



LEADERSHIP ACADEMY WORKING GROUP

FINAL REPORT

March 30, 2018



Leadership Academy Working Group (LAWG)



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Executive summary

- Convened by the Chief Operating Officer following the February 21, 2018 cabinet meeting to:
 - Assess the current state of leadership development for mid- and senior-level employees
 - Identify best practices from state agencies, other states, and similar institutions
 - Develop options (and if possible, recommendations) on how the state should approach leadership training
- Composed of nominees from each of the 16 state agencies
- Met four times in March 2018, supplemented with additional research and problem solving
- Assessed the current state of leadership training in the State of Missouri and found it to be fragmented and inconsistent
- Reviewed best practice case studies and program examples to inform recommendations
- Achieved consensus in recommending a Statewide Leadership Academy to develop high potential employees
- Identified, discussed, and formulated recommendations to create standard curricula for essential training for all state employees and basic management courses (e.g., Engage & Performance Management, Diversity, Harassment, etc.)
- Recognized the need to continue appropriate department specific training for unique areas of expertise (e.g., handling of classified information in law enforcement settings)
- Highlighted further exploration will be required to determine long-term implementation for requirement (e.g., shared services vs. department-centered approaches), funding models for shared services, selection process for the Leadership Academy, and whether each agency is expected to develop an internal leadership program

**Appendices to this report include individual agency offerings, the range of options for the future state of training, as well as case studies and examples assembled by the working group throughout their research*



Missouri leadership development programs: overview & observations

- According to the July 2017 workforce survey findings, state employees generally feel there is not bad leadership but rather a lack of leadership in state government.
- Leadership training is not currently a high priority for most agencies, with the exception of a few that have implemented departmental and divisional programs (below).
- Departments recognize the value of standardizing and sharing basic courses for all employees, but have not made it a priority.
- Succession planning is needed in all agencies, especially at the senior level. However, succession planning is not happening in a widespread or consistent manner across state government.
- Important gaps exist such as no training prior to placing individuals in their role and lack of soft skills training for managers.
- Some agencies use training as a form of discipline instead of as a developmental opportunity.
- Several agencies offer robust leadership curriculum for department employees.
 - DNR's "Leadership Ladder" is an 18-month departmental leadership program for prospective leaders. DOLIR developed a leadership program in 2009 modeled from DNR's Leadership Ladder. MDC is working on a similar program.
 - MoDOT, MDC, and DOR offer opportunities for a wide variety of leaders within the organization.
- Other agencies have some form of leadership training unique to the department, but are less robust than others.
 - DHSS and DMH offer some type of "Leadership Academy."
 - DIFP is in year two of a pilot of a mandatory four-year training program for all new managers and directors.
 - DPS offers supervisory and management development in a functional-specific manner within the department.
 - DOC offers a succession development track for Probation & Parole staff.
 - DSS does not have a formal leadership track, but leverages internal training resources to provide leadership courses for professional development. A current training initiative focuses on the Theory Of Constraints.
- Some agencies utilize OA's Center for Management and Professional Development, but lack leadership specific tracks in their own agencies.
 - MDA, DESE, DHE, and DED do not have formal leadership training, but use internal and OA resources to meet the management training rule.
 - OA has central training for state government, but lacks a formal leadership program outside of management/leadership specific courses. Individual divisions have developed their own curriculum in the past to address succession planning needs.



Best practices identified by the LAWG

- Culture of leadership
 - Integrate leadership programs into a comprehensive approach to talent development
 - Design to reinforce a shared vision of leadership; for instance, use collaborative cross-functional teams and opportunities to build networks spanning traditional silos
 - Sustain top leadership commitment (e.g., willing to have top staff devote time to training)
 - Incorporate mentorship

- Program design
 - Avoid a “big bang” involving a “great” one-time seminar, but no sustained practical application of lessons learned
 - Incorporate adult learning principles: “forum and field” approach that integrates classroom and other formal learning with practical real work application (e.g., a capstone project)
 - Set clear expectations at the onset (e.g., time commitment, role) and hold participants accountable for participation
 - Consider including transferable certifications (e.g., Certified Public Manager) that would be recognized across government entities and acknowledge “graduates” of any leadership program
 - Separate, where appropriate, and support “leaders” and “technical masters”
 - Measure impact (e.g., survey participants to help continuous improvement of the curriculum)
 - Require applications and screening applicants to allow high-potentials and committed “students” into the program
 - Create a separate supervisory track for “required” curriculum versus a more “prestigious” leadership program
 - Recognize “graduates”: Ensure there is something (e.g., prestige, pay, time with leadership, etc.) to incentivize continued learning and development
 - Consider 5 “motivators” when designing incentives (i.e. Society, Organization, Team, Customer, Self)

- Resourcing
 - Prioritize funding and talent to help leadership development programs succeed
 - Engage leadership (e.g., cabinet members, department senior leadership teams) as trainers and advocates of the program
 - Incorporate alumni back into the program as trainers and mentors
 - Include external consultants for an “outside” perspective to ensure objectivity and avoid “group think”



LAWG defined future state

From...

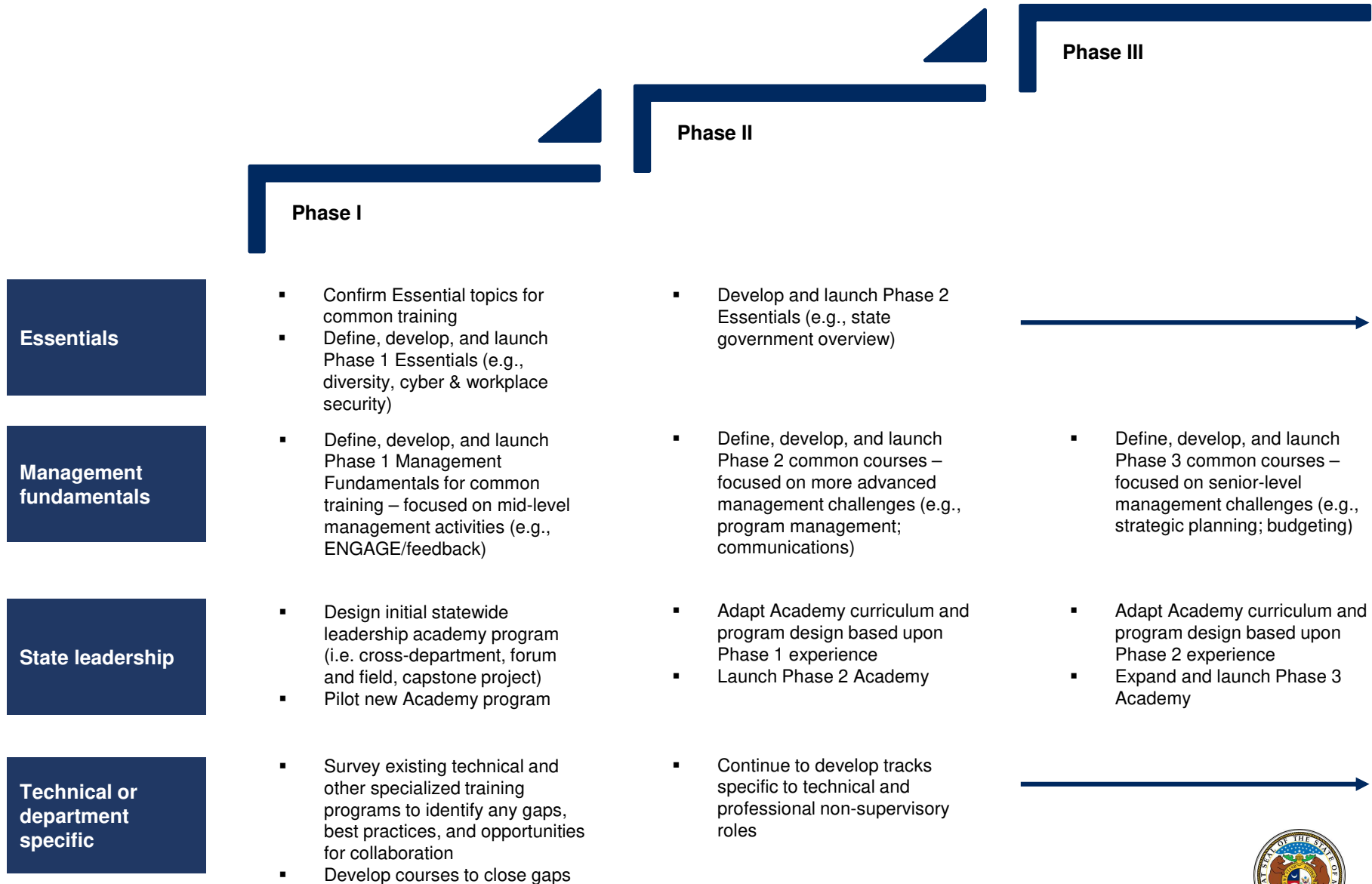
- Fragmented training – few shared standards across agencies
- Limited shared services or training collaboration
- Leadership and training priorities are not consistent across agencies
- No statewide leadership academy, though some agencies have formal leadership tracks
- Limited succession planning across the state
- Lack of technical professional track not requiring supervisory responsibilities

To...

- Shared standards for fundamentals and curricula
- Collaborative environment for sharing knowledge and resources
- Culture of leadership is ingrained in every agency at every level
- Selective, prestigious leadership academy developed for high potential employees, fed by other tracks
- Succession planning is a normal business activity
- Non-supervisor, professional technical track for subject matter experts



LAWG identified phases to reach the future state



Next steps

- Establish and implement a Statewide Leadership Academy.
 - Launch cabinet-level working group to define common leadership model for State of Missouri.
 - Utilize existing resources to establish an academy by July 1, 2018.
 - Ensure Academy isn't a "one and done" approach, but a sustainable, iterative model.

- Convene cross-department working groups to leverage best practices from existing state curricula for Essentials and Management training (in parallel).
 - Confirm Phase 1 modules for essential training. Proposed modules include Engage & Performance Management, Harassment, Diversity, and Cyber & Workplace Security.
 - Confirm Phase 1 modules for core management training. Proposed modules include: Engage & Performance Management, Supervisory Liability, Mentoring & Coaching, and Interviewing.
 - Don't recreate the wheel. Instead, combine resources and knowledge to get best-in-class, standardized training for state employees.
 - Consider cross-department training for efficiency (i.e. economy of scale) and effectiveness (i.e. right trainers leading right courses). Integrate geography, economics, and trainer "connections" as part of the decision making process (e.g., start common, cross-department training in St. Louis)

- Encourage each agency to explore potential of new technical track advancement.
 - Pursuit of supervisory and management roles is currently the only path for technical experts to advance and receive higher pay in State government work units.
 - Retention of these professionals should be a state priority to ensure Missouri is best-in-class.



Outstanding questions

- Essentials and Managerial Tracks
 - Shared services (centralized) or agency-centered implementation supported with some shared services and content?
- Funding
 - Statewide Leadership Academy – Should each agency fund their own participants?
 - Shared Essentials and Managerial Tracks – What is the most economical implementation model and how should it be funded?
- Expectation of Individual Agency Leadership Programs
 - Should there be a common expectation that employees at every agency have access to an initial leadership development program? The scale of the smaller agencies (e.g., DHE and MDA) may have difficulties meeting that expectation.
- Leadership Academy Selection Process
 - Range of Options: Nomination (gives agencies some control), Application with Selection, Leadership Assessment, Peer Nomination?
 - Working group would like to ensure that agencies will back the participants with time and funding commitment
- If OA is to lead, yet Allan Forbis is retired, who will led effort to establish new Leadership Academy by the 7/1/18 deadline?



Appendices

- **Current department training offerings**
- Range of options (as identified by the workgroup)
- Case studies & program examples



Leadership development programs: detail by department 1/3

Dept.	Program	Description	Audience	Selection	Scope	Content	Scale	Delivery	Notes
OA	Center for Management & Professional Development (CMPD)	Professional development for all state employees	All inclusive	Self-enrollment		Basic management		Seminar and online options	
MDA	N/A								MDA supports employees who wish to participate in the Missouri Agricultural Leaders of Tomorrow (A LOT) Program, a two-year program sponsored by the non-profit ALOT Foundation.
	Professional Development Academy	Six tracks: Executive, Management, Supervisory, Business, Compliance (plus MDC LEADS below)	All inclusive	Self-enrollment	Internal (Department)	Executive management through basic management		Seminar: classes range from 1 hour to 5 days	
MDC	MDC LEADS: Leading, Excellence, Adaptable, Dedication, Service	A program geared toward aspiring, emerging leaders who seek challenges, and who want to learn and acquire leadership and partnering skills; for creative, bold thinkers, who take initiative and excel as a member of a team or in self-directed work.	All inclusive: Specific to positions below Unit Chief	Invited to apply by division leaders	Internal (Department)	Basic management, advanced skills	Small group: 18	10-month series, convene monthly; capstone project	MDC LEADS new in 2017 and still under development
DOC	The Leadership Academy	A program for all new P&P supervisors to attend during their first year of promotion.	Mid-level: new supervisors	Automatic with P&P promotion	Internal (Division - P&P)	Basic management	Small group	Seminar: 28 hours	
DED	Coaching for Success	A training that offers base tools to supervisors on how to coach their staff, quickly address matters, have more engaged listening conversations, and overall "bring out the best and address the rest."	Mid-level: all managers	Required for all managers	Internal (Department)	Basic management	Small group: 15	Seminar: 6 hours	
DESE	N/A								
DHSS	Next Step Leadership Course	A program designed to provide staff with knowledge and insights about the role of a leader and the leadership skills needed within DHSS to be successful.	Mid-level: supervisory and management staff	Invitation only by division leaders	Internal (Department)	Basic management, advanced skills	Small group: 20-24	10-month series, convene monthly; capstone project - job shadow another division and present lessons learned to other participants	
DHE	N/A								
DIFP	Leadership Development Manager Training	A program that provides mandatory training to all new managers and directors.	Mid-level	Required for all new managers and directors	Internal (Department)	Basic management	Small group: 24		



Leadership development programs: detail by department 2/3

Dept.	Program	Description	Audience	Selection	Scope	Content	Scale	Delivery	Notes
DOLIR	Leadership Development Program (DLP)	A program designed to develop staff so they are better prepared for future leadership opportunities.	All inclusive	Self-nomination	Internal (Department)	Basic management, advanced skills	Small group: 20-25	9-month series, capstone project	The program went on hiatus in late 2015 due to staff turnover in the Department's training unit. They started revisiting the program in late 2017 and plan to begin another class in 2018. In order to measure impact, participants complete a training evaluation at the end of the program.
DMH	Director's Leadership Academy	A multi-session leadership program designed to educate participants on state government, foster relationships, build new muscles, and solve a problem for which DMH is seeking a solution.	All inclusive	Self-nomination	Internal (Department)	Basic management, advanced skills	Small group: 30	7-month series, convene monthly; capstone project	
DNR	Leadership Ladder	A program designed to ensure a ready pool of candidates are prepared to assume technical and managerial leadership roles in the organization.	All inclusive	Self-nomination	Internal (Department)	Basic management, advanced skills	Small group: approx. 25	18-month series, convene monthly; capstone project	45% of participants have been promoted into supervisory and managerial positions.
	Basic Supervisor Orientation	A week-long orientation class required for all new supervisors within their first year in a supervisory position.	Mid-level: new supervisors	Self-nomination	Internal (Department)	Basic management		1 week	
DPS	First-Line Supervision	A program designed for newly-promoted or soon-to-be promoted first-line supervisors.	Mid-level: new supervisors	Self-nomination	Internal (Department)	Basic management		Seminar: 40 hours	
	Management Development	A course devised to enhance administrative techniques used by managers.	Mid-level: promotable Sergeant or higher, or in an equivalent civilian position	Self-nomination	Internal (Department)	Basic management		Seminar: 24 hours	Prerequisite: First-Line Supervision
	Executive Development	A course focused on areas for which the CEO is responsible.	Senior leaders: Lieutenant or higher, or in an equivalent civilian position	Self-nomination	Internal (Department)	Basic management, advanced skills		Seminar: 30 hours	Prerequisite: Management Development
	Leaders in Police Organizations (LPO)	A program based on a behavioral science approach to leading people, groups, and organizations toward change.	All inclusive - "every officer is a leader"	Self-nomination	Internal (Division - MSHP)	Advanced skills		Seminar: 3 weeks, 120 hours	
DOR	Learning 2 Lead/ Supervisor Island (plus additional short leadership courses)	A series of trainings aimed at providing new and tenured supervisors with information and skills associated with the supervisor role.	Mid-level: new supervisors	Mandatory for new supervisors Otherwise self-nomination	Internal (Department)	Basic management		Seminar: 10 hours	Follow up with DOR team re additional programs



Leadership development programs: detail by department 3/3

Dept.	Program	Description	Audience	Selection	Scope	Content	Scale	Delivery	Notes
DSS	DSS Leadership Orientation	A program for newly hired or promoted leaders to assist in establishing a strong, foundational knowledge base.	Mid-level: supervisory and management Staff	Required for all new supervisors	Internal (Department)	Basic management		Seminar: 40 hours	
	DSS Leader Courses	Ongoing professional development.	Mid-level: supervisory and management Staff	Required for all mid-level and supervisory management staff by self-enrollment and attendance in at least 16 hours of professional development per year.	Internal (Department)	Skills relevant to leader competencies		Classes ranging from 4-6 hours	A variety of classes are offered each year allowing leaders to select the classes best suited to their professional development.
MoDOT	Professional Development Institute (PDI)	A self-paced developed program designed to help professional-level employees (typically SG1-16) be well-rounded and have greater organizational awareness.	Mid-level		Internal (Department)	Basic management			
	Maintenance Leadership Academy (MLA)	A program designed to provide potential and current leaders with the knowledge, tools, and skills necessary to be successful in leadership roles within the maintenance division at MoDOT.	All inclusive		Internal (Division - Maintenance)	Basic management			
	Accelerated Leadership Development (ALD)	A program designed to help MoDOT employees prepare for senior management positions.	Mid-level		Internal (Department)	Basic management			
	Core Workforce Values	Fundamental topics like EEO, Diversity and Inclusion, Performance Management, Workplace Security, and Drug & Alcohol Policies. Layers on top of onboarding training process and covers policies in depth.	New Employees and New Supervisors		Internal (Department)	Fundamental			
	Accelerated Professional Engineering Cross-Training (APEX) program	A program created to accelerate the development and maximize the potential of professional engineering employees through a rotational cross-training program.			Internal (Department)				
	Business Professional Cross Training Program (BPX)	A program that allows senior-level professional employees to participate in a one-year cross training experience, where they can work in up to four different business divisions.	Senior level		Internal (Department)			One-year	
	Via the Management Training Rule (MTR), all supervisors, managers and executives in state agencies (excluding elected officials and institutions of higher learning) are required to complete a minimum of 40 hours of training within their first year in the position. Thereafter, the employee will take at least 16 hours of continuing competency based training each year. Departments utilize OA resources to meet the management training rule if they do not have a leadership development program.								



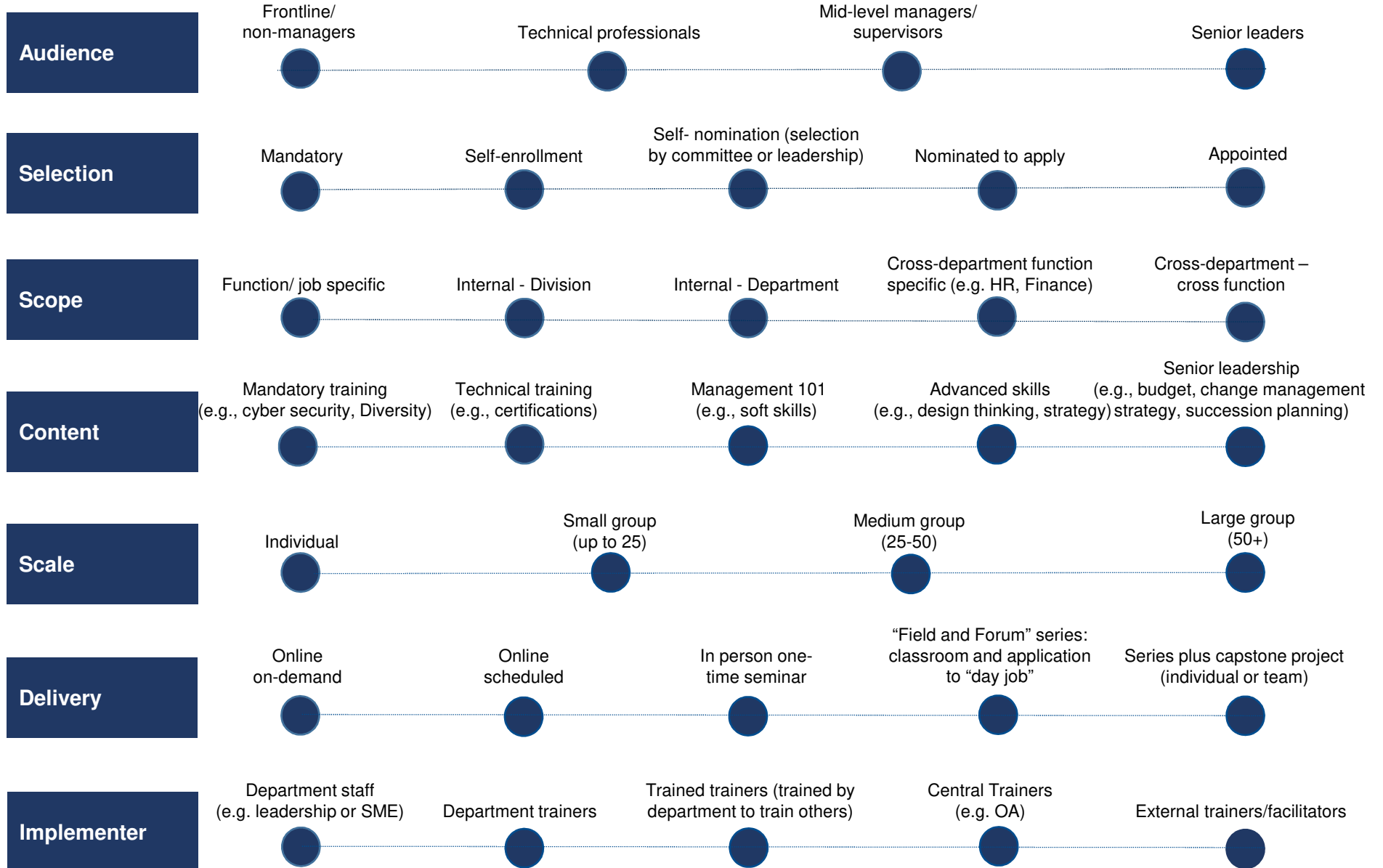
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Leadership development programs: main design dimensions

RANGE OF OPTIONS



Option 1: Continue the Status Quo – No one supports

DESCRIPTION: Fragmented and inconsistent programs (some agencies do not have programs). Inefficient program design and/or delivery. OA provides some core programming. Inconsistent leadership and workforce prioritization of professional development.

Design Dimensions

Audience	● ● ● ●
Selection	● ● ● ● ●
Scope	● ● ● ● ●
Content	● ● ● ● ●
Scale	● ● ● ●
Delivery	● ● ● ● ●
Implementer	● ● ● ● ●

Advantages:

- No need for collaboration
- Don't have to prioritize professional development

Risks:

- Agencies will not reap rewards of a trained and growing workforce.
- Agencies that do have programs will need to recreate the wheel on basic needs
- Employees will continue to view training as a disciplinary tool.

IMPLEMENTATION: No changes needed. Continue with the status quo.



Option 2: Strengthen department designed and implemented programs

DESCRIPTION: Require each department to meet minimum requirements or standards for programming. Prioritize department models for management and tailored content. Emphasize department-level autonomy in design and delivery of programs. Limit coordination of content across departments. The difference between this option and the status quo is the standardization of curricula across agencies.

Design Dimensions

Audience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selection	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Scope	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Delivery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Advantages:

- Agency-specific needs can be met (if resources exist)
- Minimum standards would allow a baseline for all employees. When employees transfer between agencies, the basics will have already been covered.

Risks:

- Lack of collaboration may duplicate efforts unnecessarily
- Cross-agency learning/networking is lost in this model

IMPLEMENTATION: STAC or another entity would need to set and enforce standards. Each agency would implement training on all levels, with various content and delivery methods. As long as minimum requirements were met, the agencies would be independent in delivery and implementation of the programs.



Option 3: Standardize department-level programs with synchronized programs

DESCRIPTION: A program that would require each department to meet set standards for ALL staff. Identify common core content and establish common State of Missouri vocabulary and fundamentals. Balance “central” or “shared” content development and delivery with department level tailored content. The major emphasis in this model is collaboration on employee basics and “management 101” across agencies. Examples would include Engage, as it is the standard across 13 of the 16 departments.

Design Dimensions

Audience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selection	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
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Content	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Scale	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Delivery	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Implementer	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- Advantages:**
- Consistency across all departments on training covering fundamental topics
 - Aligns with Management Training Rule requirements
 - Eliminates the need for each agency developing their own curriculum
 - Encourages cross agency collaboration
 - Allows agencies flexibility to accommodate their agency needs as well as to continue with programs already in place

- Risks:**
- Cost to create content/implement program/sustain content
 - Time to compile list of required fundamental topics across all departments
 - Loss of flexibility for agencies to customize core training
 - Smaller agencies may be challenged with budget and manpower issues

IMPLEMENTATION: In the initial stages, STAC or another entity would need to set and enforce standards. STAC could coordinate common core content while working toward coordination of program curricula and delivery across departments that most likely would require a robust central training capability (CMPD). Ideally, a centralized tracking mechanism would exist to ensure core training credits were transferred between agencies if an employee would be rehired within state government.



Option 4: Statewide Leadership Academy

DESCRIPTION: A new program that would “sit on top of” Department-level programs as a progression in professional development to enhance the knowledge, skills and abilities of selected employees. This cross-department program (likely housed in OA) would focus on senior-level managers and/or select “high potentials” (HIPOs) to participate in this advanced leader curriculum. A prerequisite for the Leadership Academy is completion of Department-level leader curriculums that would focus on development of leader competencies, Department-specific information/issues, and breaking down the silos between divisions/sections. The applicant pool would consist of 2-4 “top performers” from each department nominated by department/division leadership to attend the statewide leadership academy. The nominated employees would complete an application and interview process with a selection committee. The committee would select a small-to-medium-sized cohort of cross-departmental employees to embark upon a 6-12 month journey of leadership development. Participants chosen would be the individuals who are looking to add value for the state and not just out for individual benefit from attending the program. Participants would learn about each state department, along with leadership training addressing emotional intelligence, design thinking, strategy, budget, change management, succession planning, etc. Sessions would also include team-building components and networking sessions with program alumni and state leaders. The curriculum for this program would focus on statewide leadership and issues faced by each department.



Option 4: Statewide Leadership Academy (continued)

Design Dimensions

Audience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selection	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scope	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Scale	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Delivery	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Implementer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Advantages:

- Small groups (cohort model)
- Selection would be an honor - program would be recognized for its prestige
- Collaborative relationships established and sustained through the cohort model
- Progression of development from the department-level training to the statewide program
- The state and the departments benefit from breaking down silos and enhancing cross department communication
- Provides a more holistic “big picture” perspective of the State of Missouri and the inter-relationships of state agencies and overall impact on our citizens

Risks:

- May create tension among employees chosen vs. not chosen for the program
- Not all departments may see/recognize the value in the program
- Cost must be considered
- Commitment to participate in all elements of the Leadership Academy for the duration of the program

IMPLEMENTATION: Program delivery would be managed centrally, but a diverse source of implementers would be called upon for instruction. Instructors/speakers would include: program alumni who have demonstrated capacity for instruction; department trainers; central trainers; department leaders; state leaders; external trainers/speakers. May be prudent to partner with an established program like Mo Chamber’s Leadership Missouri. Would like to consider a pre-requisite of some departmental milestones in order to qualify for the statewide leadership program. Need to discuss the funding mechanism for an option like this.



Option 5: Establish cross-department program and academy – “broad and wide” version with focus

DESCRIPTION: This program would approach training using a centralized approach to train everyone from first time employees and front-line supervisors to senior-level leaders. A “cradle to grave” approach, it would also provide an intentional distinction (individual titles, pay and career paths, leadership and technical mastery tracks). Like the Tennessee model, there is a blend of state subsidized mandatory training and agency funded electives. Each of the four levels of supervisor and management development achieved (Fundamental Management Skills, Advanced Management Skills, Fundamental Leadership Skills & Advanced Leadership Skills) receive certificates.

An intentional blend of centrally provided/agency provided training. The fundamentals are taught consistently and are transferrable across state government. The agency-specific training is targeted toward operational focus, technical mastery and agency responsibilities. In addition, the centralization of this training allows for the building of a “culture of leadership.” Following the model of others such as the State of California, who partnered with Google as an external partner, the state of Missouri could leverage some of the best private sector experience and research to benefit strategic vision and succession planning.

This model encompasses both skill building for technical professionals and a leadership building curriculum for employees who have high potential for success in a leadership role.



Option 5: Establish cross-department program and academy (continued)

Design Dimensions

Audience	●	○	○	○	
Selection	○	○	●	●	●
Scope	○	○	○	○	○
Content	○	○	○	○	○
Scale	●	●	○	●	
Delivery	○	○	○	○	●
Implementer	●	●	●	○	○

Advantages:

- Consistent leadership program for new leaders across all 16 departments
- Intentional separation of professional career tracks between leadership and technical mastery
- Reward/recognition at each completed level of the program
- Centralized delivery of mandatory skills is consistent and transferable across all state government
- Opportunity to establish a culture of leadership and collective vision by working with and learning from external partners

Risks:

- Each department would need to deliver their own department-specific leadership and technical training
- The individual agencies will need to budget for their department-specific training
- Getting universal buy-in and support for this level of transformational change in leadership development may be difficult
- There will be a period of time in which de-centralized training will need to continue while centralized training is developed
- It is ambitious and visionary and will require long-term support and investment (this is a process, not an event)

IMPLEMENTATION: This option would require **significant** coordination across departments to develop and deliver common core program at scale, and would most likely require a cooperative or central training capability (CMPD). Change of culture, in any environment, can be difficult and may create some discomfort in the beginning. The overall benefit to the state, in time, will be measured by well-trained leaders who manage a well-trained workforce in the most efficient and effective ways, implementing a leadership culture that encourages career development and succession planning for mission critical positions. Decisions on delivery (a distributed vs. a shared model of implementation) would need to be vetted. Factors such as geography, economics and a trainers qualifications/capabilities are all discussion points that are undecided at this point.



Option 6: Individual Training Path/Learning Opportunities

DESCRIPTION: Partner with Missouri educational institution(s), selected from an approved list, to develop a leadership program that meets the needs of the state. Establish a shared mission and goals to ensure value is achieved for all partners. Partnerships for technical training are an option based on Department needs.

Design Dimensions

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Delivery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementer	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

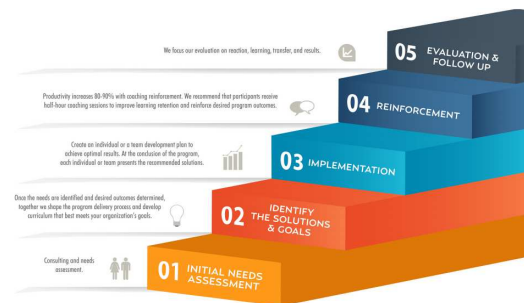
Advantages:

- Tailored to department and/or individual needs
- Self-paced
- Highly skilled and educated workforce
- Incentivizes continual learning
- More education equals more opportunities

Risks:

- Money/cost
- Potential for employees to leave or be poached after agency's investment
- Lack of application of skills

IMPLEMENTATION: The state would negotiate discounted rates for groups and individual employees. State employees can apply for tuition reimbursement, by Department, or apply for state-wide scholarships, provided by the state, based on funds and individual circumstances. The program would be centrally administered by Office of Administration: Center for Management and Professional Development.



Appendices

- Current department training offerings
- Range of options (as identified by the workgroup)
- **Case studies & program examples**



North Carolina Certified Public Manager® Program

DESCRIPTION: The North Carolina Certified Public Manager® (CPM) Program targets middle managers from state and local agencies. The 300-hour program is an in-depth, comprehensive, and nationally certified development program. Seven core competencies are prevalent throughout all curriculum learning activities and are the basis for an intensive assessment of participants: Personal and Organizational Integrity; Managing Work; Leading People; Developing Self; Systemic Integration; Public Service Focus; Change Leadership. *Note: North Carolina also operates a formal mentoring program.

Design Dimensions

Audience	●	●	○	●	
Selection	●	●	●	○	●
Scope	●	●	●	●	○
Content	●	●	○	○	○
Scale	●	●	●	●	
Delivery	●	○	●	○	●
Implementer	●	●	●	○	●

Advantages:

- The CPM program is an “off the shelf” product that can be customized.
- Mingle with like-positioned individuals at a middle management level.
- Blended curriculum: online and in-class application (approx. 12 in-class days)

Risks:

- Cost is \$1,400 per participant, covered by participant’s agency
- The 16-month program is a huge time commitment
- Nominees for the program must be middle managers – this seems restrictive and not conducive to wide-range leadership development

IMPLEMENTATION: The implementation of a program like this would require preparation of an application process and possibly modifications to the curriculum. It would likely require a dedicated staff person(s) at a centralized agency to run the program.



Idaho Certified Public Manager® Program

DESCRIPTION: The Idaho Certified Public Manager (CPM) program is a nationally recognized training and development program administered through Idaho’s Division of Human Resources with sponsorship from Boise State University. An 11-member Advisory Board oversees the program, which consists of 5 levels completed within 24-36 months.

Design Dimensions

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Scope	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Content	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Scale	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	
Delivery	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Implementer	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Advantages:

- Open to supervisors, non-supervising managers, and individuals showing leadership potential.
- Required pre-requisite for the CPM program is the Supervisory Academy with the Division of Human Resources.

Risks:

- Program costs \$2,375 per person without lodging and transportation considered.
- Completion rates may be low due to the extensive amount of time it takes to complete the program.

IMPLEMENTATION: Would require the establishment of a nomination/application process, for both the training program and the advisory board. Advisory board and staff roles would need to be clearly defined.



Arkansas Forestry Commission (AFC) Training Policy

DESCRIPTION: Employee training is an integral part of AFC operations. It promotes safety and competency in work performance. The training program for each position consists of a course curriculum and on-the-job skills development. Successful completion of training and development of skills are required to retain employment and to advance with the AFC.

Design Dimensions

Audience	●	○	●	●	●
Selection	○	●	●	●	●
Scope	○	●	●	●	●
Content	●	○	●	●	●
Scale	○	○	●	●	●
Delivery	○	●	○	●	●
Implementer	●	○	●	●	●

Advantages:

- Training is a definite priority for the Commission and must be supported by leadership since multiple trainings are required for an employee to maintain their position.

Risks:

- Training topics are very technical and job-specific in nature.
- Leadership courses are only offered as “optional”, not required.

IMPLEMENTATION: Every department/division would have to implement individually. Programs like this are so job-specific it would not be conducive to implement specific technical training state-wide.



Leadership Missouri

DESCRIPTION: Leadership Missouri aims to identify current and emerging leaders throughout the state, enhance their leadership skills and deepen their knowledge of the state’s opportunities and challenges.

Design Dimensions

Audience	●	●	○	○	
Selection	●	●	○	●	●
Scope	●	●	●	●	○
Content	●	●	●	○	○
Scale	●	○	○	●	
Delivery	●	●	●	●	○
Implementer	●	●	●	●	○

Advantages:

- Improved leadership capacity
- New connections and business leads across multiple regions and industries
- In-depth understanding of Missouri challenges
- Deeper understanding of organization structures and leadership framework
- Experience working with professionals from different backgrounds and perspectives

Risks:

- Tuition cost
- Staff to organize program
- Seven monthly, two-day sessions

IMPLEMENTATION: Need a coordinator to develop: application, review/selection committee, identify and reserve locations, and schedule speakers/instructors.



State of Iowa – Certified Public Managers (CPM) program

DESCRIPTION: Certified Public Manager (CPM) program is a cohort experience for Managers, Directors, Executives in the public sector selected through an application process. The state partners with Drake University to coordinate this program. Two cohort groups of 18-25 people are selected each year and meet 2-3 days/month for 18 months. This is a nationally accredited professional certification for public sector managers and directors.

Design Dimensions

Audience	●	●	○	○	
Selection	●	●	○	●	●
Scope	●	●	●	●	○
Content	●	●	●	●	○
Scale	●	○	●	●	
Delivery	●	●	●	○	●
Implementer	●	●	●	●	○

Advantages:

- Opportunity to network with and learn from other public service leaders. CPM is open to federal, state, county, city government applicants
- Provides insight into leadership across the public sector (not just the state)

Risks:

- Cost
- Commitment to attend all sessions for an 18 month period
- Time to develop and coordinate the program

IMPLEMENTATION: Determine if we would want to engage a partner like a university in developing and coordinating program. Identify basic program topics/content. Obtain feedback to verify that curriculum meets our needs and is supported. Determine who will review applications and select participants. Market and publicize program with relevant entities.



South Carolina – Certified Public Manager (CPM) Program

DESCRIPTION: This program is designed for experienced state government career supervisors and managers who have demonstrated leadership potential within their agency. This is an 18 month program involving attending workshops & field activities, completion of projects and tests of skills and knowledge. The program is administered by the Department of Administration – Division of State HR.

Design Dimensions

Audience	●	●	○	●	
Selection	●	○	●	●	●
Scope	●	●	●	●	○
Content	●	●	●	●	○
Scale	●	●	●	○	
Delivery	●	●	●	●	○
Implementer	●	●	●	○	●

Advantages:

- Opportunity to network with participants from across state agencies

Risks:

- Cost
- Commitment to attend all sessions for an 18 month period
- Time to develop and coordinate the program

IMPLEMENTATION: Identify basic program topics/content, who will deliver and how. Obtain feedback to verify that curriculum meets our needs and is supported. Determine if there are enrollment thresholds or criteria, and maximum enrollment in the program. Market and publicize program



Lead Ohio: Foundations of Supervision

DESCRIPTION: Since September 2014, Lead Ohio has been an enterprise-wide supervisory training and development program that provides the “state voice” for supervision, management, and leadership. It is a multi-tiered program designed to develop the competencies needed for consistent supervisory and managerial effectiveness.

Design Dimensions

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Content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Scale	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Delivery	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Implementer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Advantages:

- Require all new supervisors to enroll within 90 days of hire – existing supervisors with 2 or more staff are encouraged to participate
- Courses based on agency best practices
- Ensures standardized supervisory expectations
- Multi-tiered program

Risks:

- No outside perspective since all trainers are employees of Ohio
- Pre-work and on-line post course self-activities
- Only 8 sessions (4-8 hours each) for 8 weeks

IMPLEMENTATION: Requires periodic classes to ensure that new supervisors were able to comply within 90 days of hire. Would need to design classes tailored for state-wide use through the Center for Management and Professional Development.



United States Office of Personnel Management (OPM) - Center for Leadership Development

DESCRIPTION: For over 50 years, OPM's Center for Leadership Development has trained Federal aspiring leaders, supervisors, managers and executives to be effective Government leaders. They recognize the need for leadership at all levels, encompassing the many roles that influence, create and implement good governance. They seek to empower Federal leaders by providing career-long training that enlightens and fortifies them on their Leadership Journey.

Design Dimensions

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Content	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Delivery	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Implementer	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Advantages:

- Offer state-of-the-art learning experiences in world-class learning environments
- Design programs that meet scope and size of organization
- Offer multiple locations and formats

Risks:

- Program is costly
- All registrations are final and non-refundable
- Program is specific to Federal employees

IMPLEMENTATION: Would need to design classes tailored for state-wide use for the different levels of leadership. Would need to decide upon the application process and set criteria for determining the level of entry.



Leadership Enhancement & Development (LEAD) Program (VDOT)

DESCRIPTION: Intensive development experience for mid–senior level leaders that focuses on leadership development and learning through developmental experiences on and off the job, interaction with others, and training. A cohort with 24–28 leaders will participate in the program over 15 months.

Design Dimensions

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Scope	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Content	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Scale	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
Delivery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Implementer	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Advantages:

- Small–large group (cohort) networking
- Small group size
- Includes mid-senior levels
- Includes Reflection, Experiential, Interactive, and training components for well-rounded program/learning
- Self discovery assessments
- Individualized goals/action plans – personalized attention

Risks:

- 15 month commitment
- Extensive implementation efforts

IMPLEMENTATION: Implementation would take extensive research and planning effort to create/select and coordinate experiences that provide value across agency lines.



Leadership Development Program (LDP) (MnDOT)

DESCRIPTION: Statewide MnDOT program offered to all employees. The program is individually customized and flexible to meet each participant's development goals. It can be structured or informal, rigorous, ongoing or flexible all at the same time. Participating in the LDP is a great way to improve your core competency skills as well as to learn more about MnDOT. You do not have to be a supervisor or manager to participate in the program.

Design Dimensions

Audience	● ● ● ●
Selection	○ ● ○ ○ ○
Scope	● ● ● ● ●
Content	○ ● ● ● ●
Scale	● ○ ○ ○
Delivery	● ● ● ● ●
Implementer	● ● ○ ○ ●

Advantages:

- Employees plan and control their own development
- Offers variety
- Inexpensive
- Facilitates relationship building
- Provides consistent training throughout the state
- “Something for everyone,” inclusive approach

Risks:

- May not fit MO’s needs
- Open to all employees
- Lack of structure?
- Self enrollment, size could be difficult to control

IMPLEMENTATION: Unsure of implementation efforts, as description is somewhat vague regarding what is included. Missouri would need to do extensive polling/research to determine most valuable courses to include.



Executive Leadership Development Series (ELDS) (IDOT)

DESCRIPTION: Designed to refine the management skills of mid-level personnel and prepare them for increased administrative challenges. Participants learn to resolve conflict, promote organizational performance, utilize team-building practices, implement personnel policies, improve leadership techniques and enhance communication skills. ELDS seminars are IDOT-relevant and enable participants to exchange experiences, ideas, and information. 8 courses on necessary skills for leadership.

Design Dimensions

Audience	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
Selection	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Scope	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Content	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Scale	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
Delivery	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Implementer	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Advantages:

- Mid-Senior levels
- Only select courses = potentially lower implementation costs/effort
- Topics applicable to MO agencies
- Small-large group size (32)

Risks:

- No outside perspectives since all are internal to the Illinois DOT
- Extensive time commitment. Lengthy courses (2-5 days each) over 18-24 month span
- Travel costs incurred in IDOT's format

IMPLEMENTATION: Minimal implementation required. Could design classes through the Center for Management and Professional Development and offer the series class-room style at a location large enough to accommodate the group.



The Council of State Governments Southern Legislative Council CALs

DESCRIPTION: The Center for the Advancement of Leadership Skills (CALs) embodies the Southern Legislative Conference of The Council of State Governments’ mission of championing excellence in state government and providing nonpartisan forums for state officials who might rarely cross paths to share ideas. In addition to developing and enhancing leadership skills, the program provides participants a unique opportunity to foster connections, engage in conversations and take part in sessions designed to explore individual boundaries and perceptions.

Design Dimensions

Audience	●	●	●	○	
Selection	●	●	○	●	●
Scope	●	●	●	●	○
Content	●	●	●	●	○
Scale	●	○	●	●	
Delivery	●	●	○	●	●
Implementer	●	●	●	●	○

Advantages:

- Mix of all three branches of government for a broad scope/view
- Mingle with like-positioned individuals at an executive level
- Creates connections that may not have otherwise been achieved in the normal course of business

Risks:

- Selection process may keep otherwise good candidates from advancing their skills
- While multi-day, it is a one-time event, not guaranteeing long-term success & impact is obtained

IMPLEMENTATION: The implementation of a program like this would require preparation of an application process and curriculum. It would require some funding to ensure the appropriate “off campus” location and appropriate speakers were in attendance. There would also be travel expenses associated.



Leadership Kentucky

DESCRIPTION: Leadership Kentucky, created in 1984 as a non-profit educational organization, brings together a selected group of people who possess a broad variety of leadership abilities, career accomplishments, and volunteer activities to gain insight into complex issues facing the state.

Design Dimensions

Audience	●	●	●	○	
Selection	●	●	●	○	●
Scope	●	●	●	●	○
Content	●	●	●	○	○
Scale	●	●	○	●	
Delivery	●	●	●	●	○
Implementer	●	●	●	●	○

Advantages:

- Locations vary from meeting to meeting, expanding the viewpoint
- Broad spectrum of applicants allows for differing views

Risks:

- Program costs \$3500 per person without lodging and transportation considered

IMPLEMENTATION: Requires nomination/application process and mandatory attendance. Planning for this type of program would be resource intensive across multiple dates, cities, and venues.



University of Texas, Executive Master in Public Leadership

DESCRIPTION: The EMPL course map is designed to build knowledge and skills in key areas to prepare students for senior leadership positions. Students take all 11 courses in the program following the order in which they are offered. All students participate in a short, intensive immersion experience at the start of the program.

Design Dimensions

Audience	●	●	○	●	
Selection	●	○	●	●	●
Scope	●	●	●	●	○
Content	●	●	○	○	○
Scale	●	●	●	○	
Delivery	●	●	●	○	●
Implementer	●	●	●	●	○

Advantages:

- Multi-class curriculum offers significant content across the spectrum
- Trains mid-level managers for senior leadership
- Faculty have real-world experience

Risks:

- 14 month program is a significant investment in time and money
- Similar to MPA programs already offered within the state

IMPLEMENTATION: May require partnership with a state university and significant investment in time and funding.



Leadership Oregon

DESCRIPTION: Leadership Oregon, in practice for nearly thirty years, delivers inspirational and practical curriculum that expands depth and breadth of capability; enables others to achieve high performance and full potential; and guides overall strategic thinking and operational direction of the statewide enterprise.

Design Dimensions

Audience	●	○	○	○
Selection	●	●	○	●
Scope	●	●	●	○
Content	●	●	○	○
Scale	●	●	○	●
Delivery	●	●	○	●
Implementer	○	○	○	○

Advantages:

- Blends new leaders with more experienced and respected leaders
- Participants chosen by each agency’s executive team based on agency leadership needs
- Year long process
- Cross agency participation creating cross agency relationships

Risks:

- Program costs \$3500 per person
- Limited number of participants selected each year
- One year limits ability to cover more in-depth and strategic leadership curriculum
- Program is adequate, but not visionary

IMPLEMENTATION: Requires nomination/application process and mandatory attendance. Is reliant on executive teams to make good strategic choices regarding participants and to be supportive of the staff member’s participation over the long haul.



Work California’s Project GO

DESCRIPTION: This program was developed following the re-organization of California state government under Gov. Jerry Brown in 2012. The group who developed the program was tasked with assessing, researching and developing a multi-level training program to better prepare state leaders and support effective succession planning.

Design Dimensions

Audience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Content	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scale	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Delivery	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Implementer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Advantages:

- Addresses the need to move beyond a training program and creates a culture of leadership
- Continually survey managers participating for ongoing improvement to curriculum and to encourage management engagement

Risks:

- Requires support of a culture of leadership from all upper level executives.
- Uses different curriculum design and delivery models to address different agencies needs and functions. This can drive up cost of staffing and delivery of training.

IMPLEMENTATION: May require partnership state institutions and significant support from leadership. Because this is an in-depth change of training and preparation philosophy as well as an 80 hour program, a significant investment in time and funding may be needed.



State of Colorado Supervisory Certificate Program

DESCRIPTION: The State of Colorado Supervisory Certificate Program consists of a series of five core competency-based classes: Creative Problem Solving, Emotional Intelligence, Leading Across Generations, Motivating and Engaging Others, and Strategic Thinking: A 5280 View Point. An additional elective class of the participant’s choosing is also required. Participants will be required to complete all courses within 12 months in order to receive certification. They then apply to receive their certificate.

Design Dimensions

Audience	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selection	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Scope	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Content	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Scale	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Delivery	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Implementer	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Advantages:

- All State of Colorado employees take the same curriculum, making the certificate transferable
- The cost is per class, rather than a tuition up-front, which allows the cost to be spread throughout the year
- Open to any employee – those already supervisors or those wanting to become supervisors

Risks:

- Since all six classes have to be taken within a 12 month period, department leadership need to be supportive of their employees’ absence.

IMPLEMENTATION: As a central training program, the Center for Management and Professional Development seems the most logical place to host the program.



State of Colorado Leadership Development Program

DESCRIPTION: The State of Colorado Leadership Development Program consists of a series of five core leadership classes: Communicating to Manage Performance, Leading with Influence, Maximizing Change Resiliency, Accountability is a Two-Way Street, and Coaching for Performance. After attending the program, participants will be able to more effectively manage teams and run daily operations, inspire others, create motivating workplaces, execute on strategies, and set meaningful goals. Participants will be required to complete all courses within 18 months in order to receive certification. They then apply to receive their certificate.

Design Dimensions

Audience	●	●	○	○	
Selection	●	○	●	●	●
Scope	●	●	●	●	○
Content	●	●	○	●	●
Scale	●	○	●	●	
Delivery	●	●	●	○	●
Implementer	●	●	●	○	●

Advantages:

- All State of Colorado employees take the same curriculum, making the certificate transferable
- The cost is per class, rather than a tuition up-front, which allows the cost to be spread throughout the year

Risks:

- Only open to a manager with at least one direct report, meaning those who want to develop leadership skills can't participate
- Have to attend "Skills for Leading Teams" prior to enrollment in the program, adding an additional barrier to participation
- Since all five classes have to be taken within an 18 month period, department leadership need to be supportive of their employees' absence

IMPLEMENTATION: As a central training program, the Center for Management and Professional Development seems the most logical place to host the program.



Colorado Department of Higher Education

DESCRIPTION: The Colorado Department of Higher Education has several types of training programs – occasional required training (i.e., on security or sexual harassment prevention), voluntary professional development (six month program surrounding topics related to leadership), and a more intensive leadership program employees applied for. The voluntary trainings were on the same topics the more intensive training focused on.

Design Dimensions

Audience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
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Delivery	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Implementer	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Advantages:

- The programs are tailored to the needs of the department
- Participants felt the leadership development trainings were beneficial

Risks:

- It does not sound like the leadership programs were done as part of a long-term initiative, creating consistency issues
- Unclear how trainings interact with statewide leadership trainings (see previous slides)

IMPLEMENTATION: Programs like this could be done to complement central training programs. Core competencies important to guide course design.



Tennessee: Management & Leadership Pyramid and Agency Workforce Succession Plan

DESCRIPTION: The State of Tennessee has a robust program that clearly defines training between leadership skills and mastery of technical training. The plan is a part of the state’s workforce development priority and everyone, including agency executives, are required to participate in specific sections. They offer multiple levels from entry level fundamentals to a certificate for advanced leadership skills or mastery of technical training. Addresses succession planning.

Design Dimensions

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Scale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Delivery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Implementer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Advantages:

- Training tracks are clearly identified between leadership and technical mastery
- Intentional focus on strategic leadership as a part of the state’s priorities
- Learning modules offered at no-cost for all levels.
- The plan addresses succession planning for critical positions

Risks:

- Requires centralization of many training functions
- Budgetary issues must be addressed in order for this to be offered at “no cost” to the agencies and participants
- HR structure would need to accommodate the progressive but separate leadership vs. technical career paths

IMPLEMENTATION: The implementation would require changes be made to the HR structure (leadership vs. technical career paths). Staffing of a centralized training team to create and teach the offered modules would be necessary. We would need to clearly outline what would be offered as a centralized service and what would be done as agency specific continuing education and training.



Delta Leadership Institute Executive Academy

DESCRIPTION: The Delta Leadership Institute (DLI) was created to empower a corps of leaders with the tools, experiences, and networks to address local and regional challenges. The DLI Executive Academy trains leaders from diverse backgrounds, sectors, and industries to improve the economic competitiveness and social viability of the Mississippi River Delta and Alabama Black Belt.

Design Dimensions

Audience	●	●	○	○	
Selection	●	●	○	●	●
Scope	●	●	○	●	○
Content	●	●	●	○	○
Scale	●	●	○	●	
Delivery	●	●	●	○	●
Implementer	●	●	●	○	○

Advantages:

- Sustain collaborative relationships
- Work with partners to address issues in the region
- Hands on workshops
- Develop skills and knowledge relevant to economic and community development
- Connect with fellow leaders, practitioners, and experts to develop a strong network

Risks:

- Dedicated “staff” to deliver programs
- Cost to participate

IMPLEMENTATION: Could model the structure of DLI Executive Academy in regards to content and structure. Ability to lower cost of participation by not holding academy off-site.



Great Lakes Leadership Academy Emerging Leader Program

DESCRIPTION: The Great Lakes Leadership Academy Emerging Leader Program is designed for potential and current leaders seeking continuing professional development. The program focuses on developing individual and organizational leadership skills, and applying those skills in a collaborative fashion to the common issues of diverse communities.

Design Dimensions

Audience	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Selection	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Scope	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Content	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scale	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	
Delivery	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementer	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Advantages:

- Collaborative real-world team projects outside of the classroom
- Practical leadership and decision-making tools
- Build trust and relationships among diverse leaders
- Ongoing networking, training, and support of alumni

Risks:

- Tuition cost
- Staff to organize program
- Three 4-day sessions plus one day per month to complete individual work assignments and group projects

IMPLEMENTATION: Need a coordinator to develop: application, review/selection committee, identify and reserve locations, and schedule speakers/instructors.



UCM Master of Science – Ethical Strategic Leadership

DESCRIPTION: UCM’s Ethical Strategic Leadership master’s degree program challenges you to learn and apply strategic leadership skills to foster organizational success, including: 1) Applying critical thinking skills with a hands-on approach to leadership challenges; 2) Crafting corporate culture to create a 21st century learning organization; 3) Targeted mentoring and leadership development with regional businesses, faculty, and alumni. The 30-credit hour graduate program offers distinctive coursework delivered two nights per week at UCM’s state of the art Missouri Innovation Campus in Lee’s Summit. Our unique plan of study fits a variety of career paths and helps you build the leadership skills essential for today’s global and challenging business environment.

Design Dimensions

Audience	●	●	○	●	
Selection	●	○	●	●	●
Scope	●	●	●	●	○
Content	●	●	●	○	●
Scale	●	○	●	●	
Delivery	●	●	●	○	○
Implementer	●	●	●	●	○

Advantages:

- Cohort model – group of students working together in same program, finishing their degrees together
- Experiential-based learning
- Geared toward working professionals in a supervisory role
- Takes less than 2 years to complete
- Courses are taught by distinguished faculty with real-world experience and academic understanding
- Engage in experiential learning via an approved project conducted at your place of employment
- Faculty mentor provides guidance

Risks:

- Currently only offered in Lee’s Summit
- Tuition is \$431 per credit hour
- General fees are \$28.64 per credit hour
- Total price tag for program (at this time) is \$13,789.20

IMPLEMENTATION: UCM may be willing to replicate this program in a more centralized location and/or in an online delivery format. The state would need to determine how many employees it would allow to take the program each year, and then have a selection process put in place.



Michigan Departments of Environmental Quality, Natural Resources, and Agriculture and Rural Development

DESCRIPTION: These departments partner to offer the Quality of Life (QOL) Leadership Academy and QOL Mentoring Program. In addition, the state of Michigan offers the Management Development Program (MDP) through its Civil Service Commission. The MDP was created for new managers as they make the transition from an individual contributor to a leader of others. The QOL Leadership Academy is an immersive experience that connects cross-department staff with the purpose of developing/maintaining an engaged and robust workforce for the future. QOL participants develop the core leadership competencies of Adaptability, Building Partnerships, Building Trust, Communication, Customer Focus, Decision Making, Developing a Successful Team, Facilitating Change, Innovation, Strategic Thinking, and Valuing Diversity and Inclusion.

Design Dimensions

Audience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selection	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Scope	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Content	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Scale	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Delivery	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Implementer	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

Advantages:

- Multi-faceted approach - Anyone can participate in QOL Mentoring Program – not directly tied to Leadership Academy.
- Staff from all agency levels are eligible to apply to QOL Leadership Academy.
- Supervisory and Management skills are not taught in QOL. This training is deferred to MDP.
- QOL Academy focus is “Lead from where you are.”
- Attendance is required for all QOL learning sessions.
- Form networks/relationships with other leaders.

Risks:

- Participation in QOL sometimes extends beyond normal work hours. This is voluntary, but may be a deterrent.
- Five overnight stays are required; more for out state staff.
- Further developing leadership skills is an evolving process with some initiatives being more successful than others.

IMPLEMENTATION: QOL is an 11-month program operated separately from MDP, though MDP is utilized specifically for supervisor training. QOL participants create a Growth Plan that is cornerstone of activities in the Academy. In addition to scheduled learning sessions, numerous “experience opportunities” are available to incorporate into Growth Plan.



Graduate School USA Center for Leadership and Management

DESCRIPTION: An independent, nonprofit educational institution based in Washington, DC, Graduate School USA offers workforce training and services across the U.S. and around the world. They are a leading provider of professional development and training courses for the federal government and the private sector, serving organizations and individuals with programs designed to support organizational missions, career and occupational development, and the personal ambitions of adult learners.

Design Dimensions

Audience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selection	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Scope	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Delivery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Implementer	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Advantages:

- Offer state-of-the-art learning experiences in world-class learning environments
- Course may be customized to meet the specific needs of each organization and target audience
- Offer multiple dimensions depending on the audience

Risks:

- Program is costly

IMPLEMENTATION: Would need to design classes tailored for state-wide use for the different levels of leadership. Would need to decide upon the application process and set criteria for determining the level of entry.



Brookings Institute, Executive Education: Problem Solving Through Critical Thinking

DESCRIPTION: Unfortunately, too often leaders focus on problem solving instead of problem formulation—focusing on decisions instead of thinking processes. In Problem Solving through Critical Thinking, students will use Leading Thinking™ principles to comprehensively formulate challenges using appropriate frameworks so that you can solve the right problem the first time and proactively manage your organization for long-term success. This course is part of the Executive Pathways series and is required for Brookings’ Master of Science in Leadership.

Design Dimensions

Audience	●	●	○	○	
Selection	●	○	●	●	●
Scope	●	○	○	○	○
Content	●	●	○	○	○
Scale	○	○	○	○	
Delivery	●	●	○	●	●
Implementer	●	●	●	●	○

Advantages:

- Offer state-of-the-art learning experiences in world-class learning environments
- Helps students develop a structured thinking process and comprehensively formulate challenges

Risks:

- Program is costly and located in Washington, DC

IMPLEMENTATION: The state would need to determine how many employees it would pay for each year, and then have a selection process put in place. Or use this program as a model for Missouri’s leadership academy.



Duke Leadership Academy

DESCRIPTION: The Duke Leadership Academy offers emerging leaders from across the university the opportunity to participate in a unique 12-month development initiative based on the Fuqua/Coach K Center on Leadership & Ethics (COLE) leadership model. The curriculum includes a focus on leadership and management styles and behaviors to implement strategy.

Participation in the program is highly selective based on nominations by Duke’s vice presidents and deans. Those selected to participate are exposed to senior level leaders and stakeholders at Duke. Learning takes place in the classroom, through 360 and individual assessments, practical application, and coaching.

Design Dimensions

Audience	●	●	○	●	
Selection	●	●	●	○	○
Scope	●	●	●	○	○
Content	●	●	●	○	○
Scale	●	○	○	●	
Delivery	●	●	●	○	○
Implementer	●	●	●	●	○

Advantages:

- Unique program based on COLE leadership model.
- Prestigious program on Duke’s campus
- Program includes access to senior leadership throughout program, coaching, peer-to-peer mentoring, and a leadership development plan
- Ability to tackle real issues facing the organization

Risks:

- Program is tailored for Duke University leaders so it would need to be completely revamped for Missouri state employees

IMPLEMENTATION: Note that only Duke employees can participate in this program – this example serves as a model for Missouri. The state would need to tailor the material from the Duke Leadership Academy in order to make the academy relevant to Missouri state employees.



Yale School of Management Executive Leadership Program

DESCRIPTION: The Yale MELP Program takes place over 10 months and the program is divided into three intensive classroom modules at Yale SOM campus to engage and inspire you on all aspects of global executive leadership. In between these three on-campus modules, we have designed immersive off-campus learning and engagement opportunities with our faculty via monthly video conferencing based meetings. You will get new insights from faculty through discussion on latest research or a case study, share insights and reflections on how you are applying your learnings from the last on-campus module at Yale SOM, and get guidance from the Yale network. Your learning journey continues seamlessly over the entire 10 month period, helping you transform the leadership perspectives and accelerating your professional and personal growth.

Design Dimensions

Audience	●	●	●	○
Selection	●	○	○	○
Scope	●	●	●	○
Content	●	●	●	○
Scale	●	○	○	●
Delivery	●	●	●	○
Implementer	●	●	●	○

Advantages:

- Prepares students for the highest levels of global leadership, builds more effective leaders and equips them with a toolkit to build a high-performing organization
- Ability to learn from international cohort
- Prestigious program on Yale’s campus that includes Alumni benefits once completed

Risks:

- Program is extremely costly - \$58,000 investment per student
- Located at Yale in New Haven, Connecticut and requires 5 weeks on-site

IMPLEMENTATION: The state would need to determine how many employees it would pay for each year, and then have a selection process put in place. Or use this program as a model for Missouri’s leadership academy.



Harvard Kennedy School Executive Education

DESCRIPTION: Harvard Kennedy School Executive Education convenes thinkers and doers from around the globe who are committed to advancing the public interest. Their executive programs—most one week or less—are developed with you in mind and offer the opportunity to step outside of your day-to-day routine to focus on global issues and sustainable solutions. Reach beyond your current knowledge and skills, expand your thinking, strengthen your ability to lead and reenergize your drive to make a difference.

They offer a rich array of programs designed for individuals and teams or customized for domestic and international organizations i.e. Women in Power, which focuses on honing the abilities of senior executive women to develop a strong cross-sector leadership strategy through the creation of successful alliances and enduring partnerships.

Design Dimensions

Audience	●	●	●	○
Selection	●	○	○	○
Scope	●	●	●	○
Content	●	●	●	○
Scale	●	○	○	●
Delivery	●	●	●	○
Implementer	●	●	●	○

Advantages:

- Ability to learn from diverse, international cohort
- Access to Harvard resources
- Prestigious program on Harvard’s campus
- Access to an array of opportunities: forums with global leaders, lunchtime talks with visiting experts, seminars at HKS research centers, and countless cultural and intellectual events.

Risks:

- Requires one-two weeks on-site at Harvard in Cambridge, Massachusetts
- Program is costly

IMPLEMENTATION: The state would need to determine how many employees it would pay for each year, and then have a selection process put in place. Or use this program as a model for Missouri’s leadership academy.

