Growing Tomorrow's Leaders Today

Lesia Shannon Kudelka
Assistant Director, Office of Communications & Governmental Affairs
S.C. Department of Labor Licensing and Regulation
110 Centerview Drive
Columbia, S.C. 29210
(803) 896-4376
kudelkal@llr.sc.gov

CPM Project Paper
Submitted January 20, 2004

S. C. STATE LIBRARY

STATE DOCUMENTS
Introduction

Strong leadership is the foundation of any successful business. That is why businesses, in general, search out talented and experienced people for leadership positions. They also go the extra step of ensuring that those employees are provided training to further develop their leadership abilities.

The same is true at the S.C. Department of Labor, Licensing and Regulation. From the time people are hired or promoted into supervisory roles, they have access to a variety of training opportunities designed to expand their leadership abilities.

Today, perhaps more than ever, there is a critical need for LLR to go one step further and focus on identifying and developing potential leaders from within the agency.

Why?

The dynamics of the work force at LLR and in state government are changing due to budget cuts, downsizing, retirement incentives and a significant workforce reduction expected within the next five years due to potential retirements and the completion of a special 5-year retirement program.

Look at the numbers:

- Budget cuts have forced LLR to reduce its work force by about 13.5 percent.
- Within the next five years, an additional 24 percent (95 employees) will retire, be eligible for retirement or take advantage of the special five-year retirement program. This number does not include regular turnover experienced in all workplaces.
- Of those 95 employees, roughly 38 percent (36 employees) are supervisors, with many in key leadership roles.
- Of those 33 supervisors, roughly 24 percent (eight employees) are members of the agency’s Senior Management Team.

These leadership departures could have a profound impact on the agency’s customer service and performance unless LLR can promote talented, qualified and trained employees to fill the void left
behind. Now is the opportune time to plan a course of action to keep LLR a successful agency. Putting a leadership program in place now will reap benefits for years to come.

LLR has begun work on an overall workforce plan to deal with the changing dynamics of its workforce. A leadership development program must be one key component of that plan.

**Purpose of Project**

The purpose of the project is twofold:

- One: to create a leadership development program to aid LLR in identifying and developing potential leaders. With the potential retirement of a significant number of employees in leadership positions, a lot of historical knowledge, not to mention talent and expertise, will be walking out the door. LLR must be prepared by having the right employees trained and ready to step into those positions as needed.

- Two: to create a program that will provide LLR employees an outlet for developing their leadership potential. At a time when budgets are being regularly slashed, employees are not getting raises, jobs are being cut, and a large number of employees are at or near retirement, this program is necessary to help LLR retain employees with leadership potential. This can also serve as a reward for those employees.

In his book, *Effective Succession Planning: Ensuring Leadership Continuity and Building Talent From Within*, William J. Rothwell says individuals, who have high potential for future leadership roles, should not be taken for granted. “The reason: Slimmed-down organizations have reduced their absolute numbers. Worse yet, members of this group are differentially affected by downsizing. The reason: As work is redistributed after a downsizing, high performers end up shouldering more of the burden to get the work out while (in most cases) the rewards they receive are held constant. They are thus more likely to become dissatisfied and leave the organization than their less productive peers. To avoid that problem – which can be disastrous for the future leadership
continuity of the organization – top managers must take active steps to reward them and advance them in a manner commensurate with their increased contributions.”

**Why Develop Leaders?**

Succession planning is the current buzz in workplaces from small mom and pop businesses to government agencies to Fortune 500 companies. As state, national and international businesses are coming to grips with the reality that the workforce is shrinking and unprecedented numbers of people are reaching retirement age, they realize that succession planning is a must.

Simply stated, succession planning is the process of planning for the replacement of workers at all levels in order to continue providing quality service to customers. While overall succession planning is a must, businesses are realizing that it is absolutely crucial to have leadership succession planning as a key part of their efforts.

As Rothwell explains, leaving leadership development to chance is not an option. “Some effort must be made to ensure that the organization is systematically identifying and preparing high-potential candidates for key positions.”

A lot of research has been done on the subject recently. Here is what other experts say:

“*When we go into agencies and find succession plans that aren’t working well, what we find is a focus on individual positions. Good succession planning is not just looking at who’s next in line for a slot, but looking at people early in their careers and determining what kind of training they need to become leaders.*”

Chris Mihm, General Accounting Office, in an article written by GovExec.com

---

2. Ibid.
“Expected or not, leadership succession is inevitable for any surviving business, but successful succession is a reality that must be planned ... Consequently, succession planning is becoming an increasingly distinct strategic imperative.”

Jana Ritter in *Succession Planning: A Tool for Success*, an article written for Galt Western Personnel Limited.

“By ignoring succession planning, an organization places itself at risk. And the risks are substantial. The risk of relying on untested leaders to guide an organization through uncertain times. The risk of placing the company’s future in the hands of an individual who knows little or the company’s values and ideals. Perhaps the greatest risk is surrendering control of the company’s future leadership to the unknown. Most successful CEOs and the companies they run did not become successful by relying on chance to determine their fortune.”

Randall S. Cheloha, PH.D. in *Hallmarks of Effective Succession Planning*, written for Marsh & McLennan Companies, Inc.

**Project Development and Implementation**

The project had three phases:

- Researching the need for a leadership program. This included: talking to LLR employees, who recently were placed in leadership roles, for their perspective; reviewing agency data on potential retirees within the next five years, including those in key leadership roles, and how those retirements could impact the agency; and reviewing what currently is available at LLR for developing leaders.

- Researching what other state and federal agencies and private businesses are doing to develop leaders. This included: reviewing leadership programs from other South

---


Carolina agencies (see Appendices A-D for copies of state government agency leadership development programs) and talking to participants about how effective the programs are; and looking at what experts say about the need for leadership development programs and what should be included in them.

- Creating the appropriate leadership program for LLR based on the research.

When looking at LLR, great consideration was given to the agency’s size, diverse mission and budget constraints. LLR is small in terms of employees, but it is vast in terms of its mission.

When LLR was formed in 1994 after state government restructuring, the agency was divided into three divisions with three distinct missions: Division of Labor, Division of Professional and Occupational Licensing, and Division of Fire and Life Safety. Because the divisions are so diverse, it is appropriate that much of the leadership program focus on the agency. At LLR, many employees still see themselves as working for a division, not LLR as a whole. This leadership program can help participants look beyond their primary work areas and embrace the agency as a whole.

External training is also needed for participants to help teach them specific skills. While budget constraints will keep that training limited, the agency will be able to provide some needed training at no cost by scheduling courses through the State Agency Training Consortium.

Conducting the program and evaluating it will take place at a later time. The yearlong leadership program is scheduled to begin in July 2004. LLR’s Office of Human Resources will have ultimate responsibility for the program. The office will be assisted by the agency’s Workforce Planning Team. Human Resources will incorporate LLR Leaders into its existing training programs.

LLR Leaders will first be unveiled to the agency’s Senior Management Team, followed by the agency administrators. To further promote the program, a story will be written by the Communications & Governmental Affairs staff and placed on LLR Today, the agency’s intranet site that serves as an employee newsletter.
The program and its content are included below as part of this project paper.

The LLR Leaders Program

Purpose

1) To identify and develop LLR employees for possible future leadership roles within LLR.

2) To provide the agency with a pool of applicants with in-depth knowledge of the agency who could advance into future leadership roles.

3) To provide participants an opportunity to assess their strengths and weaknesses and create an Individual Development Plan to meet their needs and enhance their leadership growth.

4) To give participants an opportunity to develop skills that will help them function as leaders.

5) To provide developmental opportunities that will encourage participants to look beyond their primary work areas and embrace the agency as a whole.

6) To help participants develop a strong sense of “ownership” of the agency and build on their desire to see the agency and its employees be the best they can be.

Participant Selection Criteria

- Been employed at least 12 months by LLR.

- Has consistent track record for assuming positions of greater authority/responsibility.

- Has strong written and oral communication skills.

Participant Nomination Process

- Nominations will be submitted annually to the agency director.

- Nominations may be made by members of the Senior Management Team, their designee, or individuals who wish to participate.

- Nominations will consist of: a cover sheet with name, title, office, phone number, email address; number of years at LLR, and supervisor’s name, phone number and email address;
a resume; a one-page, single-spaced letter detailing why the individual should be considered, their specific accomplishments that make them an ideal candidate, examples of times they have successfully assumed greater authority and responsibility, and their career goals; and one letter of recommendation from an LLR peer or supervisor (if nomination is made by Senior Management Team, a letter of recommendation is not necessary).

- The cover letter, resume, letter and letter of recommendation will stand-alone. No other attachments will be considered.

**Participant Selection Process**

A selection committee, to consist of two Senior Management Team members, two LLR managers/supervisors not on the Senior Management Team, and two non-LLR employees selected by the agency director, will review all applications. The selection committee will make a recommendation to the agency director of no more than 10 employees. The agency director will make the final decision.

The agency director will notify the selected candidates. Letters will be sent to all who apply.

**Program Requirements**

Participants will be required to attend all classes, participate in all activities and complete a project within the 12-month period. Participants who do not attend classes and activities and complete the project will not graduate from the program.

The project must be approved by the participant’s supervisor, mentor (see section entitled Selecting Mentors, p. 10) and agency director. Participants will use what they learn and experience in the leadership program to create/improve agency programs, procedures or processes.

**Class Size**

- No more than 10 participants. LLR is a small agency in terms of the number of employees, making it difficult to commit to more than 10 participants. After the first year, the program will
be evaluated and a determination made on whether to increase or decrease the number of participants.

- Participants must commit to several hours of training time for one year. This will mean time away from work.

- This program will include mentors for each participant. This will mean a time commitment from the 10 mentors in addition to the participants. (See section on Selecting Mentors, p. 10).

Program Length

The program will last for one year, July 1 to June 30.

While LLR is small in terms of its number of employees, it is vast in terms of its mission. For participants to fully experience the agency as a whole and understand all its functions and missions, at least 12 months is needed.

In addition to learning the agency, time is needed to work with mentors, learn critical leadership skills and do a project to foster their knowledge of the agency and their relationships with employees of all divisions of the agency.

Frequency of Training/Meeting

- Training classes will be scheduled at least once a month for one to two days.

- Time will be scheduled at least every other month for participants to work at least a half-day in other areas of the agency. These times will be scheduled by participants.

- Participants and mentors (see section on Selecting Mentors below) will meet on a regular basis; at least once a month.

- Participants will attend one Senior Management meeting. This meeting will be scheduled by the Senior Management Team.
Selecting Mentors

The agency’s Human Resource Office will maintain a pool of LLR employees to serve as mentors. Mentors will be available to assist participants in the LLR Leaders program with classes, projects, individual training plan, and on-the-job needs.

Each year, the participants selected for the LLR Leaders program, will give a list of three people to the Human Resources administrator they would like to have as a mentor. Participants can choose from the pool and/or recommend others. The agency director will make the final decision.

Pre-work – Individual Development Plan

Participants will work with their supervisor and mentor to prepare an Individual Development Plan. The plan is designed to help participants meet their needs and enhance their leadership growth by looking at where they are, where they want to be, and how they can get there. The IDP needs to be revisited annually to ensure the participant is continuing to develop their leadership abilities. To ensure this happens, the IDP must be referenced annually on the EPMS.

Participants will use the IDP model established by the S.C. Department of Natural Resources. (This model is available in Appendix E.)

Class Topics

Month 1 – Orientation (Mentors, supervisors and members of the Senior Management Team will attend morning session of first day) 1 1/2 days

- Morning will include an overview of the program to include a talk by agency director. The talk will include the purpose of the program, the goals of the program, the requirements for the program and what is expected of them.
- Second half of the morning will include speakers talking about what makes a great leader.
- Afternoon will be a team-building session.
• Second day – Myers Brigg Type Indicator

Month 2 - Division of Labor/ Group meeting - ½ day

• Morning will include an overview of Labor. Participants will move from office to office to learn what each program area does.

• Participants will schedule a time to spend with at least one program area during the month. For example, they might go on an OSHA inspection, an elevator or amusement ride inspection, or go to a training class or VPP ceremony, etc.

Month 3 – Professional and Occupational Licensing – Overview

• Morning – Overview of POL and its three areas.

• Afternoon – Attend a Board hearing.

• Participants will schedule time during the month to spend in one of the POL areas.

Month 4 – Division of Fire and Life

• Morning will include overview of the division and tour of the State Fire Marshal’s Office.

• Lunch will be in the S.C. Fire Academy cafeteria with the group

• Afternoon will include tour of Fire Academy and participation in training.

• Participants will schedule a time during the month to spend with at least one program area in the Division of Fire and Life Safety.

Month 5 – Director’s Office/Communications & Governmental Affairs/General Counsel

• Morning – Meet w/the director.

• Mid-morning – Meet with Communications & Governmental Affairs staff.

• Lunch will be with the group to talk about where they are, ideas for project.

• Mid-afternoon – Meet with General Counsel’s office.

• Participants will schedule time to work in one of these areas during the month.
• Participants will schedule a couple of hours this month with CGA for a tour of the Statehouse and discussion of the legislative process.

Month 6 – Administration

• Morning – Administration Overview – Finance, HR, Procurement and OIS.
• Lunch with Barbara Derrick – How to read a budget.
• After lunch – Spend time with a program within Administration. Based on number of participants, Administration will set up appropriate number of areas where they can work with administration staff. For example, travel vouchers, computer programming, process for hiring employees, purchasing, etc.

Month 7 - Attend Senior Management Team meeting.

Month 8 and 9 – Training classes to be determined.

Month 10 – Project due. Discussion on findings and implementation

Month 11 - Program evaluation

Month 12 - Graduation

Participant Evaluation

An evaluation of the program will be done on the day of the last scheduled class. Participants will discuss strengths and weaknesses and make recommendations for the next class.

Certificate of Completion

A certificate of completion will be given to each person who completes the program. A copy of the certificate will be placed in the participants’ personnel file.
Appendix A: Department of Natural Resources’ Future Leaders: WILD Program

(DNR has more than one leadership track as part of its program. Included here is the track similar to the leadership development program needed at LLR)

Track III: Future Leaders: Wild Program

This level of the Department’s Management and Leadership Program is targeted toward those employees who have potential to be in leadership positions within the organization. Participants may or may not already be functioning in a supervisory/management capacity. Participation will be limited to fifteen (15) participants per class.

Objectives:

To identify employees within the organization who have leadership potential

To provide employees opportunities to expand their knowledge of the organization

To provide participants opportunities for career development

To provide opportunities for participants to identify additional areas of interest

To provide participants the opportunity to participate in special projects, focus groups, and class projects that benefit both the participant and the Department

To provide participants the opportunity to become better known and their capabilities better appreciated outside their normal work unit.

Eligibility

Candidates must complete a written application process and be selected by the W.I.L.D. Selection Committee.

Candidates must submit letters of recommendation from two management level sponsors.

Candidates must have worked with the Department a minimum of eighteen months.

Candidates are not required to be in a supervisory capacity, although they may be in a supervisory capacity.

About the Program

This program is intended to identify and develop future leaders through a combination of activities to include mentoring relationships, classroom training, field trips, division internships, and special projects. Besides the formal program, through the mentor-mentee relationship, the participants will be able to incorporate individuality to their experiences. While the participants will be exposed to many different guides during this yearlong journey, there will be an assigned mentor to act as “quarterback”
along the way. In this way, the participants will have the opportunity to have a confidante to share their experiences and to provide valuable feedback along the way. Hopefully, the relationship will not be limited to the time limits of the formal program.

Components of the Program

Overview of each division within DNR-DNR Awareness Training

Five-day internship with each division (Program developed by each division to include: staff meeting, organizational meeting, decision making process, interaction with other entities outside DNR). The internship may be accomplished in blocks of time or intermittently throughout the year, based upon feedback from the affected division.

Classroom training in appropriate courses (appropriate courses to be determined)

Public Speaking Skills Training

Exposure to Deputy Directors’ meeting, Board Meeting, and Advisory meeting

Monthly meeting with other mentees and mentors to interact about the program

Group Project to be completed

Mentors/Mentees devote at least 4 hours per month to the relationship
Appendix B: S.C. Department of Transportation’s Leadership Development Program: STTAR

STTAR Mission

Purpose:

- To identify and train selected SCDOT personnel for possible future positions of authority and responsibility within the South Carolina Department of Transportation (SCDOT).
- To cultivate reliable, knowledgeable spokespersons who can interact positively and confidently with the public, members of the state legislature, members of Congress, the Federal Highway Administration and members of the SCDOT Commission.

Candidate Selection Criteria:

- Have a background of solid achievement.
- Have consistently demonstrated potential for assuming positions of greater authority and responsibility.
- Have an ability to communicate effectively orally and in writing.
- Have demonstrated a selfless approach toward mission accomplishment.

Candidate Nomination Process:

- Nominations are submitted annually and must be submitted to the Director, Employee Services not later than June 30.
- Candidates may nominate themselves and/or a Senior Staff member may nominate them. Individual nomination forms are on the Delrina at STTARIND. Senior Staff nomination forms are on the Delrina at STTARSTF.
- The nomination forms should stand-alone. Attachments to the form will not be considered.

Candidate Selection:

- A STTAR Nomination Screening and Selection Committee shall consist of the Executive Director, Deputy Directors and a District Engineering Administrator (DEA).
- The Committee normally meets in July to screen nominations and select candidates for interview. Approval of the interview process remains with the Executive Director.
- Insofar as possible, candidate selections should come from a wide spectrum of SCDOT representing the headquarters and the field.
- The local FHWA office may include one participant in each class.

The Academic Year:

- The STTAR academic year commences annually in September and concludes in August. Graduation will occur the first week in September.
• STTAR participants enter an intensive, rigorous yearlong training program encompassing all key functional areas of SCDOT. Such training will enable graduates to have a good working knowledge and understanding of the department's Strategic Plan, mission, policies, procedures, philosophy, budget, and engineering and support operations.

• In addition to core functional training, the class schedule will include fieldwork, attendance at various transportation-related conferences and workshops, commission meetings and special events.

• Participants will collectively complete assigned special projects. Projects will be assigned by the Executive Director and/or Deputy Directors and managed by a Senior Staff member. Project conclusions and recommendations will be briefed to the Executive Director and Deputy Directors prior to the class graduation.

• The schedule will include at least one team-building class, Covey's 7 Habits of Highway Effective People, and Leadership Development for Supervisors

**STTAR Leadership Program: 2002/2003 Training Schedule**

**September 5, 2002** - STTAR 2002 Reception/Graduation  
10:00 Room 306; 10:30 SCDOT Auditorium

**September 5, 2002** - STTAR 2003 Orientation  
2:00 pm - 4:00pm - SCDOT Auditorium

**September 10 - 11, 2002** - Team Building  
9:00 am - 4:00 pm - Ripley's Retreat

**September 24 - 26, 2002** - 7 Habits of Highly Effective People  
8:30 am - 5:00 pm - State Election Commission, Room 423 - 2221 Devine Street, Columbia

**October 8, 2002** - Federal Budget Process  
9:00 am - 12:00 pm - Strom Thurmond Building - Room 1270

**October 8, 2002** - SCDOT Budget Process  
1:15 pm - 4:15 pm - SCDOT Auditorium

**November 5, 2002** - Procurement  
9:00 am - 12:00 pm - SCDOT Auditorium

**November 5, 2002** - Legal Issues  
1:00 pm - 4:00 pm - SCDOT Auditorium

**November 19, 2002** - Myers/Briggs Personality Indicator  
9:00 am - 10:30 am - SCDOT Auditorium

**November 19, 2002** - Special Projects  
1:00 pm - 2:00 pm - SCDOT Auditorium
November 19, 2002 - Community Development  
2:00 pm - 3:00 pm - SCDOT Auditorium

November 19, 2002 - Office of Beautification  
3:00 pm - 4:00 pm - SCDOT Auditorium

December 3 - 6, 2002 - District Training  
(Districts Set the Hours)

December 17, 2002 - Myers/Briggs Results Workshop  
9:00 am - 12:00 pm - State Election Commission, Room 423  
2221 Devine Street, Columbia

December 17, 2002 - Construction Resource Management (CRM) Operations  
1:15 pm - 4:00 pm - SCDOT Auditorium

January 7, 2003 - Planning  
9:00 am - 4:00 pm - SCDOT Auditorium

January 8, 2003 - Preconstruction  
9:00 am - 4:00 pm - SCDOT Auditorium

January 21, 2003 - Legislative Issues  
8:30 am - 10:30 am - SCDOT Auditorium

January 21, 2003 - Construction  
1:00 pm - 2:30 pm - SCDOT Auditorium  
2:45 pm - 4:30 pm - Research and Materials Laboratory

February 11, 2003 - House/Senate Visit - State House  
9:00 am - 4:00 pm - Meet initially in Room 302

February 12, 2003 - Traffic Engineering  
9:00 am - 4:00 pm - SCDOT Auditorium

February 25, 2003 - House/Senate Visit - State House  
9:00 am - 4:00 pm - Meet initially in Room 302

February 26, 2003 - Maintenance  
9:00 am - 12:00 pm - SCDOT Auditorium

February 26, 2003 - Outdoor Advertising  
1:00 pm - 2:00 pm - SCDOT Auditorium
February 26, 2003 - Oversize/Overweight Permits
2:10 pm - 4:00 pm - SCDOT Auditorium

March 11, 2003 - House/Senate Visit - State House
9:00 am - 4:00 pm - Meet initially in Room 302

March 12, 2003 - Information Technology Services
9:00 am - 12:00 pm - Meet initially in SCDOT Auditorium

March 12, 2003 - DBE Program and Development
1:15 pm - 3:00 pm - SCDOT Auditorium

March 25, 2003 - Cross Island Parkway - Briefing and Tour
11:00 am - 2:00 pm - Cross Island Parkway Toll Plaza

April 8, 2003 - Supply and Equipment
9:00 am - 12:00 pm - Equipment Depot

April 8, 2003 - Communications
2:30 pm - 4:30 pm - SCDOT Auditorium

April 9, 2003 - Human Resources
9:00 am - 12:30 pm - SCDOT Auditorium

April 18, 2003 - Tour Holeim Cement Plant
10:00 am - 12:30 pm - Harleyville, SC

April 22, 2003 - Safety
8:30 am - 12:00 pm - Environmental Ed. Center - Harbison State Forest

April 22, 2003 - Asset Management
1:30 pm - 4:30 pm - SCDOT Auditorium

May 6 & 7, 2003 - Mass Transit
(May 6) 9:00 am - 2:00 pm - SCDOT Auditorium
(May 7) 9:00 am - 4:00 pm - Field Location - TBA

May 20 - 21, 2003 - Leadership Development for Supervisors
May 28 - 29, 2003
9:00 am - 5:00 pm - State Election Commission Training, Room 423
2221 Devine Street, Columbia

June 3, 2003 - Planning for the Future (Spouses Invited)
9:00 am - 4:00 pm - SCDOT Auditorium
June 4, 2003 - Employee Services
9:00 am - 12:00 pm - SCDOT Auditorium

June 4, 2003 - Contract Audit Services
1:00 pm - 3:00 pm - SCDOT Auditorium

June 4, 2003 - Internal Program Evaluation
3:10 pm - 4:00 pm - SCDOT Auditorium

June 10, 2003 - Construction (Contract Letting)
9:30 am - 10:30 pm - SCDOT Auditorium
11:00 am - 12:30 pm - Archives & History

June 10, 2003 - Strategic Multi-Modal Planning
2:00 pm - 4:00 pm - SCDOT Auditorium

August 21, 2003 - Brief Results of Assigned Project(s)
10:00 am - 12:00 pm - SCDOT Auditorium

September 3, 2003 - Cookout at Ms. Mabry's
5:30 pm - 7:00 pm - (Spouses Invited)

September 4, 2003 - Reception and Graduation (Spouses Invited)
10:00 am - Room 306, 10:30 am - SCDOT Auditorium

Note: Above schedule does not include other possible trips, conferences, workshops, Commission meetings, various ceremonies, and special projects that require attendance.
Appendix C: S.C. Budget and Control Board: Leadership Academy

Based on interviews with Budget and Control Board employees:

The Budget and Control Board Leadership Academy grew out of the realization of two key issues:

1) That we are facing the loss of about one-third of our workforce in the next five years as people either become retirement eligible or exhaust their TERI period.
2) That we are a very complex agency with a lot of unrelated functions and that few people ever gain knowledge of the whole agency.

Based on nominations from different Board offices, the BCB leadership selected about two dozen employees who have been with the agency for a while and are poised to potentially move into those soon-to-be vacant leadership roles. Through a series of seminars they were given an overview of what each part of our agency does ranging from General Services to the Insurance Reserve Fund. Each office or program director taught the course about his or her area. We also had a lecture on the history of the Board.

2002-03 Leadership Academy Agenda

Day 1 - State House Auditorium – 1st floor - July 31, 2002

10:00 - 12:00 Welcome
    Opening Remarks
    Overview / Introductions
    History of Budget & Control Board
    Duties & Powers of the Board
    Closing Remarks
    Frank Fusco
    Steve Osborne
    Joyce Green
    Dr. Fred Carter
    Delbert Singleton

Day 2 – 2221 Devine Street - August 1, 2002

9:00 - 4:00 Leadership
    Evaluation / Closing Remarks
    Karen Kuehner

Day 3 - Training Center – 1401 Senate Street - August 29, 2002

9:00 Baldrige Overview
    Frank Fusco
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00</td>
<td>Strategic Planning &amp; Accountability Report</td>
<td>Joyce Green</td>
</tr>
<tr>
<td>12:30</td>
<td>Lunch</td>
<td>Mike Sponhour</td>
</tr>
<tr>
<td>1:30</td>
<td>Legislative Process</td>
<td>Steve Osborne</td>
</tr>
<tr>
<td>2:30</td>
<td>Budget</td>
<td>Les Boles</td>
</tr>
<tr>
<td>4:30</td>
<td>Legal</td>
<td>Ed Evans</td>
</tr>
<tr>
<td>5:15</td>
<td>Evaluation / Closing Remarks</td>
<td></td>
</tr>
</tbody>
</table>

**Day 4 – CIO – 4430 Broad River Road – (Room 105 & 106) - September 13, 2002**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td>Research &amp; Statistics</td>
<td>Bobby Bowers</td>
</tr>
<tr>
<td>12:00</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>1:15</td>
<td>CIO</td>
<td>Matt DeZee</td>
</tr>
<tr>
<td>3:15</td>
<td>Communications</td>
<td>Mike Sponhour</td>
</tr>
<tr>
<td>4:00</td>
<td>Insurance Reserve Fund</td>
<td>Jim Bennett</td>
</tr>
<tr>
<td>5:15</td>
<td>Evaluation / Closing Remarks</td>
<td></td>
</tr>
</tbody>
</table>

**Day 5 - Retirement Systems – 202 Arbor Lake Drive - October 10, 2002**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td>Tour Facility</td>
<td></td>
</tr>
<tr>
<td>9:30</td>
<td>Retirement Systems</td>
<td>Peggy Boykin</td>
</tr>
<tr>
<td>11:00</td>
<td>OHR</td>
<td>Sam Wilkins</td>
</tr>
<tr>
<td>12:30</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>1:45</td>
<td>Insurance</td>
<td>Rob Tester</td>
</tr>
<tr>
<td>3:15</td>
<td>Energy Program</td>
<td>Mitch Perkins</td>
</tr>
<tr>
<td>4:00</td>
<td>Internal Audit / Performance Review</td>
<td>Laura Watts</td>
</tr>
<tr>
<td>4:30</td>
<td>Local Government</td>
<td>Mike Guledge</td>
</tr>
<tr>
<td>5:00</td>
<td>Evaluation / Closing Remarks</td>
<td></td>
</tr>
</tbody>
</table>

**Day 6 - S.C. Relic Room - 301 Gervais Street - October 31, 2002**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td>General Services</td>
<td>Joe Rogers</td>
</tr>
<tr>
<td>10:30</td>
<td>Internal Operations</td>
<td>Steve Elliott</td>
</tr>
<tr>
<td>12:00</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>1:15</td>
<td>Relic Room (including tour)</td>
<td>Allen Roberson</td>
</tr>
<tr>
<td>2:00</td>
<td>MMO</td>
<td>Delbert Singleton</td>
</tr>
<tr>
<td>2:30</td>
<td>Local Government</td>
<td>Mike Guledge</td>
</tr>
<tr>
<td>3:15</td>
<td>Closing Remark</td>
<td></td>
</tr>
</tbody>
</table>

**Day 7 – 2221 Devine Street - November 14, 2002**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td>Leadership</td>
<td>Karen Kuehner</td>
</tr>
<tr>
<td>9:00</td>
<td>Evaluation / Closing Remarks</td>
<td></td>
</tr>
</tbody>
</table>

**Day 8 - Training Center – 1401 Senate Street - December 6, 2002**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td>Baldridge Assessment</td>
<td>David McClaskey</td>
</tr>
<tr>
<td>9:00</td>
<td>Evaluation / Closing Remarks</td>
<td></td>
</tr>
</tbody>
</table>
Appendix D: S.C. Department of Social Services Training Program

Information is based on interview with Bobby George at DSS

Program has two tracks:

Managers – All new managers must complete.
   As soon as you become a manager/supervisor, you are sent a letter saying congratulations and saying you must complete three classes in a year.
   • HR Skills/Personnel Practices
   • Leadership Quest – This is like Leadership 101. How you lead, manager, delegate, set goals, etc. This is a four-day class (all in a row) that was designed and is taught by DSS. Based on a book Leadership Challenge. This is less on Covey, more on efficiently delegating, etc.
   • Change Management. How you deal with change as a leader. This one is always last because you want the managers to have some experience leading before tackling this course.

Applied Public Manager – For managers. Must apply and be accepted. This is for the advanced/experienced manager. 78 hours.
   • 3-day Presentations class.
   • 6-day Applied Facilitator. Trains you to be a facilitator using the Schwarz model. Once you complete this class, you are certified to be a facilitator at DSS.
   • 4-day Managing Strategically for Results. Strategic management/planning. How do you set up program and run it successfully. How do you measure results. To get credit for the class, you have to go back in your work environment and facilitate. Trainer monitors you while you are doing this.

DSS does not offer a class to train future leaders. However, for this type of program, Bobby George recommends the program include:
   • Myers Brigg type indicator
   • Introduction to Leadership – Shared vision, taking risks, encouraging by the heart, modeling and approach, etc.
   • Facilitator
   • Strategic Management
   • Baldridge Component of some type.

Bobby offered to teach some of these classes, especially Myers Briggs.
Appendix E: S.C. Department of Natural Resources’ Individual Development Plan

Instruction For Preparation Of
An Individual Development Plan (IDP)

I. Objective for an Individual Development Plan

A. To strengthen performance on present job.

B. To prepare for advancement in a technical, professional or managerial field.

II. Steps to Preparing Individual Development Plan

A. Your IDP is a road map to assist in the accomplishment of those developmental needs identified. Your Training Coordinator can assist you in planning the methods and in selecting resources to be used. Your IDP should answer the following questions

- Where have I been?
- Where am I now?
- Where do I want to go?
- How will I get there?
- How will I know that I have arrived?

B. The Process:

1. Our might start by preparing a “Statement of Accomplishment.” This will provide you with direct input into the development process, assist your manager with his/her development responsibilities, and provide information of a substantive nature. Your statement should include: (a) Past accomplishments need not be limited to DNR), (b) major accomplishments in present position, and (c) any other information that should be considered such as educational background, civic affiliations, professional memberships, etc.

2. Identify your immediate goal and determine the requirements for the job (skills, knowledge, etc)

3. Analyze your present abilities against the requirements of the job you seek and identify those areas where development is needed.

4. Make your plan simple, realistic, and achievable.
5. The objective should be stated in behavior terms (what you are expected to do). The developmental activity should be job related.

6. Keep a good mix of developmental activities - OJT, self-development, and assembled training.

7. Keep logical sequence of activities and provide checkpoints for evaluating progress.

8. IDPs should be updated at least annually.

**Individual Development Plan Worksheet**

Date Prepared ________________

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Position Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Developmental Activity</th>
<th>Projected Start Date</th>
<th>Projected End Date</th>
<th>Evaluation Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I understand that my being permitted to attend and/or participate in the listed activities is contingent upon time and funding allocations.

__________________________
Employee Signature

__________________________
Date
Every attempt will be made to provide this employee the opportunity to participate in the above listed activities. Any adjustments to this plan will be noted accordingly.

__________________________________________
Supervisor Signature                        Date

Bibliography


State of South Carolina Workforce Plan (2001) and (2002).

South Carolina Department of Natural Resources Leadership Development Plan, 2000.


South Carolina Budget and Control Board (2002-03). Leadership Academy Agenda.

South Carolina Department of Revenue (April 4, 2001). Bridging the Gap: Succession Planning at SCDOR.

South Carolina Department of Labor, Licensing and Regulation, (2003). Workforce Planning Tool, Organizational Charts for Potential Retirements and Employees in the TERI Program.