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"Learning Strategy"

Implementation Plan

For

The City Of Virginia Beach

Executive Summary:

This document describes plans for the HR/Learning and Development Division to implement the Learning Strategy and implementation plan, developed in 2005. When presented to the Management Leadership Team (MLT) in September 2005, and to the Department Leadership Meeting (DLM) in February 2006, the strategy received very favorable support and encouragement to pursue it.

This document is a more thorough description of the components of the Learning Strategy, and how we propose to implement it.

The plan includes three major areas of focus: areas of HR/Learning and Development programming are described, including:

1. Expanded education for new City Members and expanded training opportunities for experienced Members, including an enhanced New Member Orientation program

2. Departmental Job Skills Training support for departments

3. Expanded Leadership Development programming

These categories also align with the structure of the HR/Learning and Development division's professional staff. Each of these categories is described in detail below.

For each category, the following information is provided:

- A description of the category
- Program goals
- Target audience(s)
- Major deliverables and target dates

Background:

For many years, the HR/Training and Development division provided quality learning programs for City members, including: the Employee Orientation Program, Leadership Week, various professional skills workshops, and a variety of significant support services, including (but not limited to) the administration of the Tuition Reimbursement Program.

In recent years the City of Virginia Beach has recognized the need for expanded training and development programming, consistent with its relatively new emphasis on workforce planning and development. The use of e-learning was proposed, and a budget was approved for a new position and supporting resources. In addition, the Quality Organization Strategic Issue Team (QOSIT) recommended other enhancements to training.

Development of a Learning Strategy:

In September 2005, a Learning Strategy was presented by Human Resources to the Management Leadership Team (MLT). The strategy is based on interviews and discussions with most of the City's departments' leadership since April 2005. It also incorporates feedback from the Quality of Worklife Member Survey results and actions plans.

Reasons for creating the Learning Strategy and potential benefits to the City include:

- Promoting lifelong learning for City employees in our "community for a lifetime".

- Supporting Workforce Planning and Development efforts with a framework for planning, aligning, & delivering all City training efforts.

- Retaining institutional knowledge before it's lost.

- Improving & increasing learning & development opportunities for members at all levels -- from the day they become a member to the day in which they retire.

- Aligning training needs and training activities with organizational goals, values, and core strategies.

- Opportunities for the continuous improvement of members' knowledge & skills at every point in their career.

- Focusing the City's limited resources on the most likely beneficial outcomes.

The Learning Strategy recommends three general areas of focus, each of which is described in further detail below:

1. Expand and enhance the **orientation program for new members**, and provide additional training for existing members on City governance, operations, expectations of members, and career development opportunities. In addition, we will expand basic administrative and professional skills training. These products and services will typically benefit newer members; experienced members will benefit from learning new knowledge or skills, and polishing or refreshing existing knowledge or skills.

2. Expand **job skills training** and development for key positions in individual departments using professional instructional design methodologies and, where possible, technology-based learning (including e-learning). These products and services will typically benefit newer employees and those who help them learn how to perform their jobs effectively, as well as supervisors, department trainers, and mentors.

3. Expand programming in **leadership development** at all levels including: senior leaders, middle managers, experienced supervisors, new supervisors, and potential supervisors.

HR/Learning and Development Division Structure:

In response to this learning strategy, Human Resources changed the name of the Training and Development division to "HR/Learning and Development". This reflects an emphasis on the results of the division's efforts (members' learning), rather than on its activities (training).

In addition, we have restructured the professional positions to reflect the three focus areas:

- Professional Development Specialist
- Job Skills Development Specialist
- Leadership Development Specialist

Each of these positions is responsible for identifying the respective HR/Learning and Development needs of internal clients, developing programming to support those needs, and implementing those programs. These positions report directly to the Division Manager.

Focus Area 1: New Member Orientation & Professional Development

Description:

This focus area includes many of the traditional products and services offered by HR/Training and Development in the past. It includes:

- New Member Orientation
- Support for developing and/or aligning individual department orientations
- Professional skills training, including customer service, diversity, and communication skills
- City policies & procedures education
- Administrative skills training, and support for the Professional Support Development Team
- Support for Toastmasters
- Support for the City's Reading and Math Skills Enhancement Program

Each of these will be described in further detail in the following paragraphs.

New Member Orientation: This program has existed for many years as "Employee Orientation". It currently includes two days of sessions: one full day on a member's first day of employment (i.e., the 1st or 16th of each month) and VBQSS approximately one month later.

Content for the first day currently includes:

- Benefits: Explanation of Health and Dental Care, Flexible Spending, Legal Resources, Wellness Programs, Legal Resources and Long Term Disability
- Completion of necessary Payroll Forms
- Mission Statement/Organizational Values
- Human Resources Benefits and Policies
- City Identification Card provided

Content for VBQSS includes:

- EEO/Sexual Harassment Presentation
- Information Technology Security and Privacy Presentation
- City Council's Vision
- Values and Ethics
- Quality Customer Service
- Stewardship
- Member Learning

HR/Learning and Development is currently working -- or will shortly start work -- with other Human Resources divisions, representatives of each department, and the Organization Development Office to review this program and possibly redesign it so that it will:

- Focus our approach from a new member's perspective
- Devote sufficient time to each topic to make a lasting impression
- Align City-wide and department-specific content
- Allow new members to spend their first day with their supervisor on performance expectations and work issues (if possible)
- Assist new employees with completing required and optional benefits forms

At a minimum the new program will include:

- Core components to promote "good membership" (e.g., values and core strategies)
- City governance, structure, and operations, including how individual members can contribute to our success
- Stewardship role as public servants
- Fundamental City policies and procedures
- Member rights and accountabilities
- How to manage their career and how we will help them
- Performance expectations – what does "good performance" look like?

…while providing the best possible first impression of the City and working for it

Human Resources will work with department representatives to design this **New Member Orientation,** and to design department-specific orientation programs. The Professional Development Specialist will also work with individual departments to align their existing programs (where they exist) or to develop their own department-specific orientation programs to align with the City's New Member Orientation program.

Professional skills training: This is another function that the HR/Learning and Development division has provided for many years. Plans include the expansion of training programs to support this important effort to help members improve their performance and productivity.

HR/Learning and Development has scheduled five new workshops (as described in the January – June 2006 Training Catalog) to support members' efforts to improve their professional skills including:

- Focus on the Customer
- How to be an Effective Mentor
- How to Build Win-Win Agreements
- How to Reduce Work-Related Conflicts
- How to Give a Dynamic Presentation

These workshops are being designed, developed, and delivered by HR/Learning and Development staff, and were selected based on needs analyses in several departments (including Public Utilities, Parks & Recreation, and Human Services) and from requests by several department directors and leadership teams. Additional workshops will be added as needs are determined (with priority given to those associated with Workforce Development plans) and with the introduction of each new Training Catalog every six months. Outside resources will be used as necessary, depending on resource availability.

Also, as department-specific workshops are developed in this area through our customized projects, they will be made available to City members on an open-enrollment basis. Examples of this approach is the "Focus on the Customer" and "Communicating with Respect and Dignity" workshops developed for Public Utilities which are now included in the Training Catalog as open-enrollment workshops; over two hundred members have already participated in these two programs to date.

Examples of skills associated with existing or planned new workshops include:
- Communication skills, including active listening, presentation skills, "getting your point across" (informal presentation skills), writing skills, etc.
- Customer service skills
- Work management skills
- Productivity skills

City policies & procedures education: Again, this is an area in which Human Resources was active in the past. HR/Learning and Development will work with other Human Resources divisions, and other departments, to continue expanding the list of available courses.

Examples of courses in this area:
- Americans with Disabilities Act
- Completed Staff Work
- Retirement Planning
- Information Security and Privacy

HR/Learning and Development will also continue to support these ongoing programs which may expand in the future: PSDT, Toastmasters, and the City's Reading and Math Skills Enhancement Program. We will also work with Communications and Information Technology (ComIT) to develop programs associated with the use of technology to conduct City business and operations to serve our citizens.

Focus Area Goals:
1. Expand professional skills learning opportunities to help all members improve their performance and productivity.

2. Enhance the New Member Orientation program to expand the solid foundation we provide for good membership.

3. Provide opportunities for experienced members to better understand the City's governance, operations, policies, procedures, functions, and processes.

4. Support career development opportunities for City members by expanding their knowledge and skill base.

Target Audiences:

These courses are available to all City members.

Detailed information on these deliverables, and performance measures, are included in ATTACHMENT A.

Focus Area 2: Job Skills Training & Development

Description:

Job skills development is the process of improving the ability of every City member to perform the skills required for their job to a prescribed and observable level. It is a critical component of workforce planning and development. Typically, this responsibility lies with individual supervisors. In some cases, non-supervisory members are assigned to mentor or train new employees. Some departments also use designated trainers for this purpose.

Job skills training – or "how to do your job" training – likely represents the largest current use of all City learning resources. However, it is difficult to determine how much time and money is spent on this function since each department or division may use a different approach (or none at all) to budgeting and monitoring the function.

HR/Learning and Development has hired a Job Skills Development Specialist who will support the design and development of job-specific training programs for positions targeted by department leadership and workforce development plans. Working with subject-matter experts (who may be supervisors, mentors, or trainers) identified by department leadership, they will:

- identify and classify the required skills and/or knowledge

- develop a learning solution which enables the learner to acquire the required knowledge and practice the required skills until they are determined to be competent, as defined by program requirements identified by department leadership

- prepare other experienced employees to help new or less-experienced members to acquire, maintain, or improve their knowledge and/or skills.

The job skills development process assures there is value added in the form of measurable, improved job performance in every collaboration with departments.   Learners are encouraged to excel through learning experiences that provide skills practice and knowledge acquisition using state-of-the-art techniques.   Learning solutions may be presented in classroom, "lab" and job-site locations, and may feature mentoring and/or automated, computer-based, or instructor-led courses.

Where possible, appropriate, and cost-effective, the City will partner with local educational institutions to identify job-specific learning and workforce development opportunities. One of the responsibilities of this specialist is to develop an active network of educational partners.

HR/Learning and Development also offers "train-the-trainer" support. This includes helping those designated by department leadership to learn how to deliver or support the job skills development activities and programs we build. Also available is individual coaching for those who deliver technical training.

An additional service area involves mentoring programs. Mentors are typically senior experienced employees who have demonstrated good performance over a significant period of time in a specific job or job family. HR/Learning and Development can help departments to identify, train, and use mentors to help capture and share institutional knowledge through on-the-job training for new, less-experienced employees, or under-performing members. Whether through formal mentor programs, or simply for those who informally assist other members on-the-job, training and support is available.

Our long-term aspiration is to develop structured basic training program for all positions identified by Workforce Development plans, based on the availability of resources.

Focus Area Goals:

1. Expand job skills training for key positions identified by leadership and workforce development plans, including possible use of local educational resources.

2. Use limited City resources on mission critical job skills training projects with the most likely beneficial outcomes.

3. Assist and support departmental initiatives to retain institutional knowledge before it is lost.

4. Develop and support an active network of all department trainers to: align learning efforts, share experience and materials, provide professional learning expertise, and maximize the City's ability to provide the most effective and efficient use its resources to develop its members.

5. Use technology solutions for job skills development, where possible, to reach diverse trainee populations with maximum effectiveness at a reasonable cost.

6. Identify and implement opportunities to improve the value of the City's Tuition Reimbursement Program.

7. Support efforts to expand career development services available from Human Resources.

Target Audiences:

This service is available to all City departments. As necessary, priority will be given to departments with complete Workforce Development plans. Typically, programs will be for non-leadership positions. (See "Leadership Development" for job skills training associated with improving leadership knowledge, skills, and abilities.)

Major Deliverables:

1. Job Skills Development Programs
2. Technology-based Learning

3. Workforce Planning and Development
4. Mentor Program
5. External Learning Resources (including Tuition Reimbursement Program and expanding our sustainable capabilities through a network of local educational resources)

Detailed information on these deliverables, and target dates, are included in ATTACHMENT B.

Focus Area 3: Leadership Development

Description:

Leadership Development programs provide an avenue for City members to improve essential leadership skills throughout their careers. It includes providing leaders with the knowledge, skills, and abilities associated with effective leadership, understanding City priorities and strategies, accountability, supervisory skills, performance management, City policies and procedures, and organizational values to support leadership's role as stewards of the City's resources for the City of Virginia Beach.

There are five targeted leadership groups: potential supervisors, new supervisors, experienced supervisors, middle managers, and executives.

Potential supervisors and new supervisors will be offered skills development workshops and other learning opportunities which help them transition into leadership roles. Some areas of focus are:

- From peer to supervisor
- Stewardship responsibilities
- Leadership communication
- Building employee trust through consistent supervising and managing
- Using delegation skills
- Developing members to maximize our use of our human resources (which are the City's most valuable assets)
- Handling difficult employees and situations
- Performance management
- Human Resources, Finance, Risk Management, and operational policies and procedures

Experienced supervisors and middle managers will be provided with higher level learning opportunities which build on their existing knowledge, skills, and abilities.

Middle managers and executives will be offered executive level training as determined by an annual needs analysis, conducted by HR/Learning and Development and ODO. This training will include leadership skills and refresher training.

Pending budget funding, the leadership development course curriculum will be generated primarily in three ways:

(1) The first source is through customized leadership development needs assessments conducted with individual departments. Once senior leadership has prioritized the needs, courses will be designed and developed to address the specific skill building needs of the department identified in the assessment. Exercises and examples are incorporated which reflect "real world" leadership challenges specific to that department. Because all of our training products are structured around the City's organizational values, the resulting department-specific courses are

flexible enough to have broader application within the City. The programs can then be offered for open enrollment Citywide.

(2) Leadership development courses will also be generated to address specific management development needs not linked to a specific department. These courses are also original designs by HR/Learning and Development that target broad audiences and are offered as open enrollment courses. These courses are published in the HR/Learning and Development catalog.

(3) The third major source for leadership development programs will be through the use of external resources, including expert consultants, local educational institutions, and learning professionals from other public entities.

Regardless of the source, all learning activities will include two critical components: direct application to job-related responsibilities, and utilization of the successful experiences of participants.

HR/Learning and Development will also host monthly topical "Pizza Lunch" sessions. These sessions are lunch and learn type opportunities for city leaders to meet and share exposure to crucial leadership issues and or challenges. Refreshments are provided by HR/learning and will be facilitated to provide for open and frank discussion. Two such sessions have already seen more than 60 participants, with all participants reporting that they had learned useful information, and that it was a good use of City resources.

Finally, leadership development initiatives will be offered to fill learning gaps as they are identified or requested, based on available resources.

Focus Area Goals:

1. Develop behavioral leadership practices consistent with our organizational values and goals rooted in City leadership's vision of "what good supervision/management looks like"

2. Design and implement programs based on organizational needs that improve and sustain the knowledge, skills, and abilities of the City's leadership

3. Provide learning opportunities to develop the knowledge, skills, and abilities of the City's future leaders

4. Put in place a process that identifies and nurtures high-potential leaders and coaches

5. Develop practices and processes that continuously improve learning across the organization

Target Audiences:

These programs are available to all City leaders, including unofficial supervisors who have been designated as potential leaders, or who currently have leadership responsibilities, or who are being developed to assume leadership roles.

Major Deliverables:

1. Potential Supervisor Development Program
2. New Supervisor Development Program
3. Programs for experienced supervisors
4. Programs for middle managers
5. Programs for senior leadership
6. Programs for all leaders

Detailed information on these deliverables, and target dates, are included in ATTACHMENT C.

Appendix A:

Professional

Development

Deliverables

PROFESSIONAL DEVELOPMENT DELIVERABLES

Deliverable	Description	Performance Measures
1. New Member Orientation		
a. Develop a process to review and (if appropriate) redesign orientation	Map out a project plan and detailed description.	March 2006 (completed)
b. Review with HR Leadership Team		April 2006
c. Identify alternative methods to ensure that benefits forms are completed.	Meet with Benefits, identify alternatives, agree on a recommendation.	March 2006
d. Convene review/design team	Includes representatives from all departments	April 2006
e. Complete review; submit recommendations		June 2006
f. Complete revisions		July 2006
g. Implement revisions		September 2006
h. Evaluate program effectiveness	Conduct and report on evaluations, results, other measures and revise as necessary	June 2007 Participant evaluations

		Evaluation of department representatives on design team
i. Support department-specific requests to develop and implement department-specific orientation programs	Team launched in Libraries March 2006	Respond to request within one month Meet agreed deadlines Evaluation of senior leadership
2. Professional Skills Training		Participant evaluations Participation Number of courses available
a. Training Catalog:		
i. Complete a process review	Map the process to produce the City's Training Catalog	April 2006
ii. Implement improvements		April 2006
iii. Review the Training Catalog design	Include all divisions contributing to it. Consider possible improvements to benefit Members and reduce production resources.	April 2006
iv. Implement changes		June 2006

b. Identify possible new courses		Ongoing
c. Identify a plan for selecting skills courses available through e-learning	Anticipates implementation of new e-learning capabilities by July 2006	Depends on successful implementation of e-learning
d. Identify a plan for managing professional skills e-learning courses	Includes communicating availability, inclusion in Training Catalog, records management, evaluation, etc.	One month after successful implementation of e-learning
e. Develop a plan for a comprehensive City of Virginia Beach Education curriculum for experienced employees	Courses include: governance, structure & operations, policies & procedures, values, current issues, etc.	September 2006
f. Support PSDT	As needed	Customer satisfaction
g. Support Toastmasters	As needed	Customer satisfaction
h. Provide Support for the City's Reading and Math Skills Enhancement Program	As needed	Customer satisfaction

Appendix B:

Job Skills

Development

Deliverables

JOB SKILLS DEVELOPMENT DELIVERABLES

Deliverable	Description	Performance Measures
		*Assumes clients meet their deadlines
1. Department-Specific Job Skills Development Programs:	Select three (3) target populations for job skills development/ pilot tests. Current candidates include Parks & Recreation, Museums & Cultural Arts, Libraries, Planning, Public Utilities, Human Services, and Management Services.	
a. Meet with client department directors to identify critical job skills for performance improvement		Initial client meetings completed by March 2006 Client lists completed by April 2006
b. Identify projects		May 2006
c. Map program to develop job skills development training; identify timeframe, milestones, cost/resources		Complete project assignments and milestones as agreed with department leadership

d. Develop and recommend proposed solutions to client leadership	Information from each needs analysis will enable decisions on learning experiences to be developed. List of learning solutions will be reviewed/approved by client leadership. Pilot programs will be developed internally or outsourced. Decision rests upon personnel/resources available to L&D.	September 2006
e. Implement approved development programs	Develop or outsource.	Schedule as agreed with client (Projects generally require 10-12 person/weeks to complete)
i. Train local trainers	JSD specialist will train client department personnel to deliver learning solutions.	Completion requires 1 person/weeks
ii. Conduct and evaluate pilot test	JSD specialist will evaluate the learning solution and provide feedback to client department trainer.	Completion requires 24 person/hours
iii. Revise as necessary	Where possible, revisions to the learning solution will be made to increase product effectiveness.	Requires 40 -60 person/hours
f. Evaluate program effectiveness	Learning solutions will be evaluated during development and after implementation to ensure effectiveness.	Evaluation #1 requires 16-20 person/hours Evaluation #2 requires 16-20 person/hours

2. Technology-Based Learning:	Discover and implement suitable technology-based learning solutions for client departments. Options include off-the-shelf learning software, media in various formats, and E-learning [online/offline] learning solutions. **This project is rated as top priority for Job Skills Development Training.**	
a. Report on the City's E-learning capability	Meet with representative from ComIT to determine needs, requirements, limitations and available support for E-learning. Develop a list of technical and security requirements needed to launch E-learning. We also hope to develop agreements with ComIT on technical and security operating protocols to conduct E-learning.	March 2006
b. Recommend three vendors who can support City E-learning requirements.	Research vendors and products available. Select top choices, schedule demonstrations, view software. Work with ComIT to ensure necessary compatibility with City systems, compliance with City IT policies, directives, etc., and proper equipment and system support.	May 2006
c. Select E-learning vendor through approved purchasing process, if appropriate	Select E-learning solution(s) using approved City purchasing process as appropriate. Complete formal bid process per City procedures. In concert with vendor and ComIT, stage test-debug operation on test bed server. If possible, test/de-bug selected product before launching to client population.	June 2006
d. Implement E-learning resources	Place E-learning solution(s) online for use by Members. System rollout with appropriate communication and instructions to users	July 2006; depends on support from ComIT and available resources

e. Identify additional technology-based learning resources	Search for other E-learning solutions on a regular basis to better understand product/service options. Network with other learning and development professionals to learn about other technology-based learning resources.	Ongoing
f. Establish a process for evaluating effectiveness of technology-based learning resources	Develop criteria matrix of desirable/needed attributes. Use and revise matrix during all technology inquiries. Revise/update as required. Review with ComIT representative. Finalize and implement	August 2006
3. Workforce Planning and Development:	Support the creation and implementation of departments' Workforce Development Plans by developing appropriate, mission-critical job skills-related training.	Project timeline generally requires 10-12 person/weeks Develop and place one project online by May, 2007
a. Identify a process to support departmental WFD plans	Identify target areas of involvement involving Job Skills Development initiatives. Determine and implement mechanism for collaboration between HR and client department leadership.	Begins immediately after identification of target areas. Plan/schedule support work within 10 days after agreement with client

b. Review all available WFD plans to identify potential City-wide or interdepartmental programs	Do a needs analysis to determine areas of involvement. Establish communication network with Angela Davis to receive relevant leads for WFD clients.	June 2006
c. Support departmental WFD efforts as requested		TBD
d. Establish a network of all City "trainers"	Identify department/division trainers in other departments. Schedule periodic meetings to discuss common issues. Support train-the-trainer needs.	January 2007
e. Develop and deliver, with other HR staff, a Career Development Counseling training program for HR	Identify objectives, mission. Determine critical information to be communicated. Develop the appropriate communications channel for information delivery. Develop program(s) content Determine whether to develop internally or outsource Develop or purchase Implement and evaluate	May 2006
4. **Mentor Program:**	Mentoring Program will provide training to mentors so that they can more efficiently and effectively add value to the work output of those they mentor.	Program to be completed and online by January, 2008.
a. Design and deliver a mentor training and certification program	This assumes that we are not able to outsource this program.	January 2007

b. Develop a tool for departments to use in identifying and evaluating mentors		October 2006
c. Establish and support a network of mentors	Select Initial client group for project development.	April 2007
5. External Learning Resources:		
a. Complete a comprehensive review of the Tuition Reimbursement Program and report recommendations	Using the mission statement, assess the program to see if it currently meets the mission requirements. Review the Tuition Reimbursement program and provide a report of the program strengths, weaknesses, and opportunities. Analyze program results and report.	Tuition Reimbursement Committee will set milestones
b. Develop and implement a process for providing an annual evaluation and report on the Tuition Reimbursement Program	Determine evaluation criteria. Write evaluation process document Share with mentor network.	TBD

c. Conduct a college fair for City members	Determine goals/desired outcomes Determine target population of City members Establish development team Set goals, milestones Implement plan Determine participating Schools, etc. Devise execution plan, location, and needs for fair Determine tasking to execute college fair plan Execute plan Evaluate, review/revise	TBD
d. Establish a contact network with educational institutions	Write mission statement and desired outcomes Determine desired schools with which to establish a contact network Determine contact medium Determine a division contact person	TBD

Appendix C:

Leadership

Development

Deliverables

LEADERSHIP DEVELOPMENT DELIVERABLES

Deliverable	Description	Performance Measures
1. Customized Leadership Development Programs	These are department-specific programs, started in Human Services and Public Utilities in 2005, and which now include development of additional programming in 2006 for those departments and for Park & Recreation, Finance, and Libraries. These programs will continue as long as necessary, but as learning activities are developed for one department, they are offered to others as open-enrollment workshops.	Participant evaluations Department evaluations
a. Public Utilities	• Identify learning needs for target audience.	Completed July 2005
	• Design or acquire; deliver or administer depending on content and internal expertise and capacity. Curriculum priority list determines sequence of delivery	Delivered Leadership Communication Module Dec 2005 Evaluation of senior leadership
	• Courses become available as needed to other citywide departments	Completed Jan. 2006
	• Performance Management Module	March 2006
b. Parks and Recreation	• Parks and Recreation is in the process of synthesizing needs analysis data	March 2006
	• Performance Management module	March 2006

c. Human Services	• Human Services has completed initial stewardship programming resulting from 2005 needs assessment.	Ongoing
	• Performance Management currently being designed	March 2006
	• Develop and implement a program on for leadership on managing diversity associated with clients	July 2006 Evaluation of senior leadership
	• Develop and implement a teambuilding program for HSD leadership	September 2006 Evaluation of senior leadership
	• Identify additional leadership skills learning needs associated with leadership skills	June 2006
	• Implement additional department-specific leadership skills training	August 2006 Evaluation of senior leadership
d. Finance	• Finance is in the process of determining needs	Respond to request within one month Meet agreed deadlines Evaluation of senior leadership
e. Libraries	• Finance is in the process of determining needs	Respond to request within one month

		Meet agreed deadlines Evaluation of senior leadership
f. Other departments (as requested)	• Ongoing discussions	Respond to request within one month Meet agreed deadlines Evaluation of senior leadership
g. Introduce courses developed for specific departments into next training catalog		Incorporated into next training catalog
2. **Experienced Supervisor Development Program**	• Identify and provide ongoing learning activities for experienced supervisors based on current workforce plans, current issues, and common development needs. Please note: this program is currently being addressed through customized projects.	3rd Quarter 2006
a. Expand open enrollment	• Add new courses to Catalog. These include: courses developed as a result of customized department leadership training, and those identified by staff as useful.	5 new leadership learning activities were included in the most recent Training Catalog; ongoing
b. Complete identification of target audience	• The target population is leaders who are first-line supervisors. However, actual titles and roles vary be department. This milestone us to establish a mechanism to communicate with	June 2006

	department leadership to identify potential participants so that we can proceed to the next step.	
c. Supervisor Roundtables	• These are quarterly informal opportunities (perhaps 1 ½ hours long) for middle managers to meet and discuss issues unique to first-line leadership	May 2006
3. New Supervisors	• New Supervisor Development Program – replacing what was once referred to as "Leadership Week". Program will aid new supervisor transition for "member of the gang to leaders". The week long curriculum will consist of a combination of departmental leadership development initiated designs and uniquely new supervisor oriented components.	"From Peer to Supervisor" introduced March 2006; this is the first component of the program 3rd Quarter 2006
4. Potential Supervisors Training Programs	• Potential supervisors will offer professional skill building and introduction to leadership skills. Existing catalog offering and future designs are available for open enrollment based on management recognition.	"From Peer to Supervisor" introduced March 2006; this is the first component of the program Sept. 2006
5. Middle Managers		
a. Complete a needs analysis	• Identify learning needs for target audience	Sept. 2006 Review by senior leadership
b. Schedule learning activities	• Details will depend on the results of the needs analysis.	

c. Deliver learning activities	• Design or acquire; deliver or administer depending on content and internal expertise and capacity.	Include starting in January – July 2007 Learning Catalog and then ongoing
d. Expand open-enrollment workshops available to experienced supervisors	• Add new courses to Catalog. These include: courses developed as a result of customized department leadership training, and those identified by staff as useful.	5 new leadership learning activities were included in the most recent Training Catalog; Ongoing
6. Executives Leadership Development	• Identify and provide learning activities for senior leaders (Directors and Management Leadership Team) based on current workforce plans, current issues, and common development needs. Typically, these activities will include knowledge and leadership skill-building provided by outside experts	Delivery of this program as described in dependent on availability of funding
a. Complete a needs analysis	• Identify learning needs for target audience	January 2007 Review by MLT
b. Schedule learning activities	• Details will depend on the results of the needs analysis	To be determined based on results of needs analysis and available funding
c. Deliver learning activities	• Design or acquire; deliver or administer depending on content and internal expertise and capacity	As scheduled.
7. Additional Services		
a. Leadership "Pizza Lunch" Discussion Sessions	• Informal "lunch and learn" training sessions on specific topics	Implemented February 2006; 50 participants rated the two sessions delivered so far that they had

		learned useful information, and that it was a good use of City resources. 10 per year
b. Teambuilding services	• HR/Learning staff will be available on an as needed basis to assist with Teambuilding design/delivery/consulting issues	Ongoing Requests received from Human Services, ComIT, and Housing
c. Individual coaching services	• HR/Learning staff will be available on an as needed basis to offer one-on-one coaching covering any skill building training provided based on availability	February 2006