency values for the employee. After the Competency Sort was done, the participant and their supervisor compared their results and discussed their findings. From this exercise the prepared an Individual Development Plan (IDP) to use as guide to set goals for improving performance in the areas identified.

FEEDBACK FROM PARTICIPANTS

As part of my research I interviewed who participated from a variety of perspectives. I spoke with two Directors, three Sponsors, the two Coordinators, the Human Resources Manager, the Consultant and seven VIP program participants. Some individuals provided information from more than one perspective, i.e. Sponsors also attended all of the classes even though they were not required to do so.

Each group answered several questions regarding their role in the VIP program. Everyone agreed that the program was much needed and was a very valuable experience. However, there were some aspects of the program that could be improved upon. For example, most of the individuals interviewed stated that the IDPs would have been more valuable if they had been incorporated into the curriculum or referenced periodically during the sessions. Also, some participants stated that they did not receive feedback from the information submitted on the IDP, thereby diminishing its value.

Many of those interviewed felt that the program should not have been mandatory. However, interviews with Executive Management revealed that they felt it was necessary to mandate the classes to ensure that the targeted audience made the training a priority. It also allowed everyone to receive the same information and provided common ground from which to build upon. At the time of this case study attendance averaged 70% of the targeted audience and only 8.5% of the participants had completed all of their classes (Appendix C). Another issue highlighted was the lack of flexibility in the scheduling of the courses. By attending one of the first two sessions, cohorts A and B had the opportunity to attend any missed sessions. Consequently, attendance and completion rates

were much higher in these two cohorts, as opposed to cohorts C and D where the opportunity to make up classes was extremely limited. Finally, experienced managers and supervisors (those employed by San Mateo County Human Services Agency more than three years) felt that some classes were too basic and felt that they would have benefited from more advanced curriculum.

During the course of the program, minor changes were made. A formal evaluation was done mid-point and at the end of the program. Focus groups were interviewed in and the results were compiled by the consultant.

COSTS

Coverage for the major costs of this program came from an already established training budget and through salaries and benefits. Expenses included contracted training with outside vendors, materials and incentives, food. Again coordination of services within the Human Services Agency helped to establish a feasible budget.

IMPLICATIONS FOR ALAMEDA COUNTY

Alameda County Social Services Agency has all of the components of the Leadership Development Program and offers many of the courses included in the Values in Practice Program. Additionally, our county staff development and training program, human resources, and contracted vendors offer courses that can supplement the curriculum as needed.

However, before we can develop a formal leadership development program, we need to establish the competencies and behaviors essential for supervisors and managers in our agency, as well as “best

practices” in performance. We also need to identify and categorize the resources we currently have available and develop career paths that include, mentoring, on the job experience (i.e special projects and out of class assignments), as well as classroom learning opportunities. Programs of this nature will need the full support of all management staff, and the agency will need to make sure that a leadership development program and projects associated with it are treated in high regard.

By devoting time, energy, and resources to developing a strategic plan for succession planning and committing time and energy to successful implementation, we can replicate a similar program in our county.

BARRIERS TO IMPLEMENTATION

The biggest barrier to replicating a program like the VIP Program at this time is competing priorities:

- The agency is involved in sweeping changes that require senior managers to participate on multiple committees, serve on workgroups, attend training and re-evaluate current business practices. Most cannot add anything else to their plates.
- Staff shortages exist in some key classifications. Available training resources will be needed to train replacements, if hired.
- Staff is expected to attend all of the trainings currently being offered as it relates to the work they do and keep up with their assignments.
- The staff development and training department’s main focus is preparation for CalWIN and is only available to train mandated courses and supplemental courses that will enhance the skills, knowledge and expertise needed to successfully navigate CalWIN.

- Budget constraints do not support hiring additional staff for support services.

RECOMMENDATIONS

- Review the agency’s mission and objectives to determine if they need to be redefined.
- Identify the competencies necessary to meet the mission and objectives and determine what behaviors successfully demonstrate those competencies.
- Incorporate the competencies in all aspects of agency business (training, hiring, promotions, evaluations, etc.).
- Assess the agency’s current staff to determine the timeline for succession planning and the implementation of the plan.
- Select a Steering Committee to address strategies for meeting the time line.
- Coordinate with existing efforts in the county (i.e. County Conference Center County, Management Association) and establish collaboratives internally and externally (i.e. local colleges and universities).
- Evaluate existing programs (Vendor Training, Mentoring Program, BASSC, Bay Area Training Academy, etc.) and form a formal, cohesive, organized Leadership Development Program for the agency using the most valuable attributes of these programs.

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APPENDIX A

**CHARACTERISTICS OF A
LEARNING ORGANIZATION**

CHARACTERISTIC	DEFINITION	ASSOCIATED BEST PRACTICES	POSITIVE BYPRODUCTS
SELF MASTERY-INDIVIDUAL	The ability to honestly and openly see reality as it exists; to clarify one's personal vision	<ol style="list-style-type: none"> 1.Positive reinforcement from role models/managers 2.Sharing experiences 3.More interaction time between supervisory levels 4.Emphasis on feedback 5.Balance work/non-work life 	Greater commitment to the organization and to work; less rationalization of negative events; ability to face limitations and areas for improvement; ability to deal with change
MENTAL MODELS - INDIVIDUAL	The ability to compare reality or personal vision with perceptions; reconciling both into a coherent understanding	<ol style="list-style-type: none"> 1.Time for learning 2.Reflective openness 3.Habit of inquiry 4.Forgiveness of oneself 5.Flexibility/adaptability 	Less use of defensive routines in work; less reflexivity that leads to dysfunctional patterns of behavior; less avoidance of difficult situations
SHARED VISION - GROUP	The ability of a group of individuals to hold a shared picture of a mutually desirable future	<ol style="list-style-type: none"> 1.Participative openness 2.Trust 3.Empathy towards others 4.Habit of dissemination 5.Emphasis on cooperation 6.A common language 	Commitment over compliance, faster change, greater within group trust; less time spent on aligning interests; more effective communication flows
TEAM LEARNING - GROUP	The ability of a group of individuals to suspend personal assumptions about each other and engage in "dialogue" rather than "discussion"	<ol style="list-style-type: none"> 1.Participative openness 2.Consensus building 3.Top-down and bottom-up communication flows; 4.Support over blame; 5.Creative thinking 	Group self-awareness; heightened collective learning; learning "up and down" the hierarchy; greater cohesiveness; enhanced creativity
SYSTEMS THINKING - GROUP	The ability to see interrelationships rather than linear cause-effect; the ability to think in context and appreciate the consequences of actions on other parts of the system	<ol style="list-style-type: none"> 1.Practicing self mastery 2.Possessing consistent mental models 3.Possessing a shared vision 4.Emphasis on team learning 	Long-term improvement or change; decreased organizational conflict; continuous learning among group members; Revolutionary over evolutionary change

* Adapted from the work of Senge (1990), Argyris and Schon (1996), Argyris (1991), and Schon (1983).

APPENDIX B

San Mateo County Human Services Agency
Leadership Development: Values in Practice
Supervisory and Management Training

Core Training Topics by Management Function



What managers and supervisors are responsible for:

PLANNING: Determining what to do.

ORGANIZATION: Dividing the Work.

LEADING: Enabling others to perform the tasks.

MONITORING: Checking that work meets standards.

APPENDIX C

**Alameda County Social Services Agency
Management Personnel Succession Planning Data**
Rate of Retirement Projections
(Based on 421 Total Managers as of 9/2004)

Age/Yrs. Of Service	Minimum Retirement Rate Based on Tier I	Current Year Sept. 2004	1 yr. Sept. 2005	2 yrs. Sept. 2006	3 yrs. Sept. 2007	5 yrs. Sept. 2009	10 yrs. Sept. 2013
	%	%	%	%	%	%	%
50+/10+	13.36%	208	226	239	257	286	355
			49%	54%	57%	61%	66%
50+/20+	26.72%	240	158	173	190	223	294
			57%	38%	41%	45%	53%
50+/30+	40.09%	60	68	78	83	107	165
			14%	16%	19%	20%	25%
55+/10+	17.70%	129	156	176	190	233	300
			31%	37%	42%	45%	55%
55+/20+	35.40%	87	114	133	153	189	257
			21%	27%	32%	36%	45%
55+/30+	53.10%	48	58	65	75	103	157
			11%	14%	15%	18%	24%
57+/10+	20%	97	108	135	160	200	277
			23%	26%	32%	38%	48%
57+/20+	40%	55	75	101	124	164	238
			13%	18%	24%	29%	39%
57+/30+	60%	36	44	54	65	88	151
			9%	10%	13%	15%	21%
62+/10+	26.19%	20	31	43	53	92	209
			5%	7%	10%	13%	22%
62+/20+	52.37%	7	19	30	37	75	181
			2%	5%	7%	9%	18%
62+/30+	78.36%	5	13	21	25	44	124
			1%	3%	5%	6%	10%

Eligible Retirement Age = 50 years old + and 10 years of service+

Full Medical Coverage= 20 years of service

APPENDIX D

Course Title (Full Descriptions Attached)	Hours	Core Competencies
Leadership Development Program: Values in Practice Overview	4	Agency Values, Individual Development Plan, Pretest
Unit/Case Work Planning: Setting Unit Goals and Allocating Work	4	Adaptability, Intellectual Flexibility, Managing Scope, Multi-tasking, Effective Communicator, Results-oriented.
Using Data to Make Decisions	4	Adaptability, Intellectual Flexibility, Rigorously Inquires, Big Picture Thinker, Manages Scope, Innovation, Leverages the Organization
Coaching for Career Development and Performance*	4	Coaches, Effectively Communicates, Interpersonal Awareness, Managing Relationships, Develops Bench Strength
Team Development*	4	Effectively Communicates, Facilitating, Team Building, Leverages the Organization
Practicing Effective Meeting Management	4	Effectively Communicates, Facilitating, Team Building, Leverages the Organization
Leading Others: Change, Innovation, and Stability*	4	Adaptability, Facilitation, Managing Scope, Effective Communication, Innovation, Champions Change, Big Picture Thinker.
Personnel, Labor and Safety	4	Multi-tasking, Rigorously Inquires, Accountable
Corrective Actions & Performance Evaluations	4	Interpersonal Awareness, Managing relationships, resiliency, Effectively Communicates, Accountable.
Hiring, Recruiting, & Building a Skilled Workforce	4	Develops Bench Strength, Rigorously Inquires, Effectively Communicates.

* Courses may be introductory level only, to be explored in depth in level II training.

<p>Intellectually Flexible</p>	<p>Definition: Demonstrates a broad repertoire of ways to think about, understand, and creatively handle complex ideas, problems, and situations; shows a willingness to quickly and effectively adapt, or reframe one's approach based upon the demands of a particular situation or the availability of new information.</p>	<p>Behaviors:</p> <ul style="list-style-type: none"> • Anticipates technological trends before they become obvious to the industry. • Considers carefully new information and requests to ensure that a project remains on target regarding scope, schedule, quality, and customer expectations. • Initiates or quickly seizes opportunities to learn and apply new trends, skills, and innovations in technology. • Reframes problems into opportunities by asking key questions, supporting and refining the answers, and ensuring that underlying assumptions are valid. • Reevaluates decisions when presented with new information; readily integrates these changes.
<p>Interpersonally Aware</p>	<p>Definition: Exhibits sensitivity to the actions, feelings, and reactions of others. Demonstrates an awareness of others' skill levels; and assigns tasks that promote growth and development. Creates a non-threatening environment that nurtures learning and development.</p>	<p>Behaviors:</p> <ul style="list-style-type: none"> • Demonstrates concern for others' problems and/or difficulties with task progress or accomplishment. • Responds in constructive, non-threatening ways to the individual, focusing on the work to be done. • Quickly confronts and corrects inappropriate performance in a non-confrontational manner. • Expresses concern regarding employees' work/life balance issues. • Demonstrates sensitivity to the needs of others, regardless of personal feelings.
<p>Leverages the Organization</p>	<p>Definition: Displays knowledge of the various functions of departments, specifically as they relate to overall project objectives and requirements. Networks within the organization in order to meet work objectives. Builds cross-functional teams that share information, build synergies, and achieve results, in order to integrate functional perspectives for meeting customer needs.</p>	<p>Behaviors:</p> <ul style="list-style-type: none"> • Builds a network of internal and external resources and relationships that can be used to deliver solutions to the customer. • Keeps important stakeholders involved in decision making through consultation and customer management. • Operates with awareness of how to have a positive impact on individuals, events, or decisions affecting work. • Analyzes corporate directions and strategies, and their implications on short- and long- term projects. • Selects and manages customers whom the technical organization can best serve, while maintaining quality services to existing customers.

<p>Manages Relationships</p>	<p>Definition: Develops and effectively utilizes relationships and informal influence networks to achieve goals. Openly shares knowledge and builds trust with colleagues, superiors, and employees. Cultivates trust through integrity and shared experiences; integrates self into critical processes.</p>	<p>Behaviors:</p> <ul style="list-style-type: none"> • Becomes closely involved in the customers' thinking and decision-making processes. • Builds and uses relationships effectively to achieve goals. • Ensures that customers are never surprised by changes, problems, or issues. • Establishes and maintains clear communication with customers; clarifies and manages mutual expectations. • Establishes comfortable working relationships with others, demonstrating interest in their needs and concerns both within and beyond work context.
<p>Manages Scope</p>	<p>Definition: Carefully works with key stakeholders of a project to define a realistic, doable scope of work. Applies processes and procedures to plan, schedule, and control a project to ensure that efforts do not go beyond what is required by the plan. Arranges operations so tasks are performed in a logical and efficient sequence to accomplish the goal.</p>	<p>Behaviors:</p> <ul style="list-style-type: none"> • Builds solid working relationships with management, business partners, customers, and other stakeholders to discuss and define the project's goals and deliverables. • Clarifies project goals and expectations before starting work. • Reviews the defined goals and objectives regularly with others to ensure that the project remains on target with the customer's expectations. • Manages project schedule, including time and personnel resources, effectively. • Utilizes project resources to best accomplish organizational goals. • Uses appropriate materials, management tools, and techniques.
<p>Multi-tasker</p>	<p>Definition: Maintains several projects or work initiatives simultaneously. Keeps track of the details that support effective functioning of the tasks involved; monitors the efforts of others assisting with the project.</p>	<p>Behaviors:</p> <ul style="list-style-type: none"> • Keeps track of the relevant issues surrounding all current projects. • Maintains an awareness of co-workers' efforts on shared projects. • "Shifts gears" quickly and moves from on project to the next at a moments notice. • Recognizes which tasks are top priority and adjusts time accordingly. • Uses tools to plan time effectively and to manage multiple projects simultaneously.

<p>Resilient</p>	<p>Definition: Refuses to be distracted by obstacles, irrelevant tasks, or unimportant stimuli. Recognizes setbacks as learning opportunities or chances to better tune processes and procedures toward effective results. Remains emotionally positive and stable in various situations. Bounces back after facing setbacks; regroups to determine best course of action.</p>	<p>Behaviors:</p> <ul style="list-style-type: none"> • Treats problems as opportunities for development. • Maintains a positive attitude in spite of difficulty of a situation. • Persists in the face of obstacles. • Rebounds and learns quickly from setbacks. • Continues to pursue course of action when facing disagreement or conflict.
<p>Results Oriented</p>	<p>Definition: Focuses time and resources on activities that will yield the greatest value and most effective end result. Regularly evaluates and compares work being done to goals which are specific and measurable. Creates a sense of urgency in doing work.</p>	<p>Behaviors:</p> <ul style="list-style-type: none"> • Anticipates personal, team, and environmental obstacles to reaching objectives, and plans contingent actions accordingly. • Balances the need for rigor, thoroughness, and continuous learning in client engagements with the need for timely action to produce critical results. • Focuses on completing deliverables until business partner and/or customer problems are resolved. • Maintains a clear focus on critical engagement goals and objectives despite breakdowns or disruptions.
<p>Rigorously Inquires</p>	<p>Definition: Creates opportunities for mutual learning and understanding by asking provocative questions, surfacing assumptions, and thinking creatively. Continually searches for valid information in order to draw meaningful conclusions and produce useful results.</p>	<p>Behaviors:</p> <ul style="list-style-type: none"> • Asks questions based upon various models, theories, and points of view. • Challenges customers or others to surface the assumptions or original data underlying conclusions or actions. • Demonstrates persistent focus on developing new knowledge, perspectives, or skills through inquiry and exploration. • Promotes mutual understanding by offering the data, evidence, and reasoning that led to the conclusions, recommendations, or actions in a situation. • Seeks out data to test ideas, assumptions, or other hypotheses; changes views when confronted with disconfirming evidence.

<p>Team Builder</p>	<p>Definition:</p> <p>Focuses the team's energy on the more important elements of a situation or project. Builds and leads the team by evoking members' trust and commitment. Encourages collaboration among team members. Articulates a compelling vision and purpose for his or her team. Develops the team by promoting open interaction and honest exchange.</p>	<p>Behaviors:</p> <ul style="list-style-type: none"> • Articulates a vision or goal to which team members can commit. • Builds relationships that enhance collaboration and cooperation, including helping to define results while sharing responsibility for the work. • Encourages collaboration among team members. • Involves the project team in defining the work to be done. • Recognizes and rewards team members for their contributions and accomplishments.
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APPENDIX E

VIP ATTENDANCE INFORMATION

CLASSES Number of People Scheduled to Attend Each CO-HORT	CO-HORT A		CO-HORT B		CO-HORT C		CO-HORT D	
	Number Absent	Percentage Attended	Number Absent	Percentage Attended	Number Absent	Percentage Attended	Number Absent	Percentage Attended
	25		26		30		29	
Values in Practice	2	92	2	92	1	96	4	86
Safety & Risk Management	4	84	3	88	8	73	15	48
Meeting Management	0	100	1	96	8	73	13	55
Coaching for Career Development and Performance	4	84	4	85	10	67	8	72
Team Development	4	84	4	85	9	70	-*	-*
Corrective Action	3	88	2	92	6	80	14	52
Performance Evaluation	5	80	7	73	11	63	9	69
Building a Skilled Workforce	5	80	6	77	13	56	-*	
Leading Others	2	92	8	69	10	67	17	41
Using Data to Manage	2	92	11	57	18	40	15	48
Setting Unit Goals & Allocating Work	3	84	9	65	16	50	15	48
EEO Policies and Practices	5	80	8	69	15	50	-*	-*
AVERAGE ATTENDANCE	4.75	86.67	5.42	79.00	10.42	65.33	11	51.9

Attendance in Co-Hort A was 7.67% better than Co – Hort B; 21.67% better than Co-Hort C and 34.77% better than Co-Hort D.

	A	B	C	D
A		7.67	21.67	34.77
B	-7.67		13.67	27.1
C	-21.67	-13.67		13.43
D	-34.77	-27.1	-13.43	

*Co-Hort D currently in progress. Class has not been offered as of this date.
125 participants eligible to attend. 110 scheduled to attend (some expected participants retired)