



Project Scope Document

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Managing Virginia Program

1. Program Description

The ***Managing Virginia Program (MVP)*** is an initiative by the Commonwealth of Virginia to provide greater access to basic supervisory and leadership training to all state supervisors and managers. This program is designed to invest in employee development by providing state-specific, cost-effective, consistent training that will help leaders successfully manage the performance of their employees, according to state policies. Although the program is designed for management personnel, it offers agencies a valuable, economical workforce planning/succession planning tool to prepare non-supervisory employees for leadership positions in the future.

The Department of Human Resource Management (DHRM) worked in partnership with the Virginia State Training Council to develop and implement the program to meet identified development needs. The expertise, knowledge, and experience of representatives from over fifty state agencies have been combined to develop this strategy for increasing and maintaining leadership skills and competencies in the state workforce.

2. Program Objectives

By participating in the ***Managing Virginia Program***, agencies will be able to:

- Promote the consistent application of Human Resource policies;
- Access supervisory development courses within the first month of someone being hired or promoted into a supervisory position;
- Deliver consistent instruction to supervisors;
- Increase productivity and retention by investing in employee development;
- Increase the pool of employees who are exposed to leadership knowledge and skill;
- Provide cost-effective training for development of the fundamental management skills.

3. Program Background

In previous years, the Department of Human Resource Management's analysis of commissioned reports, studies, and surveys yielded similar results: state leaders, managers, and employees consistently responded that there was a real need and desire to develop management and supervisory skills throughout the Commonwealth.

a. Governor's Survey, 1998 Findings

- 74% of employees surveyed believed job advancement occurred through favoritism, not competency
- 59% identified inconsistent application of policies and procedures at the management level
- 43% believed there were not enough opportunities available for professional growth

b. The Governor's Commission on Efficiency and Effectiveness, 2002 Findings

- Reduce overall training costs to agencies by eliminating duplication of effort.
- Provide more access to standard training curriculum for all employees by diversifying delivery methods (e.g., e-learning, video conferencing, etc.).
- "Employ 21st century management tools to ensure effective and efficient delivery of services."

c. DHRM Employee Retention Focus Group, November 2004 Findings

Participants in this focus group ranged from newly hired to those individuals that have more than 30 years of service with the Commonwealth.

- State policies and procedures are not uniformly applied in agencies.
- Promoted managers don't have leadership skills to effectively manage and supervise personnel.
- There is an inability of managers to effectively communicate with personnel.

d. DHRM Manager and Supervisor Focus Group, March 2005 Findings

The managers and supervisors in these focus groups were randomly selected and were representative of agencies throughout the Richmond area.

- Majority of supervisors and managers believe there is a need for statewide supervisory training.
- Most supervisors and managers are not exposed to any kind of training when they first enter the job.
- There is no consistent logic as to how policies and procedures are interpreted or implemented.

e. Program Development in Response to Findings

Committee members, comprised of Human Resources and Training Development personnel from across the state, used several different selection techniques to identify the courses for the program.

- Existing Management and Leadership programs in state agencies,
- Current courses being taught and offered to management personnel, and
- Solicitation of input from supervisors and managers.

f. Participating Entities

There have been **over 100** persons, representing **over fifty** agencies or groups working toward the success of the **Managing Virginia Program**. This representation spans the spectrum of state government and brings knowledge, experience, and best practices to the development process.

From small to large agencies, universities to community colleges, correctional facilities to hospitals – this initiative is truly a diverse and expansive effort (see Fig. 1 – Participating Entities).

<p>Central State Hospital Commonwealth Preparedness Working Group Compensation Board Department of Agriculture and Consumer Services Department of the Blind & Visually Impaired Department of Business Assistance Department of Correctional Education Department of Corrections Department of Criminal Justice Services Department of Emergency Management Department of Employment Dispute Resolution Department of Environmental Quality Department of General Services Department of Health Department of Health Professions Department of Human Resource Management Department of Juvenile Justice Department of Labor & Industry Department of Medical Assistance Services Department of Mental Health, Mental Retardation & Substance Abuse Services Department of Motor Vehicles Department of Planning and Budget Department of Rehabilitative Services Department of Social Services Department of State Police Department of Taxation Department of the Treasury</p>	<p>Department of Transportation Department of Veteran Services George Mason University Hiram Davis Medical Center J. Sergeant Reynolds Community College James Madison University John Tyler Community College Library of Virginia Norfolk State University Northern Virginia Mental Health Institute Old Dominion University Piedmont Geriatric Hospital Rappahannock Juvenile Center – Stafford Southside Virginia Training Center State Compensation Board State Council of Higher Education University of Mary Washington University of Virginia Virginia Center for Behavioral Rehabilitation Virginia Commonwealth University Virginia Community College System Virginia Employment Commission Virginia Housing Development Authority Virginia Information Technology Agency Virginia Lottery Virginia Museum of Fine Arts Virginia Museum of Natural History Virginia Polytechnic Institute and State University Virginia Retirement System Virginia State University Virginia Workers' Compensation Commission</p>
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Figure 1 – Participating Entities – State Training Council

g. Benefits of the *Managing Virginia Program*

- Reduces overall training cost to agencies,
- Increases accessibility to standard training curriculum,
- Builds a baseline of consistent management skills for all state leaders,
- Increases the opportunity to establish fairness and equity in managing and supervising employees,
- Provides opportunity to learn state policies, procedures, and laws; and apply them more equitably,
- Increases employee morale, productivity, and retention,
- Allows for the resolution of employee concerns at lowest level possible in a timely manner, and
- Puts into place a viable succession-planning tool to develop future managers.

h. Highlights of the *Managing Virginia Program*

- The program is based on issues and concerns raised by employees and management personnel.
- Virginia is one of the first states to provide a comprehensive management training curriculum to all managers and supervisors.
- There is no direct cost to agencies or personnel taking the courses.
- The program is being developed using the best and shared practices from multiple state agencies.

4. Program Phases

There are four (4) Phases associated with the *Managing Virginia Program*.

- Phase I – Web-Based Courses
- Phase II – Skill Assessment Development
- Phase III - Instructor-Led Courses
- Phase IV – Elective Courses

a. *Phase I - Web-Based Courses*

The first phase focused on the development, evaluation, and implementation of the nine courses in a web-based format.

During Phase I, all nine (9) courses, including the 33 modules of the Human Resource Policy & Law course, were released to state agencies using a staggered rollout, as soon as the courses became available.

The course development timeline for the web-based version included the following:

- Development of PowerPoint slides and scripts for web-based version
- Review/Edit of slides & scripts
- Development of quiz questions for each module
- Use of Articulate software to create web-based courses

- Pilot of web-based courses; modification, as needed
- Marketing of web-based courses
- Implementation of web-based courses

Each module takes approximately 30 minutes to complete, and can be taken in any order.

b. Phase II – Skill Assessment Development

The second phase focused on the development of skill assessment questions that will be used to evaluate the participant’s knowledge of the subject matter. These questions are fact-based, but focus on the participant’s ability to apply the basic principles of the courses.

The Skill Assessment development timeline included:

- Development of the skill assessment questions
- Review/edit/modification of the questions
- Testing of the skill assessment questions
- Implementation of the skill assessments

Each module of the **MVP** includes a Module Assessment consisting of 10 questions. These questions are rotated from a bank of 15-20 questions per module, so that Assessments are not the same.

If a supervisor has taken a similar course in the past, he/she can go directly to the Module Assessment of the on-line course and take it. If he/she can pass the Module Assessment with a score of 80% or higher correct, he/she can “opt out” or not have to take the **MVP** course on the particular subject.

Scores are automatically tracked on the participant’s training transcript in the Commonwealth of Virginia Knowledge Center.

c. Phase III - Instructor-Led Courses

The third phase focuses on the development, evaluation, and implementation of the courses in an instructor-led format.

During Phase III, all nine (9) courses, including the 33 modules of the HR Policy & Law Course, will be released to state agencies using a staggered rollout, as soon as materials become available.

The course development timeline for the instructor-led version included the following:

- Development of instructor-led materials, including:
 - Facilitator’s Guide
 - Participant Handbook
 - PowerPoint slides (based on the web-based slides)
 - Handouts, etc.

- Review/Edit of all developed course materials
- Pilot of instructor-led courses; modifications as necessary
- Marketing of Instructor-Led courses
- Implementation/Distribution of instructor-led materials

A web-based ***MVP Facilitator Training*** module is available for people designated to teach the ***MVP*** courses. It explains how best to use the instructor-led course materials.

The Department of Human Resource Management periodically offers a 2.5-day Train-the-Trainer course that is designed to teach participants the basics of how to teach.

Courses range in length, depending on the subject matter.

The ***MVP*** is based on knowledge learned. Participants do not automatically get credit toward the ***MVP*** Certificate of Completion for just attending the ***MVP*** instructor-led course. They must take and pass each Module Assessment in the web-based course on the Knowledge Center with a score of 80% or higher correct. Scores and course completion are automatically tracked on the participant's training transcript in the Commonwealth of Virginia Knowledge Center.

d. Phase IV – Elective Courses

The fourth phase focuses on the selection, development, evaluation, and implementation of elective courses in a web-based & instructor-led format.

Phase IV focuses on identifying and providing ***MVP*** participants with a quality selection of elective courses, seminars, networking opportunities, and workshops that will aide in continuing their management development.

All supervisors and managers, upon completion of ***MVP***, should take a minimum of **6.5** contact hours (equivalent of one day) of management/ supervisory training annually.

The course development timeline for the elective courses includes the following:

- Identify relevant elective course topics
- Develop/Edit or modify course content for web-based & instructor-led versions
- Pilot courses; modify as necessary
- Market course availability
- Implementation/Distribution of course materials

5. Program Assessment

a. Return on Investment

Baseline data for measuring the success of the Program will be gathered using the Commonwealth of Virginia's HR-At-A-Glance. This information will be obtained before the implementation of the Program, to establish the baseline, and, again, 12-18 months after Program completion, to measure the impact of the Program.

Individual and Program results are collected and used to help improve the overall quality of the curriculum and to determine agency compliance.

b. Individual Knowledge and Evaluation

All **MVP** modules (regardless of delivery method) include a knowledge-based test. Participants must receive a minimum score of 80% to pass each module. Each module will include an evaluation that will be considered to improve the course.

c. Improvements in Agencies Human Resource Scorecard

Program success and impact will also be measured by changes in agency Human Resource Scorecards.

- Employee Attraction and Retention
- Fairness and Diversity
- Employee Performance Management
- Training and Development

6. Program Details

The **Managing Virginia Program** is a cost-effective way to invest in the development and increase the leadership skills of existing employees. It offers agencies valuable leadership training at an affordable price, within a reasonable time frame. The intent is to minimize the impact on the day-to-day operations of an agency while still providing ample opportunities to accomplish the program objectives.

a. Courses Included in Managing Virginia Program

The State Training Council's Curriculum Committee identified nine courses that provide the baseline for this learning process:

- 1. Communication Skills**
 - Frankly Speaking
 - The Art of Listening
- 2. Conflict Management**
 - Conflict Management Concepts
 - Conflict Management Process
 - Conflict Management Application
- 3. Customer Service**
 - Customer Service – Basic Skills

- Managing Customer Service
- 4. Enhancing Employee Performance**
 - Introduction to Supervision
 - Managing the Work Process
 - Delegating
 - Coaching
 - Motivating for Improved Performance
 - Employee Engagement
- 5. Ethical Decision Making**
- 6. Human Resource Policy & Law**
 - Alcohol & Other Drugs Policy
 - Americans with Disabilities Act (ADA)
 - Compensation Policy
 - i. Compensation Plan
 - ii. Pay Practices
 - iii. Pay Factors
 - Emergency & Security Awareness
 - Employee Selection Procedures
 - i. Before the Interview
 - ii. During the Interview
 - iii. After the Interview
 - Fair Labor Standards Act (FLSA)
 - i. FLSA Overview
 - ii. Overtime Compensation Requirements
 - iii. FLSA Coverage
 - Family & Medical Leave Act (FMLA)
 - Financial Fundamentals
 - Freedom of Information Act (FOIA)
 - Fundamentals of Equal Employment Opportunity (EEO) Law
 - Grievance Procedure
 - Leave Policies
 - Managing Teleworkers
 - Performance Management
 - i. Performance Management Overview
 - ii. Developing an Employee Work Profile
 - iii. Documentation & Feedback Forms
 - iv. Evaluating Performance
 - v. Probationary Period
 - Preventing Workplace Harassment
 - i. Preventing Sexual Harassment
 - ii. Preventing Workplace Harassment
 - iii. Vicarious Liability
 - Return to Work
 - Risk Management
 - Safety & Security Awareness
 - Standards of Conduct
 - i. Policy Basics
 - ii. Application of the Policy
 - Understanding State Government
 - Workplace Ergonomics

7. **Leadership Styles & Essentials**
 - Influencing Others & Building Trust
 - Leadership Competencies
 - Leadership Styles
8. **Self Management**
 - Emotional Intelligence
 - Stress Management
 - Time Management
9. **Valuing Differences: Cultural & Generational Diversity**

(See Attachment A for Objectives for each course.)

b. Suggested Order of Completion

The State Training Council suggests the following modules be taken first to gain the most benefit from the **MVP** curriculum:

1. **MVP** E-Learning Tutorial (to use the web-based courses)
2. **MVP** Overview
3. **MVP** Enhancing Employee Performance: Introduction to Supervision
4. **MVP** HR Policy & Law:
 - Understanding State Government
 - Performance Management (5 modules)
 - Standards of Conduct (2 modules)
 - Fundamentals of EEO Law
 - Employee Selection Procedures (3 modules)
 - Leave Policies
 - Preventing Workplace Harassment (3 modules)
 - Fair Labor Standards Act (3 modules)
 - Family and Medical Leave Act
 - Americans with Disabilities Act

c. Delivery Methods for *Managing Virginia Program* Courses

There are five course delivery methods from which agencies may select to ensure that participants are able to satisfy program requirements:

1. **On-Line Courses-** All nine courses are available in a web-based format through the Commonwealth of Virginia Knowledge Center (KC).
2. **DHRM Provided Instructor-Led Courses–** In a classroom, with an instructor - Offered through normal agency registration process, conducted at the agency or at the Department of Human Resource Management (DHRM); through normal DHRM Personnel Development Services (PDS) or Department of Employment Dispute Resolution (EDR) registration process.
3. **Video Conferencing** - Instructor-led courses from DHRM or other agencies with video conferencing equipment can be made available to other locations through

video conferencing connections.

4. **In-House Classes** – Agency instructors can facilitate the **MVP** courses within their own agencies with no cost for the course materials. Agency instructors should take the web-based module called “**MVP Facilitator Training**” before they conduct in-house classes to learn how to use the materials most effectively. Facilitators also need to obtain access to the course materials by contacting the **Managing Virginia Program** Manager.
5. **Agency Partnerships** - Smaller agencies, without training staff or facilities, can partner with a larger agency to rollout the **MVP**; agencies close to each other can partner to hold joint classes.

d. Target Audiences

First Line Supervisor – An employee who is responsible for the day-to-day operation that includes planning, scheduling, assigning, and reviewing the work of at least one subordinate employee.

Manager – An employee who is responsible for supervising first line supervisors and support staff personnel that includes planning, organizing, and directing staff, methods, and resources.

e. Succession Planning Tool

The **MVP** can be used with non-supervisory personnel as a viable succession planning tool to develop basic leadership skills in potential future supervisors and managers.

f. Information Updates

Several mediums are used to get program information out to agencies and to provide program status and updates.

- The DHRM website will be the primary communication tool - Updates on course availability will be displayed, along with this Scope Document, and other **MVP** information.
- Communications TV James Monroe building lobby - Display short message indicating **MVP** is coming and when.
- Leadership Communiqué - Provide several articles leading up to implementation that describe the program and provide links to the Commonwealth of Virginia’s Knowledge Center where online course registration occurs.
- Email updates to agency Human Resource Directors, Training Directors, and the State Training Council.

g. Registration

Registration for **MVP** classes will be the same as other online or instructor-led classes:

Online Classes

1. Register on the Commonwealth of Virginia Knowledge Center (KC):
<https://covkc.virginia.gov>
For agencies with a KC portal – employees will register for classes using the agency KC. (<https://covkc.virginia.gov/AGENCY ACRONYM>)
For agencies without a KC portal, they will register through the statewide KC. (<https://covkc.virginia.gov>)
2. Go to the *Learning Center*
3. Go to *Course Information and Enrollment*
4. Search for **MVP** classes (Use *Keyword: MVP*)

Instructor-led Classes

- For classes held at the Department of Employment Dispute Resolution (EDR) or the Department of Human Resource Management (DHRM), employees will register through the normal process – accessing the class directly from the Knowledge Center, or through the DHRM or EDR websites.
- For classes held at an agency, employees will use that agency's registration process.

h. Reporting Results

- The *Employee Work Profile (EWP)* allows the agency to identify and track the individual courses that each participant takes and the timeframe for completion.
- Individual completion of the **MVP** courses will appear on the employee's training transcript on the Knowledge Center.
- Agencies will use the current *Agency Metrics* form to show program completion results.
- While the *Governor's Scorecard, Human Resource Management* section is not used to directly capture or report program results; agencies may use this section to help determine if there is progress in areas such as Employee Attractions & Retention, Fairness & Diversity, and Training and Development.

i. Participant Recognition

It is important to recognize and celebrate employee achievements at any level. As supervisors and managers complete the **Managing Virginia Program**, recognition of this milestone occurs at various levels.

All participants completing the program will receive:

- A Certificate of Completion from DHRM.
- Agencies may also want to create their own recognition program.

j. Continuing Education

All supervisors and managers, upon completion of the **MVP**, should take a minimum of **6.5** contact hours (equivalent of one day) of management/ supervisory training annually. This helps to ensure that the skills and knowledge gained from completing the **MVP** program are reinforced and kept current.

DHRM makes available to all agencies a list of course electives, topics, and seminars of interest, to assist personnel in satisfying continuing education credits.

- Each employee is responsible for his or her continuing education credit each year.
- Agencies track and report continuing education training on the *Employee Work Profile* and *Agency Metrics Report*.

7. Program Requirements

The **Managing Virginia Program** is based on knowledge learned, not just attending a class or going through course material. All state supervisors and managers must successfully pass the Module Assessments for each module of the **MVP** courses in order to fully meet the **MVP** requirements and get credit for successfully completing the Program. (For example, if a supervisor has taken a Customer Service course in the past, he/she still must take the two Module Assessments included in the **MVP** Customer Service Skills course to demonstrate his/her knowledge of the subject matter.)

- If the participant receives a score of 80% or higher, he/she will not have to complete the **MVP** course.
- If the participant receives a score of 79% or lower, he/she will have to complete the **MVP** course.

Recently Hired or Promoted Supervisors & Managers – After full implementation of the Program, those who have been hired or promoted into a supervisory or management position within the last 2 years, are encouraged to complete the Program in 18 months.

Existing or Seasoned Supervisors & Managers – Those who have been supervising for more than 2 years are encouraged to complete the Program within 3 years from the Program's implementation.

After full MVP implementation, any hired or promoted supervisor or manager is encouraged to complete the Program within 18 months.

ATTACHMENT A - Core Course Objectives

There are nine core courses in the *MVP* curriculum. These core courses serve to establish and enhance a baseline of skills and knowledge that is consistent throughout the Commonwealth.

Listed below are the Objectives for each course.

Communication Skills

By the end of the course, participants should be able to:

Module I - Frankly Speaking:

- List 3 Elements of Believability
- Identify Do's & Don'ts of Speaking
- Determine Differences in Verbal & Non-Verbal Communication
- Identify Critical Non-Verbal Communication Techniques

Module II - The Art of Listening:

- List the 4 Key Elements of Good Listening
 - Identify "Filters" that Hinder Communication
 - Identify Blocks to Listening
 - List Aspects of Total Listening
 - Identify the 4 Skills of Active Listening
-

Conflict Management

By the end of the course, participants should be able to:

Module I – Conflict Management Concepts

- Define Conflict
- Explain What Causes Conflict
- Identify Appropriate Responses to Conflict
- State the Benefits of Conflict Management
- Determine Ways to Prevent Unproductive Conflict

Module II – Conflict Management Process

- Identify 2 Aspects of Dealing with Conflict
- Explain the 6 Steps of the Conflict Management Process
- Define "Interests" When Negotiating A Solution For A Conflict

Module III – Conflict Management Application

- Choose Good Active Listening Responses
 - Apply Effective Conflict Management Concepts To Work Situations
-

Customer Service

By the end of the course, participants should be able to:

Module I - Customer Service: Basic Skills:

- Define Customer Service
- Identify Your Customers
- Explain 15 Key Aspects of Customer Service
- Respond To Customers With Empathy
- Diffuse Angry Customers

Module II - Managing Customer Service:

- State the 4 Basic Stages in Managing Customer Service
 - Identify Areas On Which To Train Employees
 - State Methods Of Obtaining Customer Feedback
 - Explain Why Customer Feedback Is Important
 - Identify Ways To Create An Excellent Customer Service Environment
-

Enhancing Employee Performance

By the end of the course, participants should be able to:

Module I - Introduction to Supervision:

- Recognize Differences In Worker & Supervisory Roles
- Identify Potential Liabilities Of Supervision
- Identify Characteristics Of Successful Performance Management

Module II - Managing the Work Process:

- Ask Appropriate Questions To Analyze Current Work Processes
- Identify The 5 Steps Of The Problem Solving Model
- Assign Work Priorities To Tasks

Module III - Delegating:

- Define Delegation
- State the Goals of Delegation
- Identify Benefits of Delegation
- Explain your Role in Delegation
- Identify 3 Basic Principles of Successful Delegation
- Explain 5 Levels of Delegation

Module IV - Coaching:

- Identify Qualities of Effective Coaches
- Define 8 Styles of Coaching
- Select Questions for Coaching
- Identify Ways to Create a Coaching Climate
- State Effective Feedback Tips
- Prepare for a Formal Coaching Session

Module V - Motivating for Improved Performance:

- Identify Maslow's Hierarchy of Needs
- Identify Common Motivators
- Define Preventive Management
- List Reasons Employees Don't Do What They Are Supposed to Do
- Identify Strategies to Eliminate Reasons for Non-Performance

Module VI – Employee Engagement

- Define Employee Engagement
 - Explain Why Engagement Matters
 - Identify The Level Of Engagement
 - Determine Your Level Of Engagement
 - Determine Ways To Engage Employees
-

Ethical Decision Making

By the end of the course, participants should be able to:

- Define Ethics
 - Use Standards of Conduct to Distinguish between Ethical & Unethical Behavior
 - Explain 7-Step Decision-Making Model
-

Human Resource Policy & Law

By the end of the course, participants should be able to:

- Explain Appropriate State And Federal Workplace-Related Policies, Procedures, And Laws
 - Recognize Responsibilities And Liabilities Of Supervisors And Managers
 - Apply Appropriate Policies To Specific Work Situations
 - Apply Policies And Procedures In A Consistent And Fair Manner
-

Leadership Styles & Essentials

By the end of the course, participants should be able to:

Module I - Influencing Others and Building Trust

- Define Leadership
- State The Difference Between Leadership And Management
- Identify Essential Characteristics Of Effective Leaders
- Explain 3 Components Of Influencing
- Describe How To Build Trust

Module II - Leadership Competencies

- Identify The Commonwealth Of Virginia Leadership Competencies

- Perform A Self-Assessment Of Your Leadership Competencies
- Identify Your Strengths And Weaknesses In Your Leadership Competencies
- Determine Ways To Enhance Your Competencies

Module III - Leadership Styles

- Assess Your Personal Leadership Style
 - Identify Three General Leadership Styles
 - Determine Which Leadership Style To Use
-

Self Management

By the end of the course, participants should be able to:

Module I - Time Management:

- Begin a Time Management Audit
- Identify Time Management Techniques
- Make Meetings More Productive
- Avoid Procrastination

Module II - Stress Management:

- Define Stress
- Identify Causes of Stress
- Identify Physical Effects of Stress
- Determine Your Stressors
- Identify Stress Management Techniques

Module III - Emotional Intelligence:

- Define Emotional Intelligence & Emotional Competencies
 - Recognize Benefits Of Emotional Intelligence
 - Apply Emotional Intelligence To Individuals, Groups, & Organizations
 - Utilize Tools & Resources To Help Increase Emotional Intelligence
-

Valuing Differences: Cultural & Generational Diversity

By the end of the course, participants should be able to:

- Define Diversity
 - Describe Benefits Of Understanding Differences In People From Other Cultures & Generations
 - Identify The Four Generations In The Work Place
 - Identify The Values Of Different Generations
 - Describe Communication Barriers That Hinder Diversity In The Workplace
 - Improve Communication With People Of Different Cultures & Generations
-

ATTACHMENT B - Roles & Responsibilities

In order to leverage the expertise of Council members and expeditiously meet program objectives; subcommittees were formed to perform specific tasks. Chairpersons of the subcommittees report back to the Council on task progress.

To help ensure the success of this program, specific roles and responsibilities for committees, agencies and personnel assisting with the implementation are identified.

a. Department of Human Resource Management (DHRM)

Lead agency responsible for project oversight, direction, and implementation.

- Organize and lead Council meetings
- Provide project updates to Council and agencies
- Collect agency metrics and provide to the Governor
- Update program courses and related material, as needed
- Maintain program website

b. Subcommittee Chairpersons

Preside over committees identified by the Council.

- Call committee meetings
- Track task status and completion
- Communicate task progress to Council

c. State Agencies

All state entities within the Executive Branch that have personnel in supervisory and management positions.

- Provide one agency resource person to work with DHRM and the Council on rollout and implementation of *MVP*.
- Identify an implementation strategy and communicate to DHRM (through Agency Resource Person).
- Send Agency Metrics Report quarterly to DHRM.

d. Pilot Agencies

These agencies agree to work with DHRM and the State Training Council to offer program curriculum to their agency personnel in advance of the program implementation in order to test the quality and flow of the course material, questions, activities, and logistics, etc. before the material is made available.

- Administer courses/program curriculum to agency personnel in the time frame allotted.
- Use the DHRM Pilot Assessment form to record and report results of the pilot.
- Provide oral and written feedback to DHRM on the outcome of the pilot sessions.
- Advise DHRM of any potential problems or setbacks in administering program curriculum.

e. Agency Resource Personnel

Personnel identified by the agency to work with DHRM and the State Training Council. These persons may or may not be from the agency's Human Resource or Training units.

- Communicate agency's rollout/implementation strategy to DHRM.
- Advise DHRM of agency status.
- Serve as the liaison between the agency and the **MVP**.

f. Course Developer

Council members or training personnel identified to develop **MVP** core courses.

- Develop course content for both instructor-led and/or on-line deployment using the *Course Development Checklist*. DHRM assumes the task of putting the course into the on-line content format.
 - Instructor's Guide
 - Participant's Guide
 - PowerPoint Presentation
 - Module Assessment
 - Provide DHRM with necessary copies of all course documentation.

g. Course Reviewer

Council members identified to review **MVP** core courses after development and/or updates and prior to release of courses to agencies.

- Review **MVP** courses, both hardcopy and online, to ensure course meets criteria outlined in the *Reviewers' Checklist*.
- Provide written (or edited) feedback of course review to DHRM.
- DHRM may give the reviewed course back to the developer to be modified or may choose to make the necessary, if any, changes to the course.

h. Agency Specific Training

Following is a list of courses that contain agency specific content. The State Training Council recommends they be considered as part of the Agency Orientation Program.

Agency Specific Training:

- Agency Mission and Vision
- Procurement
- Supplies
- Travel Reimbursement
- Training Requests
- Educational Reimbursements
- Telephone Bill Approval
- Corporate Credit Card
- Asset Management
- Agency Systems
- Internet Policy
- Agency Systems
- Computer Usage
- Leave Accounting
- Information Security
- Workplace Safety
- Freedom Of Information Act

i. Commonwealth Competencies

The **MVP** core curriculum is structured around the following identified behaviors:

- Technical and Functional Expertise
- Understand the Business
- Achieve Results
- Serve the Customer
- Teamwork
- Interpersonal and Communications Skills
- Leadership and Personal Effectiveness

ATTACHMENT C - MVP Checklists

WEB-BASED TRAINING

COURSE DEVELOPERS for WEB-BASED TRAINING

Action	(√)
1. Use MVP web-based Template	
2. Make Objectives measurable – “By the end of the session, participants will be able to DO something”; Use good ACTION words/Verbs – Objectives should match those in Scope Document.	
3. Create 25 Slides or less per Module; Focus on main points	
4. Verify content of lesson for accuracy	
5. Make the script brief & understandable; Don't use acronyms	
6. Make logical transitions between topics or ideas	
7. Incorporate graphics, charts, graphs for interest	
8. Use relevant, work-related examples & questions	
9. Develop 15-20 final Assessment questions per Module that focus on the main points, so questions can differ with each student	

COURSE REVIEWERS for WEB-BASED TRAINING

Action	Yes	No
1. Was the MVP Template used?		
2. Were the instructions easy to understand?		
3. Were the Attachments, Participant Guide, & links easily accessible?		
4. Did the Objectives match the Scope Document?		
5. Are the Objectives measurable (using action words/verbs)?		
6. Does course content meet objectives?		
7. Is the content understandable?		
8. Did the material keep your interest?		
9. Is there a logical flow in the content?		
10. Are there logical transitions between topics & ideas?		
11. Are grammar, spelling, and sentence structure accurate?		
12. Do the Assessment questions reflect the main points of the lesson?		
13. Did the timeframe stated correctly reflect how long it took you to complete the module?		

INSTRUCTOR-LED TRAINING

COURSE DEVELOPERS for INSTRUCTOR-LED TRAINING

Action	(√)
1. Use MVP course templates	
2. Make Objectives measurable – “By the end of the session, participants will be able to DO something”; Use good ACTION words/Verbs – Objectives should match those in Scope Document.	
3. Check for existing courses (DHRM, Training Council, agency)	
4. Make sure content is NOT under copyright (Can’t use Ken Blanchard, Steven Covey, etc because all instructors would need to be certified to teach the specific material)	
5. Incorporate adult learning methods throughout course	
6. Use relevant handouts, exercises, examples	
7. Site work-related examples - generic enough to be applicable to any, or most state agencies	
8. Create open-ended questions that create participation and make students think & process the material.	
9. Use current references to support data, not outdated statistics	
10. Create a Participant Book that has critical information, spaces to take notes, plus some graphics for interest.	
11. Make sure the content in the Instructor’s Guide, Participant’s Book and PowerPoint Presentation match.	

Figure 2 - Developer’s Checklist

COURSE REVIEWERS for INSTRUCTOR-LED TRAINING

Action	Yes	No
1. Was the MVP Template used for Facilitator’s Guide & Participant Book?		
2. Did the Objectives match the Scope Document?		
3. Are the Objectives measurable (using action words/verbs)?		
4. Does course content meet objectives?		
5. Is the content understandable?		
6. Did the material keep your interest?		
7. Were open-ended questions used appropriately?		
8. Is there a logical flow in the content?		
9. Are there logical transitions between topics & ideas?		
10. Are grammar, spelling, and sentence structure accurate?		
11. Do the Assessment questions reflect the main points of the lesson?		
12. Did the timeframe stated correctly reflect how long it took you to complete the module?		

Figure 3 - Reviewer’s Checklist