State of Missouri

Leadership Development Guide

Office of Administration, Division of Personnel
2-7-2020

Table of Contents

Introduction

The State of Missouri Leadership Development Guide is an ever-evolving resource that is intended to provide guidance for agencies for training efforts, especially as it applies to team members in supervisory roles and/or those identified for future leadership opportunities. Agencies are not bound to follow the recommendations within this guide, though it is the goal of the Office of Administration, Division of Personnel for all state employees to have a consistent leadership development experience, regardless of where they work. As a result, this guide has been built, and is maintained, by an inter-agency advisory team to recommend best practices in state government and beyond. All policies and tools within this guide are examples. Agencies are encouraged to utilize this guide as a baseline upon which to build more custom, robust training programs across the state.

Definitions

For the purposes of this guide, the scope of the word "supervisor" encompasses all those who are responsible for the work of others, regardless of level within the organization. "Leadership" is a term that expands even beyond this definition. Leadership applies to everyone, regardless of tenure or position within the organization. We are all leaders in our own way, whether it is leading people, leading programs, or even leading work within our own areas.

New Supervisor Essentials

Becoming a supervisor for the first time is exciting! Making the leap from being a front-line employee to leading the work of others can be a challenging experience. This section outlines some recommendations for agencies regarding the development of individuals who are taking on these kinds of roles for the first time.

Recommended Courses

The State of Missouri requires that new supervisors be trained in eight key areas. Below is a list of recommended courses that would meet this requirement, though Departments are encouraged to build upon this model. MOLearning is the State of Missouri's version of LinkedIn Learning.

A learning path outlining these courses is available at this web address:
https://www.linkedin.com/learning/paths/state-of-missouri-new-supervisor-orientation-draft

Topic	**Recommended Course(s)**	**Course Provider**
Introductory	"New Manager Foundations" (1h 0m)	MOLearning
Professional Development and Performance Management (ENGAGE 2.0)	"ENGAGE 2.0 – For Supervisors" (30m) "Performance Management: Setting Goals and Managing Performance" (19m 43s) "Performance Management: Conducting Performance Reviews" (28m 22s) "Ken Blanchard on Servant Leadership" (27m)	MOLearning
Employment Law and Legal Issues	"Hiring, Managing, and Separating from Employees" (1h 40m)	MOLearning
Diversity	"Managing Diversity" (36m 34s)	MOLearning

Cyber and Workplace Security	"Cybersecurity for Executives" (1h 46m)	MOLearning
Mentoring and Coaching	"Coaching and Developing Employees (54m 4s) "Ways to Build a Winning Team: Trust, Freedom and Play" (25m)	MOLearning
Interviewing	"Hiring and Developing Your Future Workforce" (1h 29m) "Onboarding New Hires" (1h 0m)	MOLearning
Project Management and Continuous Improvement	"Project Management Simplified" (1h 19m)	MOLearning
Communication	"Leading Productive Meetings" (1h 4m) "Building Trust" (58m 15s) "Succeeding in a New Role by Managing Up" (20m 11s)	MOLearning

Department Policy Examples

Departments must issue written policies to ensure that new supervisors are trained on these essentials. Below are examples that could be used to achieve this objective:

Example A

The Department of _____ values professional development. We understand how important it is to get better at our jobs every day!

To ensure that all of our team members have a great experience working here, we require all new supervisors to complete training in the areas of Professional Development and Performance Management, Employment Laws and Legal Issues, Diversity, and Cyber & Workplace Security within the first two months of employment. Likewise, training in Mentoring and Coaching, Interviewing, Project Management & Continuous Improvement, and Communication must be completed within the first six months of employment. It is the responsibility of the new supervisor to complete the following learning path to achieve this objective: https://www.linkedin.com/learning/paths/state-of-missouri-new-supervisor-orientation-draft

EXAMPLE B

We care about professional development! Don't worry, if you are a new supervisor, it's important that you are brought up to speed on new skills as soon as possible. All new supervisors at the Department of _____ must complete the following courses within the first few months of employment:

Course Name	Location	Due Date
"Managing Diversity" (36m 34s)	LinkedIn Learning [direct link]	Within two months of hire
"Leading a Team"	Department Training Center	Within six months of hire

Example C

Ensuring that new supervisors are adequately trained to take on their new roles is very important to our organization. All new supervisors must complete new supervisor training over the first six months of employment, which is administered by our Training Department.

Supervisor Essential Maintenance

It's important that baseline supervisory knowledge is maintained, otherwise skills can get a little rusty, perhaps when they are needed most. Below are recommendations to help ensure that supervisors stay current in key areas related to leadership positions.

Training Content

Most supervisors are very busy, and most adults like to be in charge of the learning content they consume! To maintain knowledge in key areas, perhaps try offering short, 3-10 minute, e-learning videos each month, or create a policy where supervisors are allowed to select their own courses in these areas. Below are a few examples of existing content that could meet this objective, as well as where this content is located.

Topic	Content Examples	Provider
Professional Development and Performance Management	"Cultivate your professional network" (2m) "Effective performance management" (3m) "Continuous performance management" (3m) "Juggling Multiple Priorities" (8h 0m) "Problem Solving for Team Leaders" (8h 0m) "Basic Supervision" (8h 0m)	MOLearning CMPD
Employment Law and Legal Issues	"Preparing your documentation" (5m) "Supervisory Liability" (8h 0m)	MOLearning CMPD
Diversity	"Diversity is beneficial" (2m) "Diversity and inclusion" (3m) "Eliminate the barriers of diversity" (3m) "Unconscious Bias: Breaking Down Barriers" (4h 0m)	MOLearning CMPD
Cyber and Workplace Security	"Cybersecurity" (3m) "Cybersecurity techniques" (8m) "Reasonable cybersecurity" (4m) "Workplace violence: Response to Armed Intruders" (2h 0m)	MOLearning CMPD
Mentoring and Coaching	"Powerful coaching questions" (2m) "GROW coaching model" (4m) "Coaching the un-coachable" (3m) "Establishing a Coaching Relationship for Great Performance" (8h 0m)	MOLearning CMPD
Interviewing	"Interviewing candidates" (7m) "Interviewing techniques" (3m) "Structuring the interview" (4m) "Interviewing and Selecting the Best Candidate" (8h 0m)	MOLearning CMPD
Project Management and Continuous Improvement	"Agile project management" (4m) "Project management basics" (3m) "The need for continuous improvement" (3m) "Intro to Project Management" (8h 0m)	MOLearning CMPD
Communication	"Communicating with confidence" (5m) "Ethical communication" (4m) "Communication and cultural differences" (3m) "People Skills for Public People: Strengthening Interpersonal Communication" (8h 0m)	MOLearning CMPD

Department Policy Examples

To create a culture of continuous improvement, here are a few examples that could be incorporated into Department training policy:

EXAMPLE A

All supervisors must complete training to maintain knowledge in the above areas on an annual basis as required by the Department of ______.

EXAMPLE B

It's important that all supervisors stay current and strive to improve skills with respect to these topics. Every year, all supervisors must complete at least [one hour] of refresher training on the above topics on an annual basis.

Learner-Driven Content

It is the goal of the State of Missouri for all team members to focus on continuous improvement by dedicating at least an average of one hour each week toward professional development! This culture starts with supervisors. What "qualifies" could vary by agency. Overall the focus should be on getting better, not just logging time to meet a requirement. The most challenging part is establishing a new habit. Here are a few examples that can serve as inspiration for departments who wish to create a policy on this topic.

Example A

We care about continuous improvement, and it starts with our leaders! All individuals in supervisory roles must dedicate at least an average of [52 hours] each year towards knowledge and skill improvement. Acceptable ways to accomplish this objective include:

1. Taking a class, either live or virtual
2. Attending a work-related conference
3. Reading a book or article to improve technical or leadership knowledge
4. Engaging with or shadowing a subject-matter expert or mentor either formally or informally
5. Participating in a stretch-assignment on-the-job

Activities that are not automatically logged must be entered in the Department's [Learning Management System, Learning Portal, etc.] at the end of every [week/month/year].

Example B

We want to be as proud of the people that we grow as the Department! Investing in our own helps us better work with each other and serve the citizens of Missouri. Mastery of knowledge and skills takes dedication and support. Our standard at the [Department Name] is for all of our team members to spend at least [one hour] each week bettering themselves. It could be a book, meeting with someone to learn something new, or even taking a class. We encourage exploring topics that apply to a current job, as well as a potential one!

Leadership Development

Leadership development programs are critical to the success of any organization. If not properly aligned, future leaders could be overlooked. It's also important that the right skills are built that are in line with what the organization needs.

Designing a Leadership Development Program

A common concept in the world of instructional design is the A.D.D.I.E. model. This acronym stands for "Assess, Design, Develop, Implement, and Evaluate." Leadership development programs can be expensive, especially in terms of the time spent by attendees. When followed well, this model helps ensure that any leadership development program produces desired results. Please see the Appendix for examples of existing leadership-development programs.

Assess

The first step in developing a program that meets department goals is to clarify objectives with key stakeholders. A simple way to do this is to schedule a meeting and conduct what's called a "Needs Analysis." Information could be collected in a variety of ways, from live face-to-face meetings, to webinar events, or even electronic surveying. Below are some example questions to consider, though Departments are encouraged to build upon these items.

First, clarify the scope and audience.

1. What is the overall vision/scope of the development project? Is it across the entire agency? Is it for a specific division, level or role of team members?
2. Who should be considered the target audience(s)?

Next, clarify the business objectives of the training.

3. What are the top 3-5 key performance indicators that will need to be measured or observed? (For role-specific training path development, please see Appendix A.)
4. With regard to these KPI's, what is the current performance level?
5. What is the desired performance level?
6. How should success be measured? What metrics are preferred?
7. If we were to wave a magic wand and skill-up today, what would be the first thing tomorrow morning that would indicate that a change had occurred?

Then, consider what the training objectives should include.

8. What are the most critical short-term needs?
9. Of these short-term needs, what are the top 3 learning objectives that should be addressed?
10. How will training success be measured?

Finally, gain agreement on resources, logistics and maintenance.

11. Overall budget for the project?
12. What existing resources are available to use within the Department or the State?
13. What is the desired timing and sequencing of the training?

14. What should be the target time spent per learner (opportunity cost)?
15. Target date for initial delivery/implementation?
16. How flexible are stakeholders with regard to creativity in design to achieve objectives?
17. To what degree will the design need to accommodate individuals with special needs?
18. What should be the “design finish line”? Is it when training has been completed, or when knowledge has transferred to on-the-job performance improvement?
19. How often will the program and/or content need to be updated

Design

The next phase includes actually designing the structure of the program. It’s important with any design to build based on the parameters discussed in the Needs Analysis. It’s also important to be creative! Here are some things to consider when designing a training program:

1. What would be the most efficient and effective way to meet the learning objectives?
2. How can we best engage the learner with the content? How can we create a superior learner experience?
3. Is the design the right fit for the target audience?
4. Can the design be achieved within the budget and desired timeline?
5. Are we thinking outside the box?

Professional development continues to be a rapidly-changing field. To stay “current and modern,” here are a few guidelines to consider:

1. What will be technology norms in the future? For example, to minimize future maintenance, does it make sense to design content that fits on a mobile phone or a desktop computer?
2. Is it possible to design training in a way that allows all learners to start at the knowledge level they are currently at, and consume the content at the pace where they are the most confident?
3. How can networks be created that provide social learning support?
4. Live, face-to-face time is the most expensive way to administer content, yet it can often be the most effective. How can live face-to-face time be maximized to its fullest potential?
5. Is all training properly aligned with department business objectives? Why or why not?

Design materials can range anywhere from an outline to storyboards with speaker notes. Preview materials should also be accompanied by a proposed project plan and work estimate. It is important that all preliminary designs are approved by stakeholders before proceeding to detailed content development.

Develop

Depending on the type of platform, development is an iteration process between designers, builders, and stake holders. The project plan should account-for and include time to review and refine materials throughout the development process. Here are a few things to consider when developing a training project:

1. Are course materials easy to understand? Are the objectives in the design made clear in the training?
2. Are all materials accessible based on the intended audience, including assignments? Have any known disabilities been accommodated, is the overall end product follow general ADA guidelines? Below are just a few general concepts to consider.
    a. Visual

        i. Are all written materials compatible with a screen-reader? Are hyperlinks vague or descriptive? Are proper headings used?
        ii. Have images been captioned with alt-text, captions or long descriptions?
        iii. Is there any content that would be confusing for those who are color blind? Such as red and green?
        iv. Is all text at least 18 point, or 14 point and has a bold contrast ratio of at least 3:1?
    b. Auditory
        i. Do all videos have closed captioning and/or transcripts? Sign-language video?
        ii. If live, is a sign-language interpreter available?
        iii. Are handouts with corresponding instructions available?
        iv. On video, do audio controls exist to stop, pause, mute, or adjust volume?
        v. Has background noise been eliminated on recorded audio?
    c. Cognitive
        i. Has adequate time been allowed to complete all aspects of the learning?
        ii. On video, have all areas where there are more than three flashes been removed? Can non-essential animation and movement be disabled?
    d. Motor
        i. If live, are the training location and facilities accessible?
        ii. Parking?
        iii. Can activities be completed by all participants?
        iv. Is a webinar option available?
        v. On e-learning, are keyboard commands an option instead of a mouse?
    e. English as a Second Language?
        i. Are materials available in multiple languages, or are easily translatable with appropriate software?
        ii. Have highly-technical materials been translated by someone who is appropriately certified?
3. If content is to be delivered by others, are the instructions clear? Who, or what platform, is going to deliver the training?
4. Is all content free of grammatical and punctuation errors, as well as visually aligned to avoid distractions?
5. Is development staying on time, and within budget?

Implement

Training can be implemented in a variety of ways. Depending on the size of the audience, here are some questions to consider when implementing various types of training programs:

Instructor-Led Training (Live, Face-to-Face)

1. Will the room capacity support the event? Will there be enough space for participants considering the desired setup? Are there reasonable accommodations for individuals with disabilities? Are there adequate restroom facilities?
2. Is adequate technology available, or does it need to be set up? Is there enough time in the room reservation for testing? Do certain individuals need to be invited to assist with technology set up?

3. If the training event occurs during mealtime hours, how will this be handled? Will food be provided, or will time be made available to go off-site? If off-site, are restaurants nearby?
4. Who will be in charge of distributing course materials? What will be done with any extras? Is a more LEAN process of only printing materials as-needed possible to reduce costs/waste?
5. Who will be responsible for greeting learners and helping them feel welcome?
6. How will results be reported? And to whom?

Virtual Instructor-Led Training (Webinar)

1. How will invitations and information be communicated? Is email preferred, or would a WebEx Outlook Calendar Invitation work better?
2. Do all participants have computer access? How will those without be accommodated?
3. How will internet disruptions be handled?
4. Will sessions be recorded? If so, how will these recordings be distributed?
5. Do any materials need to be sent in advance? If so, what will be the method for doing this, and who will be responsible for this task?
6. Will participants need audio/video capabilities? If so, do all participants have this available?
7. How will results be reported? And to whom?

Self-Paced E-Learning

1. How will the course be distributed to participants? Will reminders need to be sent?
2. How will completion of the training be tracked?
3. What will be the deadline? Is the period of time the same for all participants, or is it based on a certain date, such as hire date?
4. How will the administrator and stakeholders know that the course has been completed?
5. How will results be reported? And to whom?

Evaluate

Evaluation of training programs is determined by the Needs Analysis phase and is ultimately measured after training has been implemented. The Measurement and Reporting section outlines some detailed descriptions on what can and should be measured with regard to training programs and initiatives.

Measurement and Reporting

There are many different ways to measure training programs. These metrics often fall into one of three big categories: efficiency, effectiveness, and outcomes. For the purposes of this section, we will outline some of the most common metrics, as well as guidance for departments on how to calculate, as well as outline the metrics that will be reported to the Office of Administration, Division of Personnel for the current fiscal year. Details can be found in both Appendices D and E of this document.

Current Fiscal Year Recommended Metrics

During FY2020, it is the recommendation of this group that departments collect and report on the following metrics, which can be provided manually or through a common electronic system.

Learning Hours Used Per Team Member (All Employees)

Learning Hours Used Per Supervisor

This guidance was provided in 2020. If metrics are only available for the point in time the rule goes into effect and the end of the fiscal year, this is an acceptable date range to use.

The inter-agency advisory group will be tasked with updating this guide annually with recommended metrics to collect for each fiscal year.

Governance and Updates

It's important that in addition to professional development programs remaining current, that guidance for departments does as well. This guide is maintained by the Office of Administration, Division of Personnel based on guidance from an inter-departmental advisory group.

For information regarding the department's representatives that serve on this advisory group, please contact your department's human resources center.

Appendix A: Leadership Development programs

There are many resources to help both new and experienced supervisors improve their knowledge and skills.

Leadership Library

The Leadership Library is a forum where State of Missouri team members, from all agencies and from all levels, share books, articles, videos and other sources that inspire them to think and do differently. The Library aims to share great ideas to help team members better lead themselves, their teams, and the State of Missouri to better serve citizens and make the state stronger. https://oa.mo.gov/leadership-library

MOLearning (LinkedIn Learning)

MOLearning is a self-paced, e-learning platform that houses over 7,000 courses in the key areas of technology, creativity and soft skills, including leadership development. Content is provided through LinkedIn Learning and ranges from covering basic supervisor skills to more strategic, executive-level information. All state employees within the executive branch have access to this valuable program. https://training.oa.mo.gov/molearning/

The Missouri Way

The Missouri Way is a program designed to equip leaders with tools and techniques to become the best leaders possible and drive change for the citizens of Missouri. It is an essential part of the State of Missouri's plan to improve its performance and work environment. It is an intensive 3-day training program. It is designed to introduce senior leaders, managers, supervisors, and other emerging leaders to tools and approaches to solve basic management challenges and improve their team's performance. The sessions are a mix of classroom instruction with individual and group exercises. Agency leaders select the participants for this program. https://missouriway.mo.gov/

Leadership Academy

The State of Missouri's Leadership Academy is a highly-selective program that brings together emerging leaders from across all 16 executive departments to build new skills and become better leaders. This program incorporates approaches that are proven successful in other high-performing organizations in both the public and private sectors. Prospective candidates must go through an application process in order to participate in this program. https://leadershipacademy.mo.gov/

Department-Level Programs

There are many other leadership programs at the department level. For more information, please reach out to members of the inter-agency group that maintains this document.

Appendix B: Competency Modeling

Developing competency in any given area works best when a specific growth path is identified for employees to follow. Competency Modeling is a way to specifically articulate what are the pieces of knowledge, specific skills, or abilities that are associated with a particular competency for a role. A Competency Model is one tool that can be used to achieve this objective.

Here are descriptions utilized in the below example:

Competency: This is a general area where a team member needs to be "competent" in order to effectively perform a specific role or job function.

Disciplines: These are more specific descriptions of knowledge, skills and abilities (KSA's) that would be considered a part of the generalized area. For example, "listening" could be one discipline in the area of "communication."

100/200/300: This is just an example of a simple breakdown structure that further breaks down disciplines and organizes them in a way that is based on level. For example "100" could refer to entry-level skills, while "400" could be at the more advanced, executive level.

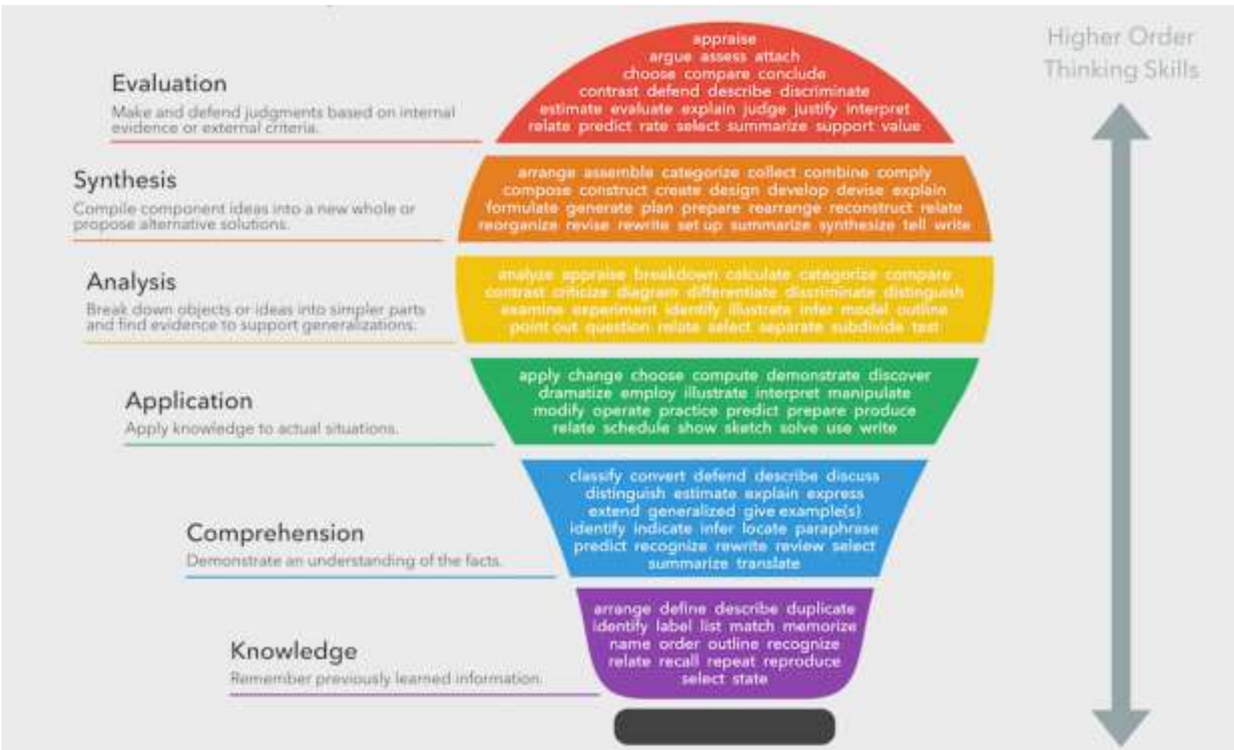
The below example is for illustrative purposes only.

Competency	Discipline	KSA	100	200	300	400
Communication	Listening Skills	Active Listening	X	X	X	X
	Written Communications	Effective E-mail Structure	X	X	X	X
		Writing with a purpose		X	X	X
		Writing to influence others			X	X
	Public Speaking	Non-Verbal Communication	X	X	X	X
		Strategic Communication			X	X
Customer Service	Interpersonal Skills	Public Service Mentality	X	X	X	X
		Emotional Intelligence			X	X
		Dealing with Difficult Customers	X	X	X	X

Source: *The Professional Development Institute*, MODOT

Appendix C: Writing Learning Objectives (Blooms Taxonomy)

Blooms Taxonomy is commonly used in the talent development industry as a resource to further clarify to what degree a particular piece of knowledge, skill or ability needs to be taught. It is the basis for writing clear learning objectives for a training course or program. The purpose of using this tool is to improve how learning objectives are written. It follows a very simple scale:



Source: https://www.teachthought.com/learning/what-is-blooms-taxonomy-a-definition-for-teachers/

Here are some examples of how learning objectives could be written using this methodology. Again, a learning objective just helps focus everyone on how the training should be designed.

Learning Objective Examples:

By the end of this course, learners should be able to . . .

1. Define the levels of Blooms Taxonomy (Level 1: Knowledge)
2. Analyze whether a learning objective has been met at the end of a training course (Level 4: Analysis)
3. Compare and contrast learning objectives for accuracy and quality (Level 6: Evaluation)

Appendix D: Survey Examples

Below are some example surveys (and tags). The particular question is typically used when reporting specifically for the purpose of improving a specific course. Tags are used for reporting when comparing results across multiple course, curriculums, programs, etc.

Example 1: Immediate Survey (to be distributed and collected within 24 hours of training completion)

Question (Tag)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I took responsibility for being fully involved during this program. (Level 1: Reaction—Engagement)					
I will be able to use what I learned immediately (Level 1: Reaction—Relevance)					
I believe this course's content is important to succeeding on the job (Level 2: Learning—Attitude)					
	Little or no understanding of the objective	Basic understanding, but cannot perform it	Understands and can perform with assistance	Can perform the objective without assistance	Can perform the objective and teach others to do it
Prior to the training, I would rate my performance of [Learning Objective #1] as . . . (Level 2: Learning—Confidence)					
After the training, I would rate my performance of [Learning Objective #1] as . . . . (Level 2: Learning—Confidence)					

Example 2: Delayed (to be distributed after a period of time following training completion, such as three months)

Question (Tag)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The information provided in the course was fully-applicable to my job. (Level 1: Reaction—Relevance)					
I would recommend this course to others with jobs similar to mine. (Level 1: Reaction—Customer Service)					

Looking back on the training, it is clear why it was important for me to attend (Level 2: Learning—Attitude)					
A system of accountability helped me to apply what I had learned (Level 3: Behavior—Drivers)					
I applied what I learned to my work . . . (Level 3: Behavior—On-the-Job)	Within a week	Within 2-4 weeks	Within 5-12 weeks	I have not applied it, but plan to apply it	I have not applied, and do not plan to apply

Source: https://www.kirkpatrickpartners.com/Our-Philosophy/The-Kirkpatrick-Model.

Appendix E: Measuring Development Efforts

Example Metrics

In the area of efficiency, there are a variety of metrics that can (and should) be collected in order to understand where the State of Missouri stands within both the public and private sectors. Example metrics include:

Cost Measures

- Direct Expenditures
    - Staff Salaries, including taxes and benefits
    - Travel costs for L&D staff
    - Overhead, including administrative costs, non-salary development costs and delivery costs (such as classroom facilities or online learning technology infrastructure)
    - Outsourced costs through external service providers
    - Tuition reimbursements
- Indirect Expenditures
    - Learner's travel and fee expenses
- Opportunity Costs (average salary for time learners spend in training)
- Cost reductions and efficiencies associated with training
- Development costs per hour of completed content for both Instructor-Led Training (ILT) and e-learning

Learning Measures

- Learning Hours (calculated by the total per participant, for example a 1-hour course with 10 participants would be 10 Learning Hours)
    - Learning Hours Available (based on total available seats for training conducted)
    - Learning Hours Used (based on seats utilized for training conducted)
- Type of Learning
    - Formal
        - Instructor-Led Training (ILT)
            - All, self-paced, mobile, non-computer, other
        - Virtual Instructor-Led Training (such as a webinar) (vILT)
        - Self-paced e-learning
        - Blended
    - Informal
        - On-the-Job learning (employee knowledge sharing (in person &/or using technology), peer coaching, manager coaching, job shadowing, stretch assignment, rotational training programs
        - Social Learning
        - Communities of Practice
- Learning Technology Usage
    - Podcasting, Online Performance Support or Knowledge Management System

    - Rapid E-Learning Tools (PowerPoint Conversion Tools)
    - Application Simulation Tools
    - Virtual Classroom/Webcasting/Video Broad-banding
    - Learning Content Management Systems (LCMS)
    - Learning Management Systems (LMS)
    - Learner Experience Platforms (LXP)
    - Mobile Applications
- Content Category
    - Managerial & Supervisory
    - Mandatory & Compliance
    - Processes, procedures and business practices
    - Interpersonal Skills
    - Profession-specific or industry-specific
    - New employee orientation
    - Information technology and systems
    - Customer service
    - Sales & Marketing (not including product knowledge)
    - Product knowledge
    - Executive development
    - Basic skills
    - Other
- Total Participants
- Unique Participants
- Specific Training Initiatives
- Programs
- New Content Developed/Courses Maintained
- Cycle Time (to develop new content)

Reach & Utilization

- Number of employees with a development plan
- Courses Offered/Taken (Used)
- Total Registered
- Total Learning Staff
- Learning Staff Hours Available
- Learning Staff Hours Used
- Employees per L&D Staff Member

Social Communities of Practice

- Total Communities
- Active Communities (where knowledge sharing has occurred)
- Total Participants
- Active Participants

Efficiency

The ratios below are calculated using the above metrics and are typical when comparing efficiencies between courses, curriculums and programs.

Direct Expenditure per Employee

Direct Expenditure per Employee = Total Direct Learning Expenditure / Number of Employees

This metric is a department's total direct learning expenditure divided by the number of employees. This figure is composed of learning and development (L&D) staff salaries (including taxes and benefits), travel costs for L&D staff, administrative costs, non-salary development costs, delivery costs (such as classroom facilities or online learning technology infrastructure), outsourced activities, and tuition reimbursement. It does not include the cost of the learner's travel or lost work time (opportunity cost) while engaging in learning activities.

Learning Hours Used per Employee

Learning Hours Used per Employee = Total Learning Hours/Number of Employees

Learning hours in this metric refer to time spent on formal learning, which is learning that occurs as a standalone activity and not embedded in work activities (such as on-the-job learning). Learning hours are calculated per person. For example, if a one-hour class has 10 attendees, the total Learning Hours Used is 10, the Learning Hours Used per Employee is 1.

Direct Expenditure as a Percentage of Payroll

Direct Expenditure as a Percentage of Payroll = Total Direct Expenditure/Total Payroll

This metric shows the ratio of total direct learning expenditure to the total cost of all salaries in a given year (including benefits and taxes). Please see the explanation for Direct Expenditure in order to calculate this metric.

Direct Expenditure as a Percentage of overall Budget

Direct Expenditure as a Percentage of Budget = Total Direct Expenditure/Total Budget

Percentage of Expenditure for Tuition Reimbursement

Percentage of Expenditure for Tuition Reimbursement = (Total Tuition Reimbursement/Total Direct Expenditure)

Employees per Learning & Development Staff Member

Employees per L&D Staff Member = Total FTE/Total Number of L&D Staff

This metric may also be adjusted for outsourced, contracted staff members.

Learning Hours Used/Available per Learning & Development Staff Member

Learning Hours Used per L&D Staff Member = Total Learning Hours Used/Total L&D Staff Members

Again, this metric may be adjusted for outsourced staff members. The same ratio may be calculated based on Learning Hours Available.

Average Cost per Learning Hour Used/Available

Average Cost per Learning Hour Used or Available = Total Learning Hours Used or Available/Total Direct Expenditure

Reuse Ratio

Reuse Ratio = Total Learning Hours Used/Total Learning Hours Available

Effectiveness

To be able to compare and contrast courses, curriculums and programs across state government, the recommended strategy for departments is the Kirkpatrick model of surveying and reporting, as well as gathering business data to determine whether a particular program or course made a difference. To prevent survey fatigue, survey length should be close to five questions on existing programs and 10 when testing new ones. Questions could be asked immediately or after a period of time. Some questions may be asked of the learner, while others the learner's supervisor. Below are examples of ways to categorize survey questions. Please see Appendix C for examples.

1. Level 1: Reaction
    a. Engagement (Did the program hold the interest of the learner?)
        i. Content
        ii. Instructor
        iii. Delivery
        iv. Environment
    b. Relevance (Did the content apply to the learner's job? Did it end up applying to the job?)
    c. Customer Satisfaction (Did the content meet/exceed expectations? In hindsight would the learner recommend the class/content to others?)
2. Level 2: Learning
    a. Knowledge (What was learned? Looking back, what was remembered most?)
    b. Skills (Can the employee demonstrate skills?)
    c. Attitude (Was the course worthwhile to the learner? Looking back, was it clear to the learner why s/he needed the training?)
    d. Confidence (Does the learner feel confident in applying what was learned on his/her own?)
    e. Commitment (Was/is the learner committed to applying what s/he learned?)
3. Level 3: Behavior
    a. Behavior (Was the leaner able to successfully apply to the job what was learned? How quickly?
    b. Drivers (Did the learner's supervisor follow-up with what was learned in the training?)
4. Level 4: Results
    a. Impact (Does the learner believe what s/he learned will (or did) have an impact on the job?)
    b. Leading Indicators (Is the learner/supervisor seeing positive results from the training?)
    c. Non-Survey Metrics (Did productivity, revenue, quality, customer satisfaction, employee engagement, or another metric increase? Were efficiencies gained?)

5. Level 5: Value
    a. Desired Results (Does/did the training positively impact the State of Missouri?)
    b. Non-Survey Metrics (What was the cost-benefit ratio of the training? Was a return on investment able to be calculated? Public value? Payback period?)

To report on effectiveness metrics, it is recommended to report by question category rather than the question itself. Numbers should be reported as the "percentage of top two boxes" on a 5-Point Likert Scale. For example, let's say that the following question was answered by 100 people over the most recent fiscal year for a particular course, and the results were as follows:

Question: "The course held my interest."	Strongly Agree 30	Agree 50	Neutral 10	Disagree 5	Strongly Disagree 5

For reporting purposes, a line item on an Effectiveness Statement could show as follows:

Question	Volume	Measure	Year
Level 1: Reaction—Engagement	100 Responses	% of top two boxes	80%

When calculating effectiveness for programs, percentages should be averaged based on course/curriculum rather than total number of responses.

Outcomes

Outcomes should be calculated based on a Department/Division's placemat and the agreed-upon responsibility of training toward any particular initiative. This is to help ensure that training is always focused on and aligned with strategic business objectives. Examples of Outcome Statements that are specific to the Talent Development Industry can be found at www.TDRprinciples.org.

Appendix F: Additional Resources

Hagemann, Bonnie. *Creating a Leadership Development Program* [LinkedIn Learning]. Retrieved from https://www.linkedin.com/learning/creating-a-leadership-development-program.

Toister, Jeff. *How to Design and Deliver Training Programs* [LinkedIn Learning]. Retrieved from https://www.linkedin.com/learning/how-to-design-and-deliver-training-programs.

Calamari, Samantha. *Inclusive Instructional Design* [LinkedIn Learning]. Retrieved from https://www.linkedin.com/learning/inclusive-instructional-design.

Kirkpatrick Partners, LLC. (2019). *Kirkpatric Partners, the One and Only Kirkpatrick®*. Retrieved from https://www.kirkpatrickpartners.com/Our-Philosophy/The-Kirkpatrick-Model.

Barnett, Kent and Dave Vance. “TDRP Whitepaper: Full Version.” *Talent Development Reporting Principles*. 2012. Retrieved from http://www.TDRprinciples.org.