

MISSISSIPPI STATE PERSONNEL BOARD

QUALITY WORKFORCE INITIATIVE

FY 2002 Year End Report



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MISSISSIPPI STATE PERSONNEL BOARD

A Message From the Director

I am happy to provide **YOU** with this report on the activities of Mississippi's Quality Workforce Initiative (QWI). This Comprehensive series of Connected projects seeks to address our state's public workforce issues and to provide sound workforce planning for the service of the people of Mississippi in the future.

Like many other states and public sector organizations, Mississippi faces serious challenges in its workforce as the number of retirement eligible employees rises and the number of eligible replacement employees falls. Complicated by the dynamic and rapidly changing requirements of the contemporary work world, these demographics present every public Sector entity with a heightened need to manage its human resources strategically.

The QWI embodies the effort of many people. Executive and Legislative branch leaders set the tone of leadership vital to the success of any public enterprise. Countless leaders within Mississippi's 135 agencies, boards, and commissions have worked tirelessly to lend their talents to the assessment of our state's workforce issues and the implementation of improvements to our human resource management processes. The Staff of the State Personnel Board has worked alongside these leaders to push the personnel process into the future. Finally, innumerable state employees have gone beyond their regular duties to serve on important committees and task forces which have generated the bulk of the product of the Initiative to date.

Mississippi intends to sustain service to its people as their needs change and grow. The QWI will serve into the future as the model for developing and providing the state's most vital service resource – its people.

Sincerely,

J.K. "Hoopy" Stringer, Jr.

Executive Director

Mississippi State Personnel Board

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Introduction

Workforce Planning focuses on.....

having the right people,

with the right skills,

in the right place,

at the right time.

In response to the dramatic changes in the workplace and workforce during the 1990s, the Mississippi State Personnel Board (SPB) launched the Quality Workforce Initiative early in 2000. This project encompassed a vision for improving the quality of the state's public workforce by dramatically improving the processes surrounding the human resource functions of state government. The overall goal of the project is to improve service to the people of the State of Mississippi.

As Mississippi entered the new century, the demographic profile of state workers showed that the average age of state workers was increasing, with 25% of workers eligible for retirement within five years. As illustrated in the graph one on p. 9, roughly 50% of those employees at the upper end of state salary ranges, mostly managers and technical experts, will be retirement eligible within that same time frame. This trend, coupled with information indicating that more than 50% of state employees leave their employment within the first three years, raised significant concerns within the SPB

about the State's ability to meet its future service requirements. There was a clear need for the SPB to devote more resources to workforce planning and development, while providing state agency leaders with the resources to assume enhanced contemporary workforce responsibilities. The result of all these considerations was the formation of the Quality Workforce Initiative.

This report provides a comprehensive summary of the factors providing the impetus for change in the State's system of workforce planning and management, activities of the Quality Workforce Initiative, results to date, planned activities, and anticipated outcomes. As an evolutionary project, the QWI is both dynamic and long term. During the initial phases, the work of the Initiative has continuously evolved and expanded. There is little doubt that this will continue to be the norm. From its inception, the Quality Workforce Initiative has been a transformational project, moving the SPB from its traditional focus on regulatory compliance to a model of strategic partnership in workforce planning. Although substantial change has occurred during the first two and one-half years, the full impact of the initiative has only begun to unfold.

The Changing Face of Human Resource Management

The Challenge: Workforce Migration

National Labor Statistics

In 1987, the U.S. Department of Labor published its *Workforce 2000* report forecasting a three-fold challenge that, by 2000, the need for skilled labor would increase dramatically; there would be a marked increase in the diversity of the U.S. labor force; and the workforce would be significantly older. As indicated in table one below, the forecast was accurate.

Table One

Labor Force Population (in millions)

Workforce	1990	% of 1990 Workforce	2000	% of 2000 Workforce	2010	% of 2010 Workforce	□ (1990-2010)
Avg. Age	36.6		39.3		40.6		
Total Workforce	125.8		140.9		157.7		25%
Workforce Age - 35 - 44	32.1	26%	37.8	27%	34.0	24%	6%
White Male	59.6	47%	63.9	45%	68.2	43%	14%
Women	56.8	45%	65.6	47%	75.5	48%	33%
Black	13.7	11%	16.6	12%	20.4	13%	49%
Hispanic	10.7	9%	15.4	11%	20.9	13%	96%
Asian	4.7	4%	6.7	5%	9.6	6%	104%

Notes- Source- Fullerton Jr., Howard N. and Mitra Toossi." Labor Force Projection to 2010", Tables 8 (p. 32-33) and 10 (p. 36). November 2001. Monthly Labor Review

Coupled with the technological advances of the last 15 years, the changing labor demographics have created a workforce that is markedly different (and older) than that of a decade earlier. Current statistics also indicate that the cohort of 35-44 year olds in the workforce, now 27% of the workforce, will drop to 24% by the year 2010. Inasmuch as this group will be in line to assume leadership roles as older workers retire, this decline will intensify the need for organizations to plan for the talent exodus inevitable in both private and public organizations.

Mississippi Government Labor Statistics

The changes in Mississippi's public workforce mirror and, in some ways, exceed those seen around the country. As seen in table two on page 8, the state workforce is older than the national workforce and the participation of women and minorities is greater than that seen nationally.

The potential retirement statistics suggest that by 2006, close to 50% of middle to upper management will be eligible for full retirement from state service. These statistics are shown in graph one on page 6.

Table Two

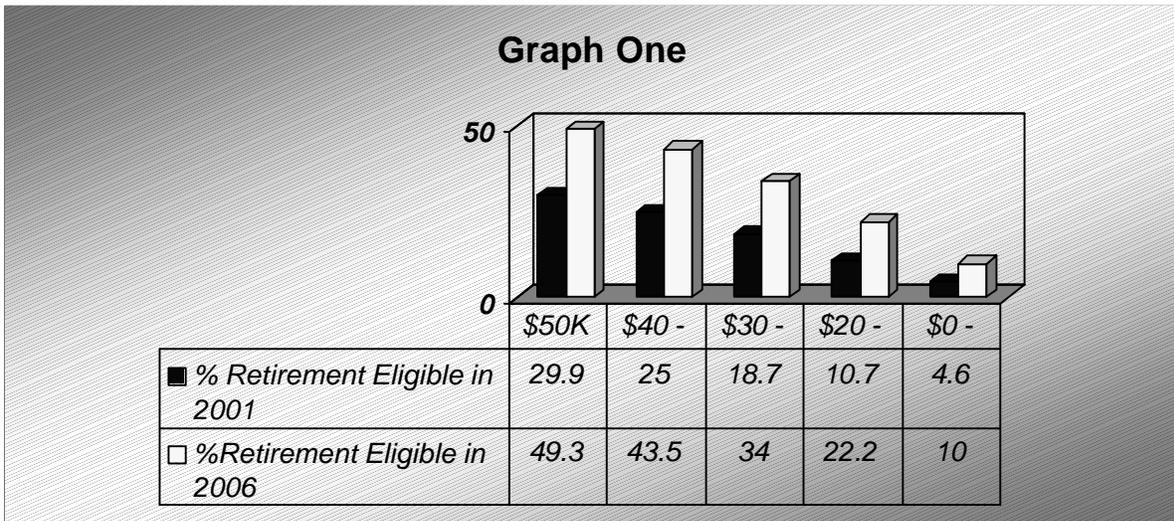
Full Time State Employee Profile

	FY 1993	FY 2001
Total Employees	27.439	31.828
% Female Employees	55.1	59.2
% Male Employees	44.9	40.8
% White Employees	61.3	54.7
% Minority Employees	38.7	45.3
Average Service Time	8 yrs. 3 mos.	9 yrs. 2 mos.
Average Education	14 yrs.	14 yrs.
Average Age	40 yrs.	42 yrs. 3 mos.
Average Salary	\$19,762	\$27,645

Other significant findings include:

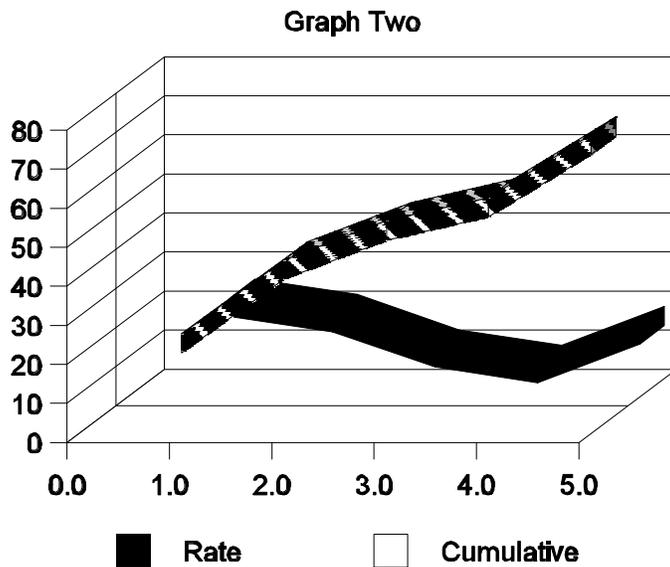
- ▶ From 1993 to 2000, the average age of Mississippi state employees grew from 40 years to 42 years, 3 months.
- ▶ Average service time grew from 8 years, 3 months to 9 years, 2 months.
- ▶ Among the ranks of employees earning \$40,000 per year or more, primarily managers and high-level technical staff, just over 25% were eligible for retirement in 2001. This will increase to more than 40% within five years.

Retirement Eligibility



Data concerning the attrition rates in state employment causes particular concern as it focuses on the replacement pool of talent necessary to address the above demographics. As shown in graph two, 52% of incoming state employees leave state employment by the end of the third year. Faced with such a stark forecast of the looming talent shortage in state employment ranks, Mississippi's need to address its workforce is obvious.

Yearly Attrition Rates



The Solution: Integrated Workforce Planning

The Mississippi State Personnel Board

The Mississippi State Personnel Board, created by the Mississippi Legislature in 1980, is responsible for the development of a system of personnel for 135 agencies, boards, and commissions based on sound methods of personnel administration. Its authority includes the promulgation of rules and regulations governing recruitment and selection, classification, promotion/demotion, performance appraisal, termination, and training. In essence, every aspect of personnel administration for over 31,000 state employees falls under the purview of the State Personnel Board (SPB).

Traditionally, such centralized human resource agencies have functioned on a model of *compliance*. Once rules and regulations were established, process and compliance became the focus of activity. This model worked satisfactorily with a homogeneous, plentiful workforce but is unwieldy and inadequate to fully address contemporary workforce management issues.

Workforce Planning Model

Recognizing the potentially profound implications for the future of the state's workforce suggested by the data, the State Personnel Board began to shift its focus in the mid to late 1990s from *compliance* to *collaboration*. Understanding the compelling need to strengthen both capacity building and talent management within state government, the SPB first focused inward on its own operations as the core for improvement. Acknowledging its role to lead workforce planning efforts, the SPB began a comprehensive review of its operations early in 2000. A vision for the future emerged that emphasized workforce planning and development as primary roles for

the State Personnel Board. Rather than standing distant from state agencies and assuring compliance with rules and regulations, the Board would become a proactive strategic partner with state agencies and other branches of government to improve the quality of the State's workforce and sustain its ability to provide high level service.

Shift from Compliance to Collaboration

In the spring of 2000, SPB staff members participated in certification training focusing on the core strategic human resource competencies needed for the 21st century. These competencies moved beyond the *process or compliance* model toward a relational model of trust building and partnership in mission-driven organizations. Within the SPB, the formation of multi-disciplinary teams became a priority. Teams were formed that worked across functional lines to solve agency problems. Collaboration and consensus building emerged as these teams became mission-driven rather than departmentalized. Significant success was quickly realized from these initial moves as multi-disciplinary teams of SPB members worked with agencies to facilitate reorganization, enhanced retention, and employee development.

Fundamental Threshold Questions

Key to the success of the QWI was the identification of fundamental questions to be answered. Some of the significant questions facing state government included:

- ▶ What factors influence an individual's decision to work for the state?
- ▶ Why do people remain with the state as employees?
- ▶ Why do people leave state employment?
- ▶ What are the core skills necessary to sustain government service at all levels?
- ▶ How are those core skills developed?
- ▶ Who are the future leaders within state agencies? Are there programs in place to identify and develop these future leaders?
- ▶ What barriers exist to the recruitment and retention of quality employees?

Quality Workforce Initiative

The vision of a quality government workforce in Mississippi could be accomplished only if these questions were answered. Thus, the Mississippi State Personnel Board began the Quality Workforce Initiative (QWI), a multi-faceted program designed to generate systemic improvement in the areas of workforce management and development in Mississippi state government. The four phases of the QWI are:

Phase I - **Focus Group Hearings**

Phase II - **Focus Group Steering Committees**

Phase III - **Implementation of Improved Systems**

Phase IV - **Migration to a Competency Model of Workforce Planning**

Development and Implementation of the Quality Workforce Initiative

Phase I: Focus Group Meetings

Phase I of the Quality Workforce Initiative began with a series of structured focus group meetings. Held in the spring of 2000, the groups assembled approximately 100 state agency human resource directors and specialists. The meetings were designed as brainstorming sessions to elicit information about the human resource issues facing state agencies. Goals included identification of process weaknesses as well as determination of the factors needed to attract skilled people to public employment. These meetings produced over 100 concerns and suggestions, many focusing on levels of paperwork, processing issues, and obstacles within the existing system of personnel management. (Expanded discussion of the methodology and activities of Phase I is provided in Appendix A).

Phase II: Focus Group Steering Committees

Phase II began in late spring 2000 as the concerns delineated in Phase I were analyzed and categorized by State Personnel Board staff. The concerns were then assigned for evaluation to one of nine Focus Group Steering Committees. These Committees were charged with developing recommendations for the SPB action in the following areas:

- ▶ Recruitment
- ▶ Evaluation

- ▶ Certification
- ▶ Testing
- ▶ Classification
- ▶ Compensation
- ▶ Manpower/Organization
- ▶ Training
- ▶ Contracts

The Phase II Steering Committees were composed of state agency human resource professionals and key SPB staff members.

The first meeting of the Phase II Focus Group Committees was held on August 15, 2000 and each committee was charged with answering the following questions relative to their areas of responsibility.

- ▶ Are we maximizing efficiency and effectiveness?
- ▶ Does the current system satisfy our customers?
- ▶ Are there alternatives to the current system? What are they?
- ▶ How do we change what needs to be changed? What obstacles inhibit needed changes?

Additionally, the Committees were asked to consider several factors as they researched their specific areas: laws, policies, practices, and culture; other public and private operations; current and future trends in human resources; academic studies; and governmental research. These nine groups met through the fall and winter of 2000 and completed their work early in the spring of 2001.

As a result of Phase II, 45 recommendations were submitted to the SPB for consideration. Fifteen of these recommendations involved reducing the amount of paperwork and the resulting delays in the current system; 26 related to improved or

enhanced services provided to state agencies by the SPB; and 4, all in the area of Manpower/Organization, focused on long-term broad involvement of the SPB in workforce planning and development. (Additional Information on Phase II Activities may be found in Appendix B).

Legislative Leadership on Workforce Planning

As Phase II of the QWI progressed, parallel legislative activities were initiated to gather information regarding the workforce planning issues and challenges facing the State. The Senate Fees, Salaries, and Administration Committee, led by its Chair, Senator Billy Thames, held a two-day public hearing in May 2001. During this hearing, Senators heard from 16 agencies through their Executive Directors and/or Human Resource Directors.

Much of the testimony focused on the following areas of concern:

- ▶ recruitment difficulties, especially for professional positions such as auditors, social workers, rehabilitation counselors, and engineers
- ▶ the need for salary realignment for many state positions
- ▶ delays and complications in hiring new staff
- ▶ retention problems, due in great part to inadequate funding of the Variable Compensation Plan (VCP)
- ▶ the need for broader training and development of existing staff
- ▶ the need for structured succession planning at all levels

The information presented during these hearings supported studies previously completed by the Stennis Institute (Mississippi State University) for the SPB. In both studies, one on public/private sector salary comparisons and one on public/private sector fringe benefits comparisons, public sector employees in higher-level positions, particularly

management and professional positions, were found to be falling consistently behind their private sector counterparts. As indicated in the hearings, these salary and benefit discrepancies were significant contributors to the difficulties that agencies were experiencing in recruiting and retaining employees.

In its 2003 Legislative budget recommendations, the State Personnel Board included significant salary realignment recommendations. The Legislature supported these realignments and passed a FY 2003 state budget that reflects realignment raises for state employees rather than the traditional “across the board” increases. Agency leaders embraced these raises as a positive step toward alleviation of their recruitment and retention problems.

Legislative understanding and support of the activities and recommendations of the QWI is a key component to its success. Throughout the past year, those in the Legislature with responsibility for state agency oversight and funding have taken a leadership role in assuring that the state is able to address its workforce challenges. More importantly, the Legislative and Executive branches have given tangible proof to the power of inter-branch partnership in addressing systemic government challenges.

Phase III: State Personnel Board Implementation Process

The third phase of the Quality Workforce Initiative, started in the spring of 2001, began the design of action responses to the issues identified in previous phases. The 45 recommendations submitted to the SPB by the Phase II Steering Committees were consolidated into four areas:

- ▶ Hiring
- ▶ Workforce/Workplace Planning
- ▶ Professional Development
- ▶ Budget & Appropriations

New Steering Committees were appointed to direct the efforts in each area with the primary work assigned internally to SPB staff.

On April 2, 2001, a State Personnel Board memorandum regarding **Focus Group Status** outlined six projects for consideration by the Phase III Steering Committees and included guidance regarding the Phase II recommendations.

The Phase III Steering Committees produced a wealth of process improvements, many of which were quickly implemented. Several dramatic improvements are part of the Phase III process, including:

- ▶ plans for an electronic application process
- ▶ an electronic resume bank
- ▶ expansion and development of career ladders through the state job classes
- ▶ creation of criteria for internal agency certification programs
- ▶ implementation of an electronic imaging and document workflow system

- ▶ employee survey data on key employment indicators and motivators

(Additional information on the activities of Phase III may be found in Appendix C).

The Professional Development Review Committee (PDRC)

Contemporaneous with the Phase III activity inside the SPB, a diverse committee was formed to specifically address the creation of a system for certifying internal agency training and development programs sufficient to tie salary benchmarks to completion. A very important component in addressing employee retention, compensation based development was studied by the PDRC with a goal of designing both criteria and structure for the approval and overall management of the variety of agency benchmark programs which might be brought to a body like the PDRC for approval.

The PDRC worked throughout 2001 to produce a model for use by a permanent body within the SPB to evaluate and certify benchmark programs in the future. In addition, the PDRC developed a structure for analysis of the myriad of existing benchmark programs throughout state government.

Effective July 1, 2002, through a board issued policy memorandum, the SPB began administering this certification process. (For additional information on the PDRC Activities, please see Appendix D.)

Phase IV: Migration to a Competency Model in State Government

Phase IV of the Quality Workforce Initiative is its most ambitious and far reaching and will change employment in state government from a traditional, static job-based model to a dynamic competency-based model. The migration will bear tangible witness to the QWI's vision of comprehensive practices of hiring, development, performance, and evaluation based on core competencies.

Human resource professionals across America and the world know that, just as the workforce is rapidly changing, so too are the jobs of today and of the future. As a consequence, a workforce system based on the traditional model is insufficient to provide a workforce capable of meeting the dynamic future needs. What is needed is a planning and response system based on core competencies, i.e. those types of knowledge, skills, abilities and personal attributes associated with high performance on a given job or set of jobs. Once identified and validated, these core competencies create a model that forms the binding thread throughout workforce planning within an organization, from hiring to development to evaluation and performance improvement.

Development of a Competency-Based Model

Making the change to a competency-based model is a lengthy process but one which will yield great benefit. In order to achieve this goal, the State Personnel Board began work in 2001 to identify core competencies and integrate them into every facet of state workforce planning.

The Competency project proceeded with the goal of identifying essential competencies in the areas of general public service (applicable to all state employees), management, and

technical skills. Key validation activities will be woven into each of the three categories, including traditional subject matter expert validation.

Public Sector Competencies and Management Competencies

The competency development process was initiated on public sector and management competencies in the fall of 2001 with the appointment of separate Task Forces of high performing state employees and managers. Using a cross-sectional approach which included diversity of agency, personnel, and service function, the Task Forces were created as the incubator in which to seed and grow a body of core competencies for use throughout the employment process.

The Task Forces met separately throughout the first half of 2002. During three separate working sessions, each Task Force identified those qualities and abilities which mark exceptional performance in a state employee/manager, categorized them into competency groups, differentiated those groups into identified competencies, and established behavioral anchors by which each competency could be measured. The final competencies and anchors were later force ranked by the Task Forces to produce a final report reflecting core competencies tiered by level of position within an agency hierarchy. The product of the Task Forces will be presented for additional verification during the technical competency validation process. (The public sector and management competencies and their underlying behavioral anchors are summarized in Appendix E).

Core technical competencies, which will no doubt vary in great degree from job class to job class, will be established through traditional validation methodology involving the interview of subject matter experts in each job to distill core functions and competencies. To date, multiple job classes have been completed with a firm schedule for addressing all of the state's job classes.

The final product of the competency project will be multi-fold. It will permit restructuring of existing job descriptions to a competency model, rendering clear, unambiguous job information for use by agencies and applicants. It will also support additional future activities and improvements relating to employee selection practices, development programs, benchmark programs, performance evaluation and performance improvement. While many of the improvements will unfold over time, product will be released incrementally in the coming months as it becomes available for use by agency leaders.

Phase V: Projected Activities for FY 2003

Planned Initiative activities for the upcoming year include continued implementation of career ladders, professional development plans, and migration to a competency model. Specific support to agencies will be offered in the following ways:

Briefing and Training Sessions for Workforce Leaders

A primary short term goal of the Initiative is the organization of briefing and training sessions for agency workforce leaders to address the competency model and its potential uses at the agency level. The SPB will be presenting these sessions during the fall of 2002 with the goal of providing comprehensive resources to those agencies who desire to begin the move to a competency model. The involvement of these agency leaders will be critical to the success of the QWI, and their input will be an important factor in maximizing the value of the Initiative.

Competency Based Interview Manual

Agencies can quickly absorb and use the valuable information already produced by the Competency Project. The SPB will publish an interview manual during the fiscal year. This manual will be provided to agencies and will include a body of competency based “behavioral” interview questions for use in employment interviews. Such questions, long used to predict future performance on the basis of past performance examples, will be designed to provide a sound, defensible basis for differentiation among potential candidates and should lead to improvement in the overall quality of state employee selection. Agencies will be offered training on the use of performance based interviews and will be supported by the SPB in the use of core competencies during the interview process.

Workforce Planning Manual

Recognizing the dramatic future changes which will face public sector organizations, the SPB will begin preparation of a workforce planning manual for use by agencies in addressing strategic needs in employee selection, development, retention, and evaluation. This manual will provide implementation resources and will describe in detail the contemporary aspects of workforce planning which flow from a competency based system.

Individual Employee Development Plans (IDP)

One of the most fundamental uses of the competency model comes as competencies are incorporated into agency development initiatives. Through the use of individual employee development plans, agencies will be encouraged to plan training and other opportunities for performance improvement and career enhancement. A pilot project is being planned for FY 2003 to begin using competencies as the linchpin for agency development programs. In addition, a sample individual development form is already available on the SPB web site and will be augmented by training provided by the SPB.

Succession Planning Support

Several state agencies have formal succession planning projects underway as they seek to accelerate the preparation of a pool of talent to succeed the potential retirements that loom in the coming years. The SPB will support these projects through the provision of technical assistance throughout this fiscal year. Additionally, the SPB will monitor best practices in the succession planning realm and forward information to the agencies as it is received.

Measurement of Recruits

During fiscal year 2003, the SPB will define and measure key performance indicators whereby progress and results of the QWI may be directly monitored.

Future of the Quality Workforce Initiative

Although much of the work of the Quality Workforce Initiative has been completed, many activities will continue well into the future. Key activities targeted for the future include continued implementation of SPB internal improvements and enhancements and full implementation of the Professional Development Review Committee. In addition, work will continue on the conversion of existing job descriptions to a competency focus with ongoing validation processes continuing.

Focus will be placed on training HR professionals and agency managers on the use of competency-based workforce management tools. The development of a practical manual on workforce planning is targeted as are tools for agencies in the form of behavioral interview questions, training on the use of the competency model, and individual development plans for a wide range of job classes.

Finally, the QWI will focus on the development of a competency-based performance evaluation system to support the long term vision of the Initiative. Full development and implementation of career ladders will proceed with the goal of creating job proficiency based progression in a job family. A competency-based performance evaluation system will also be developed over time. Technological changes in the application process may also require a lengthy development period. Despite this long-term completion horizon, many immediate benefits will flow directly from the ongoing developmental activities. The partnership of state agencies, the SPB, and the Legislature will assure that QWI methodology becomes a permanent vehicle for workforce planning in the state's 135 agencies, boards, and commissions.

Summary

The Quality Workforce Initiative is a bold, comprehensive effort to improve service to the people of Mississippi through the guarantee of a plentiful pool of talented state employees. The human resource landscape has changed dramatically in recent years and will continue to change as older workers retire and younger workers with different values and goals enter the workplace. The State Personnel Board has recognized the human resource challenges facing state agencies and created a vision for the workforce that will assure quality service for the public and quality opportunity for state employees. This vision has come to life through each of the four phases of the QWI and, despite the long-term nature of the project, its success is already being seen in many areas. The phases of the QWI offer a template for the ongoing consideration of the important issues facing contemporary workforce professionals.

Improved Government Service

The SPB has demonstrated its commitment to service from the outset of the QWI, beginning with the information gathering process of Phase I. State agency personnel have been active participants in identifying problems and creating solutions to their human resource challenges. New technologies and procedures have been implemented in response to state agency concerns. These changes are reducing inefficiencies in personnel administration and freeing state agency personnel for more critical service activities. They also benefit potential employees, as access to information about state employment is made more meaningful and timely. As a result of the SPB's intentional effort to build partnerships, the QWI has modeled the effective customer service it seeks to embed in agencies.

Employee Development Opportunities

New opportunities and procedures for educational benchmarks, new career ladders, and new training programs are just a few of the changes introduced that are expanding opportunities for employees to build careers in state government. These changes, plus the addition of competencies to the performance evaluation and employee development systems, will ultimately lead to the creation of a workforce continuously engaged in learning and performance improvement.

The QWI is bringing real change to workforce planning in Mississippi State Government and constitutes a tangible response to the needs of Mississippi. It has opened the doors of partnership and cooperation, bringing together the Executive Branch, the State Legislature, and state agencies to focus on the creation of a workforce capable of and ready to meet the needs of the future. The Initiative's legacy will be the creation of a contemporary workforce planning model capable of serving the state in the years to come.

For additional information on the Quality Workforce Initiative (QWI), contact The Mississippi State Personnel Board at 601.359.2702 or www.mspb.ms.gov. You may also contact The Whitten Group, P.A. at 601.352.9448 or information@thewhittengroup.com.

Appendix A: Phase One

Focus Group Meetings

Meeting Dates: April 7, 2000
April 14, 2000
April 21, 2000

Meeting Location: State Personnel Board Training Center
Jackson, MS

Participants: State agency human resource personnel

Attendance: Meeting #1 – 39
Meeting #2 – 35
Meeting #3 – 19

Activities: Each meeting began with introductory remarks from Hollis Baugh, Assistant State Personnel Director, describing the State Personnel Board's desire to improve its services and the need for state agency input into the activities of the SPB.

Participants were asked to voice their concerns regarding SPB performance, their suggestions for improvement, and their ideas for new activities.

All remarks were recorded and taken back to SPB for Phase II evaluation and consideration.

FOCUS GROUP “BRAINSTORM” CONCERNS

<p>RECRUITMENT</p>	<ul style="list-style-type: none">• Lack of an electronic application• Agencies cannot hire accountants• The inability to hire secretaries• The failure to use ETV’s services in recruiting• The limited use of technology in recruiting• The state should conduct continuous recruitment for all classifications• List only starting salaries when recruiting• Recruit at special events such as State Fair• Better educate the public regarding SPB’s processes• SPB recruiting materials lack professional appearance• Notify applicant of agency where vacancy exists• Expand experience boxes on application• Become more active at college Career Fairs• Better advertising and marketing of jobs and benefits• Notify agencies when positions go on recruitment• Tell applicants they are not guaranteed interviews
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<p style="text-align: center;">EVALUATION</p>	<ul style="list-style-type: none"> • Veteran preference is unfair • Evaluate more applications on pass/fail basis • Create a generic applicant pool for clerical classifications • Discontinue typing test • Applicant evaluations lack consistency • Authorize agencies to evaluate agency-specific classifications • Evaluation process takes too long • Evaluator reliability is a concern • Need better verification of applicant's information
<p style="text-align: center;">TESTING</p>	<ul style="list-style-type: none"> • Tests should be more job specific/related • Testing takes too long • All tests should be optional • Eliminate typing tests • Replace tests with education/experience evaluations • Give agencies input in test revisions • Update tests • Walk-in clerical testing • Use general knowledge tests • Offer typing test via Internet

<p style="text-align: center;">CERTIFICATION</p>	<ul style="list-style-type: none"> • Problem with reoccurring names on COEs • Should not have to hire from a certificate • Certification process takes too long • Exempt more classifications similar to ACT classifications • Question validity of scores • Top ten too restrictive • Certify more names • SPB not removing names when they should be removed
<p style="text-align: center;">CLASSIFICATION/ COMPENSATION</p>	<ul style="list-style-type: none"> • Perception that HR budget process is useless – agencies provide data that Legislature never reviews • Compensate all employees similarly to ITS • System forces agencies to use classification solutions for compensation problems • Need to consider average salary rather than beginning salaries for salary survey purposes • Allow in-range raises for tenured employees • Employee shouldn't make more than the supervisor • Lack of merit pay is a problem • More flexibility in the promotion formula is needed • Give directors authority to hire/promote anywhere within range • Employees promoted should serve a probationary period

<p>CLASSIFICATION/ COMPENSATION (CONTINUED)</p>	<ul style="list-style-type: none"> • Tenure should be a factor in the award of new hire flexibility - Takes too much time to get actions processed • Inequities in pay ranges, e.g. licensed professional employee's range less than secretary, administrative • Better identification of relevant labor market • Better identification of comparable jobs in relevant labor market • Expand reclassification authority • Misclassifications, specifically for Geologists/Environmental Scientists • More agency flexibility in classification and compensation • Analysts should spend more time at agencies • Agencies need more information on disapproved actions
<p>MANPOWER/ ORGANIZATIONAL</p>	<ul style="list-style-type: none"> • More agency flexibility in organizational structure

<p style="text-align: center;">TRAINING</p>	<ul style="list-style-type: none"> • More SPAHRS training needed • On-line registration for training classes • Make distance learning a part of training program • More training needed on contracts • Need more MERLIN training • On-line access to CPM transcripts • Video library • More agency training need assessments • Reinstitute Personnelist training • Need training on objective interviewing tools • Offer more technical classes
<p style="text-align: center;">CONTRACTS</p>	<ul style="list-style-type: none"> • Entering WIN information in SPAHRS too complicated • Entering contracts in SPAHRS too slow • Requiring hard copy and electronic copy of SPAHRS for 620-88 is duplicative • Need more training on contracts

OTHER ISSUES

- **PAR needs to be re-examined**
- **Need on-line Q & A bulletin board**
- **Educate legislature on VCP/Personnel system**
- **More access to SPAHRS help desk personnel**
- **Correcting errors in SPAHRS too slow**
- **SPB needs to be more active in legislative process**
- **Better communication between Classification and Selection**

Appendix B: Phase Two

Focus Group Steering Committees' Composition

Committee Name	Committee Member	Committee Position	State Agency
Recruitment	Linda Dunson	Chairperson	Medicaid
	Stacy Bracken	Member	Mental Health
	Jessie Smith	Member	Corrections
	Nikki Butler	Member	State Personnel Board
Evaluation	Cheryl Lunsford	Chairperson	Corrections
	Carol Fink	Advisor	State Personnel Board
	Mike Abney	Member	Employment Security
	Sue Massey	Member	State Personnel Board
	Candy Hart	Member	Forestry
	Stella Cessna	Member	Agriculture
Testing	Dorothy Daniel	Chairperson	Marine Resources
	John Mulholland	Advisor	State Personnel Board
	Jennie Taylor	Advisor	State Personnel Board
	Janice Baker	Member	Forestry
	Diane Rouse	Member	Education
	Shelly Smith	Member	State Personnel Board
Certification	Donna Brolick	Chairperson	Education
	Marty Moss	Advisor	State Personnel Board
	William Boykin	Member	State Personnel Board
	Dianne Montgomery	Member	Retirement
	Kathy Simmons	Member	Military

Committee Name	Committee Member	Committee Position	State Agency
Certification Cont.	Shondra Houseworth	Member	State Personnel Board
	Julia Summers	Member	State Personnel Board
Classification	Janice Collins	Chairperson	Environmental Quality
	Frederick Matthes	Advisor	State Personnel Board
	Janice Simpson	Advisor	State Personnel Board
	Stephen Skinner	Member	State Personnel Board
	Agnes Mulholland	Member	Rehabilitation
	Stefanie Williams	Member	Employment Security
	Terri Torrence	Member	Environmental Quality
	Rick Erickson	Member	Geology
	Susie Wilder	Member	Mental Health
	Robert Gaston	Member	State Personnel Board
Compensation	Pat Klar	Chairperson	Health
	Theresa Abadie	Advisor	State Personnel Board
	Brad Chandler	Member	State Personnel Board
	Travis Wilbanks	Member	Health
	Gloria Addison	Member	State Personnel Board
	Ron Sennett	Member	Public Safety
	Brad Martin	Member	Transportation
	Kathy Rudd	Member	Tax
Manpower/ Organization	Ronna Owens	Chairperson	Employment Security
	Beverly Crouther	Advisor	State Personnel Board
	Hazel Turner	Member	State Personnel Board
Manpower/ Organization Cont.	Cassandra Moore	Member	Gaming

Committee Name	Committee Member	Committee Position	State Agency
	Yvonne Shotts	Member	Insurance
Training	Rene Woodard	Chairperson	Rehabilitation
	Dianne Macon	Advisor	State Personnel Board
	Rosina Echols	Member	Banking
	Michele Blocker	Member	State Personnel Board
	Joanna Hall	Member	State Personnel Board
	Ruby Walker	Member	Employment Security
Contracts	Betty Ash	Chairperson	Wildlife & Fisheries
	John Fraiser	Advisor	State Personnel Board
	Stephen Coleman	Member	Public Safety
	Ethel Carson	Member	Attorney General
	Tanya Rass	Member	Attorney General
	Gayle Chittom	Member	Finance & Administration
	Jane Black	Member	Education
	Karen Hollaway	Member	Finance & Administration
Project Administration	Hollis Baugh	Project Manager	State Personnel Board
	Carol Rowe	Project Facilitator	State Personnel Board
	Lori Griffin	Project Facilitator	State Personnel Board
	Jim Reynolds	Technical Advisor	State Personnel Board
	Michael Green	Technical Advisor	State Personnel Board
	Ann Thames	Functional Advisor	Mental Health
Project Administration Cont.	Robert Fagan	Legal Advisor	Attorney General
	Mary McDonald	Functional Advisor	Transportation

Focus Group Steering Committees' Activities and Recommendations

RECRUITMENT	<p>create a state government newsletter on the web site, create recruiting brochures,</p> <p>increase SPB's participation at career fairs,</p> <p>expand test sites to include alternatives such as manufacturing plants that are downsizing or closing,</p> <p>group job announcements on the web site by category, and</p> <p>authorize the use of recruitment flexibility and reclassification for critical job classes without obtaining prior approval from SPB.</p>
EVALUATION	<p>remove the requirement for a driver's license from all minimum requirements,</p> <p>evaluate applications as pass/fail basis only,</p> <p>limit the number of veteran's preference points,</p> <p>accept applications only when the job is on recruitment,</p> <p>improve the reliability and consistency of the evaluation process,</p> <p>train agency personnel on the need for verification of applicant data,</p> <p>shift the responsibility for the evaluation of applicant's eligibility for "new hire flex" to the SPB,</p> <p>create a generic applicant pool for clerical positions, and</p> <p>evaluate the need for testing with the goal of eliminating as many tests as possible.</p>

<p align="center">CERTIFICATION</p>	<p>certify all qualified applicants,</p> <p>eliminate the scoring of applications and use a pass/fail system of evaluation,</p> <p>assure that applications are current by reducing the active period for an application from 12 months to six months,</p> <p>continue use of the Certificate of Eligibles, and</p> <p>train SPB analysts on their assigned agencies' missions in order to facilitate their understanding of agencies needs.</p>
<p align="center">TESTING</p>	<p>suspend assembled tests for generic classifications.</p> <p>suspend testing for agency-specific classifications except at agency request.</p> <p>update proficiency testing</p> <p>increase the frequency of testing.</p> <p>arrange test sites away from downtown Jackson.</p>
<p align="center">CLASSIFICATION/ COMPENSATION</p>	<p>creation of more career ladders for state positions,</p> <p>additional agency flexibility in awarding new hire and promotional flexibility salary increases, and</p> <p>changes in the personal services budget process.</p>

<p style="text-align: center;">MANPOWER/ ORGANIZATIONAL</p>	<p>standardize all software,</p> <p>create a paperless interface with SPAHRS, simplify organizational coding,</p> <p>change the name of the State Personnel Board to better reflect its emphasis on human resources management,</p> <p>change the names of existing agency personnel departments to human resource departments,</p> <p>review and revise the job descriptions of the positions assigned to these departments, and</p> <p>create a statewide program of succession planning within state agencies.</p>
<p style="text-align: center;">TRAINING</p>	<p>on-line availability of CPM transcripts and SPB training course information and registration,</p> <p>broaden training needs assessments,</p> <p>enhance communication through an on-line newsletter and quarterly meetings of agency Training Coordinators, and</p> <p>specific training needs in the following areas:</p> <ul style="list-style-type: none"> personnelist training, general non-managerial training, support staff certification program, and distance learning opportunities.
<p style="text-align: center;">CONTRACTS</p>	<p>entering WIN information in SPAHRS was too complicated,</p> <p>entering contracts in SPAHRS was too slow,</p> <p>require hard copy and electronic copy of SPAHRS for 620-88 was duplicative, and</p> <p>more training on contracts was needed.</p>

Appendix C: Phase Three

Phase III Project Outline

SPB Memo of April 2, 2001

- LXXIX. Develop a coordinated recruiting strategy for the Mississippi State Personnel Board and its purview agencies. Variables for consideration should include but not be limited to:
- A. On-line completion and submission of SPB application
 - B. Efficient use of existing technology, i.e. ETV services
 - C. Resource Allocation
 - 1. Should more resources be targeted toward recruiting of applicants with unique or rare skills?
 - 2. Should we recruit for all classifications at all times?
 - D. To what extent should the State inform its customers regarding the benefits afforded to State employees and the State's hiring process?
 - E. What is the most efficient way to advertise or market the State's job opportunities? The Recruitment Committee recommends that SPB consider the following recruiting locations/methods:
 - 1. The Internet
 - 2. Special events, such as the State Fair
 - 3. Career fairs
 - 4. Universities
 - 5. Community Colleges
 - 6. High Schools
 - F. Better communication between the agencies and between the agencies and SPB. Suggested ways to foster more communication include:
 - 1. State HR newsletter
 - 2. Coordination of recruiting events
 - 3. Live broadcasts via the Internet

Steering Committee: Hollis Baugh, Beverly Crouther, Linda Dunson, Betty Ash, Karen Holloway, Linda Cook, Ken Frazier, Carol Rowe (Chair).

- LXXX. Enhance the State Personnel's evaluation system with consideration for the implementation of an electronic evaluation tool. The electronic evaluation will resolve or facilitate various issues raised by focus participants which include:
- A. Evaluators' consistency and reliability

1. Timeliness
2. The use of pass/fail evaluations
3. More delegation of authority to agencies to evaluate for agency-specific classifications
4. Verifications of applicants' education, experience, background
5. When should SPB accept applications for evaluation?
6. The development of a more user-friendly application form

Steering Committee: Hollis Baugh, Beverly Crouther (Chair), Michelle Blocker, Terry Torrence, Carla Reed, Gary Runnels, John Mulholland.

LXXXI. Conduct a comprehensive review of the testing programs. The reviews should include, but not be limited to, the following:

A. The continued administration of the typing test in its present form. Specific issues raised include:

1. Discontinuation of the typing test
2. The administration of the typing test on a walk-in basis
3. The administration of the typing test via the Internet
4. Discontinuation of the typing test for promotions within the clerical series
5. The administration of the typing test at the agency's discretion
6. The limited number of applicants for clerical classifications
7. Timeliness

B. The applicability and benefits of written tests. Specific concerns include:

1. The use of more job specific tests.
2. Replacing written tests with education and experience evaluations.
3. Soliciting more agencies input in test revision
4. Reducing the number of tests administered
5. Timeliness
6. The use of general knowledge tests

Steering Committee: Hollis Baugh, Beverly Crouther, John mUlholland (Chair), Rona Owens, Gayle Mills

LXXXII. Revamp the classification scheme to include career ladders for all or most classifications. Issues raised that this recommendation will address include:

A. Will facilitate rewarding productive employees

- B. Will give agencies more flexibility
- C. Help morale by providing career-minded employees more information about their career progressions and what he or she needs to accomplish in order to progress

Steering Committee: Hollis Baugh (Co-Chair), Fredrick Matthes (Co-Chair), Pat Klar, Jan Walker, Bonnie Sides, Ann Thames, Cheryl Lunsford, Gloria Jackson, Robert Fagen, Kathy Rudd, Laura Mullens, Mary McDonald

LXXXIII. Implement a document workflow and imaging system

- A. Will facilitate the certification of more names on the COE
- B. Will facilitate the implementation of other evaluation methods such as pass/fail
- C. Will further expedite the certification process

Steering Committee: Beverly Crouther (Co-Chair), John Mulholland (Co-Chair), Gary Runnels, Donna Brolick, Dianne Montgomery, Cassasndra Moore, Clara McKinnon, Hollis Baugh

LXXXIV. Revamp the manner in which personal services budgeting is handled. This recommendation will address the following issues raised by focus committees:

- A. Too much time is spent preparing and presenting personal services budgets that are not acted on by the Legislature.
- B. SPB analysts should spend more time onsite at the agencies. A change which will significantly reduce the amount of time spent preparing personal service budgets has been approved by the State Personnel Board effective immediately. SPB analysts should now have more time to spend with the agencies.
- C. Will also enable analysts to spend more time on other issues identified by focus groups but which require additional research for solutions. These issues include:
 - 1. Amending the organizational coding scheme
 - 2. Amending the salary survey process

Steering Committee: Frederick Matthes (Chair), Hollis Baugh, Kathy Rudd, Pat Klar

Note: This recommendation was implemented effective the FY 2003 budget preparation cycle. The committee exists to evaluate the new process and make recommendations for enhancements.

Mississippi State Personnel Board Strategic Planning
 Focus Group Activities-Outcomes, Dates, Legislative Action
 Status Report
 July 10, 2002

Item #	Focus Group	Focus Group Activity	Desired Outcome	Status	Date Activity Initiated	Leg. Action Needed
1	Hiring Process	Implement Electronic Resume	<p>Increase Applicant Pools: The electronic resume allows applicants to register their credentials with the SPB via the Internet. It will also give agencies computerized access to thousands of candidates for consideration for their NON-COMPETITIVE jobs.</p>	As of July 10, 2002 - 1004 applicants submitted resumes.	June 4, 2001	No
2	Hiring Process	Delete the Requirement For Submission of Applications for Career Ladder Promotions	<p>Reduce Processing Time for Career Ladder Promotions: Reduced Paper Flow: Most career ladder promotions are based on the acquisition of additional training or education and/or tenure in the position. These items can be evaluated using routine applicant data maintained by the agency or the SPB. Accordingly, applications are not needed for evaluation by SPB.</p>	New policy implemented September 2001	September 2001	No

Item #	Focus Group	Focus Group Activity	Desired Outcome	Status	Date Activity Initiated	Leg. Action Needed
3	Hiring Process	Review the Use of Written Tests	<p>Reduce Time it Takes to Hire and Promote Staff: Better Identification of Qualified Applicants: SPB will review each written test to measure its current usefulness with consideration given to its predictability, timeliness, costs, and available alternatives.</p>	As of June 1, 2002, SPB abolished Tests, including typing test, for 125 classifications with 3318 positions assigned.	May 2001	No
4	Hiring Process	Conduct a Study of the Use of the SPB Typing Test	<p>Reduce Time it Takes to Hire and Promote Staff: Better Identification of Qualified Applicants: SPB will review the typing test to measure its current usefulness with consideration given to its predictability, timeliness, cost, and available alternatives.</p>	SPB Discontinued the use of the typing test on November 1, 2001.	November 2001	No

<i>Item #</i>	<i>Focus Group</i>	<i>Focus Group Activity</i>	<i>Desired Outcome</i>	<i>Status</i>	<i>Date Activity Initiated</i>	<i>Leg. Action Needed</i>
5	Hiring Process	Recruitment And Retention Surveys	<p>Increased Applicant Pools: SPB conducted two surveys to determine to what extent selected variables impacted the selection and retention of new employees and more tenured ones. In the first survey, SPB asked more than 450 state employees who are recent college graduates to rank 21 variables relative to their importance to selecting employees.</p> <p>In the second survey, SPB asked more than 450 more tenured state employees to rank the same 21 variables relative to their importance in the employees' decision to remain with the state.</p> <p>The result of these surveys may be used as a basis for decision-making</p>	Both surveys completed. Survey description, findings, and recommendation included in a letter to Senator Thames	First Survey- July 2001 Second Survey- September 2001	No

<i>Item #</i>	<i>Focus Group</i>	<i>Focus Group Activity</i>	<i>Desired Outcome</i>	<i>Status</i>	<i>Date Activity Initiated</i>	<i>Leg. Action Needed</i>
6	Hiring Process	Implement an Application which is Completed, Submitted, and Graded On-line	<p>Reduce Application Processing Time: Increase Applicant Pool: This system will expand access to state jobs and significantly reduce the time it takes to process applications. Overall, it will allow state agencies to better compete for the limited human resources.</p>	<p>Continuing research for system which grades application electronically.</p> <p>SPB's MIS and ORS staffs are developing electronic application. Applicants will complete and submit this application electronically. Should almost eliminate the 22% invalids. Expected completion December 2002.</p>	Summer 2001	No

<i>Item #</i>	<i>Focus Group</i>	<i>Focus Group Activity</i>	<i>Desired Outcome</i>	<i>Status</i>	<i>Date Activity Initiated</i>	<i>Leg. Action Needed</i>
7	Hiring Process	Implement an Imaging and Document Workflow System	Reduce the time it takes to fill vacancies: Currently, the handling of applications for screening, evaluating, & certifying is done manually & is very labor intense. The proposed system will capture & route applications electronically. This change will eliminate manual processes & will reduce the time it takes to fill vacancies.	Programmers are building system. Implemented 04/2002	April 2002	No
8	Workforce/Workplace Planning	Amend the Time Period for the Award of New Hire Flexibility and Promotional Flexibility Salary Increases	Increase Employee Retention Rates: New hire and promotional flexibility salary increases are given to new /existing employees whose education/experience exceed the minimum qualifications of the classifications which into hired or promoted. Currently, the agency must award the salary increase within 12 months of the hire or promotion. This time frame will increase to 24 months on 07/01/2001.	Implemented July 1, 2001	July 1, 2001	No
9	Workforce/Workplace Planning	Update the Mississippi State Employee Handbook	More Informed Workforce: Increase Retention Rates: The updated handbook will provide the most current employee benefit information in a clear & concise manner.	Distributed new handbooks to agencies & employees during July-August 2001.	July 2001	No

<i>Item #</i>	<i>Focus Group</i>	<i>Focus Group Activity</i>	<i>Desired Outcome</i>	<i>Status</i>	<i>Date Activity Initiated</i>	<i>Leg. Action Needed</i>
10	Workforce/Workplace Planning	Expand the Use of Career Ladders	<p>Increase Recruitment & Retention Rates: Career ladders are excellent tools for the recruitment and retention of employees. Currently, almost one-half of employees earning less than \$40K are covered by a career ladder. We propose to expand the use of career ladders to cover all non-management classifications.</p> <p>Will use competencies to advance employees within the career ladder</p>	<p>Career ladder for Administrative Assistants Secretaries (1105) positions is completed. The development of modification of career ladders for Clerks, Social Workers and classifications is underway.</p>		<p>Supportive language maybe necessary for the program to achieve full potential.</p>

Item #	Focus Group	Focus Group Activity	Desired Outcome	Status	Date Activity Initiated	Leg. Action Needed
11	Professional Development	Develop a Statewide System of Benchmarks	<p>Develop Employee Skill Sets: Increase Recruitment and Retention Rates: Develop a statewide benchmark program which will include competencies and employee development plans for management and non-management personnel. This program will be similar to the ACT program used for information technology employees. It will facilitate employee development through additional training and education which ultimately should increase recruitment and retention rates.</p>	<p>The Committee created to develop the professional development plan is near completion of its task.</p> <p>Professional Development Program implemented July 1, 2002.</p>	Fall 2001	Supportive language maybe necessary for the program to achieve full potential.
12	Workforce/Workplace Planning/ Professional Development	Competency Development	<p>Development of a workforce where competencies knowledges, skills, abilities and attributes will be used for as the basis for decision-making to hiring, promotion, training & if necessary termination.</p> <p>During 04/2002, the SPB began developing competencies for its job classifications. These competencies will be used for as the basis for decision-making relative to hiring,</p>	<p>This is an On-going program.</p> <p>July 31, 2002Bwill have developed competencies for 13 SPB classificati</p>	April 2002	

<i>Item #</i>	<i>Focus Group</i>	<i>Focus Group Activity</i>	<i>Desired Outcome</i>	<i>Status</i>	<i>Date Activity Initiated</i>	<i>Leg. Action Needed</i>
			promotion, training, and if necessary termination.	o ns.		
13	Budget and Appropriations	Amend the Process for Submission of Personnel Services Budgets	Elimination of Unnecessary Paper Flow: Better Analyses of Requests: Under the amended process, agencies continue to submit personnel services budgets to SPB and LAO. However, the supporting documentation is only required for items approved by the Legislature. The time saved will be used by the agencies and SPB to conduct better analyses of requested items.	Completed the budget submission and SPB review phases of the budget cycle using the amended process. Preliminary analysis of the change reveals that the new process reduced agency work load and reduced paper.	July 1, 2001	No

Phase III Steering Committee's Activities

Hiring Process

The Hiring Process Committee subsumed those Phase II committees working in the areas of Recruitment, Evaluation, Testing, and Certification.

The Committee was charged with developing tools that would enhance the total applicant pool for state employment, expedite processing of applications for employment and promotion, improve identification of qualified applicants, and foster employee retention.

Recruitment

- **Recruitment and Retention Surveys** - *In order to assess the needs of potential applicants, the SPB asked 485 state employees who had recently graduated from college to rank 21 variables relative to their importance in selecting employment. more than 450 current tenured employees were asked to ranked these same variables relative to configuring employment with the state. Compensation and opportunities for advancement were the most highly rated factors in both surveys. Retirement and insurance benefits were the two most important benefits to employees. These surveys were completed in July and September 2001. The information obtained from these two surveys was reported to the Senate Fees, Salaries, and Administration Committee in January 2002, and will be used by the State Personnel Board in considering future recommendations to the Legislature.*
- *The SPB appointed a **Director of Recruitment** charged with developing a recruitment strategy for high schools, colleges, etc. and developing informational materials about state employment. A Recruitment Handbook is being developed that will be used by both the SPB and state agencies as they contact potential employees, participate in Career Day activities and Job Fairs, and as they visit schools and colleges. Agency surveys were distributed in January 2002 requesting information about intern/co-op programs, job fair participation, and specific recruitment challenges. This information will aid the SPB in identifying specific recruitment problems and corresponding recruitment strategies. In March 2002, the SPB coordinated state agency participation in a large Job Fair held at the Trade Center in Jackson. The Mississippi Corridor, a section of the Job Fair set aside for state agencies, provided job seekers a chance to obtain information about state employment, generally and from specific agencies, and to learn of the opportunities available in state government. Knowledgeable personnel manned booths and displays, distributed brochures, and answered questions as hundreds of potential employees visited agency booths.*

- The SPB developed an **electronic résumé** in order to increase the size of the applicant pool. This tool allows applicants for non-competitive positions, such as medical and legal professionals, engineers, and IT personnel to register their credentials with the State Personnel Board via the Internet. This information can be accessed directly by interested state agencies. A marketing plan is being developed to increase agency use, and current job announcements contain information about the e-resumé when applicable. As of May 21, 2002, 862 applicants had submitted on-line resumé.

Processing Efficiencies

- In September 2001, the SPB **discontinued the need for paper applications for Career Ladder promotions**. Since most career ladder promotions are based on the acquisition of additional experience or training, routine applicant data already maintained by SPB or the employing agency was found to be sufficient for evaluation. This change reduces paperwork and time expenditures for both agency HR personnel and the employee.
- During 2001, the SPB began reviewing all written tests for hiring or promotional purposes in order to determine the current validity, reliability, and cost of specific tests. Tests that were no longer considered useful were discontinued. To date, the SPB has **discontinued the administration of written tests, including the typing test for 125 classifications**, affecting more than 3300 positions.
- In April 2002, the SPB implemented an **Imaging and Document Workflow System**. The system eliminates much of the manual handling of applications by capturing and routing them electronically, thus reducing the time necessary to fill vacancies. The Certificate of Eligibles (COE) was already available in an electronic format, but the applications of those listed on the COE were photocopied by SPB staff and couriered to the requesting agency. This new system makes both the COE and the application available electronically.
- Although still in the development phase, the SPB is planning to implement an **electronic application system**. This system will allow potential employees to complete and submit applications on-line. The application will then be evaluated electronically. This change will add speed and consistency to the evaluation process, and is expected to eliminate the 22% invalid/incomplete applications received by the SPB each year. Full implementation of the electronic evaluation component is expected in 18 – 30 months; on-line applications should be available by December 2002. The SPB's in-house MIS staff is developing the on-line application, without the evaluation component.

The process of hiring in state government has been a paper-driven activity for many years, resulting in delays at many points. The frustrations of those participating in the initial Focus Groups were evident in their

recommendations to eliminate as much of the process as possible. The SPB has adopted a global approach through technological solutions that will dramatically improve the efficiency of the hiring process. The agency has already begun making significant changes and others are planned for implementation within the next 1 ½ to 2 years.

Workforce/Workplace Planning

*Phase III activities in this area are designed to **increase the retention rate** among state employees. Long and short-term activities are included.*

- *The SPB updated and distributed **new State Employee Handbooks** designed to provide clear, current information about the benefits available to state employees. The Handbooks were distributed during July and August 2001.*
- *Agencies that are hiring or promoting are allowed to award flexible salary increases to employees whose education and/or experience exceeds the minimum qualifications for the position. Historically, this award could not be made after 12 months of employment in the position. As of July 2001, the **time period for awarding new hire flexibility and promotional flexibility salary increases was extended to 24 months**. State agencies' human resource directors are quite positive about this change. It is allowing them to grant salary increases to employees who could not receive them earlier due to budget limitations or qualifications not evident at the time of hire or promotion, and they see this as a significant tool for improving employee retention.*
- *The broadest activity in this area is the **expansion of career ladders for all non-management positions**. Currently, approximately 50% of those earning less than \$40,000 annually are in positions that allow for movement through several levels, generally four. This activity will expand career opportunities for those not presently covered. At each step of a career ladder, the employee is required to have obtained additional training or experience in order to be eligible for promotion to the next level. The SPB has awarded a contract for the development of required competencies at each step of the new career ladders.*

In October 2001, work began on the consolidation of job classes as a part of career ladder development. The first of these is a consolidation of Administrative Assistant and Secretarial classifications. As these classes are consolidated, all employees within the Secretary series will be reclassified as Administrative Assistants at a level corresponding to their current position. Competencies for each level of the Administrative Assistant series are now being developed and complete implementation of this consolidation will occur in 2002. Other clerical positions will be considered for consolidation and career ladder development as soon as this first effort is completed.

Employees in state government, as everywhere, need incentives for continuous learning and development. They need opportunities to improve and move forward. The work done in this area will help provide those incentives.

Professional Development

The recommendations developed by the Steering Committee on Training were assigned to this Phase III group. The SPB Training Division had already acted on most of the recommendations, but several long-term projects were initiated that will have significant impact on state employee development.

- The major task of this workgroup is the development of a **Statewide System of Benchmarks**. This system will eventually include competencies and employee development plans for management and non-management personnel. A Professional Development Task Force/Steering Committee was formed in the spring of 2001. This committee developed a recommended structure, composition, and operational policies for a Professional Development Review Committee (PDRC), as well as criteria for the evaluation of benchmark requests. The PDRC will consist of agency HR personnel and SPB staff and will begin operating on July 1, 2002. The Committee will be responsible for considering requests for educational benchmark awards, tracking all awards granted, and implementing a standardized system for granting awards. The State Personnel Board Policy Memorandum No. 6-2003, dated April 25, 2002 officially established the Professional Development Review Committee's structure and responsibilities.*

(A full copy of Policy Memorandum No. 6-2003 can be found as Appendix D)

- A new training program for clerical personnel, the Administrative Support Certification Program (ASCP), similar to the Certified Public Manager program, has been implemented. The requirements for Level I Certification include: a three-day training session entitled "The Road to Success in Administrative Support." This session includes practical exercises designed to improve skills in the areas of "Working Together," "Getting the Work Done," and "Serving the Customer." Successful completion of the 3-day course includes making a passing score on a written exam as well as submission of a follow-up activity report, based on a feedback meeting with the participant and his/her immediate supervisor. Additional certification requirements include completion of a one-day course in "Advanced Writing: Writing Advantage," a course that provides the essentials for effective written communication in the workplace; "Overview of State Government," a ½ day session that provides information on the roles of government agencies, the Legislature, and the court system; at least three hours of training on diversity issues; and verification of computer proficiency for their current position. Those completing the program will attain certification and will be eligible for a 1% educational benchmark. Since its inception in October 2001, eight of the three-day sessions*

have been offered by the SPB Training Division, and 174 employees have completed the program. State agencies' human resource directors report that interest in this program is high.

- A "Value-Added Individual Personal Development Plan" form has been developed that is accessible at the SPB website, along with instructions for developing an individualized plan for career development. This plan will be a key tool for competency development as Phase IV activities continue.
- The SPB Training Division has made a number of **improvements to the training information available on the SPB web site**. Information regarding available training programs, future activities, Basic Supervisory Training, Administrative Support Certification Program, and the Certified Public Manager program is located in a clearly accessible and readily available format. Although on-line registration for training courses is not yet available, this is under consideration for future implementation. The Training Division also maintains contact with Human Resource Development Specialists in state agencies through the Training Network. The Network meets each quarter and special presentations keep HRD specialists up-to-date on training activities and opportunities in and out of state government. CPM Coordinators within the agencies also receive regular updates regarding their CPM participants.

Continuous learning is now an accepted part of the 21st century workplace and newer generations of workers are willing to take responsibility for keeping their skills current and for learning new skills. The system of benchmarks and the competencies being developed will provide the road map of skills needed in government. With the support of the State Personnel Board and their own agencies, employees will be able to take advantage of learning opportunities and be rewarded for doing so.

Budget and Appropriations

This workgroup was charged with developing **changes in the personal services budget submission process for state agencies**. As a result of their efforts, state agencies are now required to submit detailed justification only for personnel items that are approved by the Legislature. Limited "reasonable" justification is still necessary for all changes requested, approved or not. This change was approved and implemented for recent budget submissions. Considerable time was saved for agency HR personnel, and participants in the new process agreed that it was a more efficient process. SPB analysts were able to spend more time with agencies during the budget planning process, and agencies felt that the increased communication during the planning phase increased the quality of budget requests submitted to SPB and LBO. Additional evaluation and "fine-tuning" are planned.

Appendix D: PDRC Documents

Policy Memorandum No. 6 - FY 2003

TO: Elected Officials, Agency Directors and Personnel Officers
State Service Agencies

FROM: J. K. Stringer, Jr.
State Personnel Director

DATE: April 25, 2002

SUBJECT: ADMINISTRATIVE POLICIES AND PROCEDURES FOR THE AWARD OF MONETARY BENCHMARKS FOR COMPLETION OF TRAINING AND DEVELOPMENT PROGRAMS

1. Statement of Purpose

It is the intent of the State Personnel Board to establish policies governing the award of monetary benchmarks for completion of employee training and development programs. These policies are for the purpose of providing employees opportunities to continue acquiring professional skills, knowledge, and expertise.

These provisions shall supersede all conflicting policies and procedures for the administration of educational benchmark awards published in the Mississippi State Personnel Board Policy and Procedures Manual and any additional or replacement manuals, effective close of business June 30, 2002, and shall become an official attachment to the Mississippi State Personnel Board Policy and Procedures Manual.

The statutory increase or decrease of any salary under the salary setting authority of the State Personnel Board shall comply with the policies below, except where the Legislature may otherwise provide.

2. Coverage of These Policies

1. *These policies shall govern educational benchmark awards for:*

(1) *State Service employees and*

(2) *Non-state service employees excluded from the state service by Mississippi Code of 1972, Annotated, Section 25-9-107 (c) but subject to State Personnel Board salary setting authority as listed below:*

(3) *Part-time employees [Refer, Mississippi Code of 1972, Annotated, Section 25-9-107 (c) (xi)];*

(4) *Time-limited employees [Refer, Mississippi Code of 1972, Annotated, Section 25-9-107 (c) (xiv)];'*

(5) *Administrative officers, deputies, bureau chiefs, and directors [Refer, Mississippi Code of 1972, Annotated, Section 25-9-107 (c) (xvi)];*

(6) *Non-state service positions of associate director, deputy directors, and bureau directors within the Department of agriculture and Commerce [Refer, Mississippi Code of 1972, Annotated, Section 25-9-107 (c) (xix)];*

(7) *Non-state service positions of deputy superintendents, associate superintendents and divisional directors within the State Department of education [Refer, Mississippi Code of 1972, Annotated, Section 37-3-13 (2)];*

(8) *Non-state service positions of associate directors, deputy directors and bureau directors within the Mississippi Development Authority [Refer, Mississippi Code of 1972, Annotated, Section 57-1-5 (3) (c) (xi)].*

2. *Agencies or employees whose positions are excluded by statute from the salary setting authority of the State Personnel Board are not subject to the policies of this memorandum and are listed below:*

a. *Employees serving in non-state service agencies [Refer, Mississippi Code of 1972, Annotated, Section 25-9-107 (c) (l) (ii) (iii) (iv) (vii) (viii) (xvii)]; and*

b. *Employees serving in non-state service occupations [Refer, Mississippi Code of 1972, Annotated, Section 25-9-107 (c) (v) (vi) (ix) (xiii)].*

3. *Salaries set by statute (including the Omnibus Pay Bill) shall be implemented strictly in accordance with legislative intent [Refer, Mississippi Code of 1972, Annotated, Sections 25-3-31, 25-3-33, and 25-3-35].*

4. *Employees in information technology positions are covered under Policy Memorandum No. 5 which delineates the Administrative Policies and Procedures for the Special Compensation Plan for Information Technology Classifications.*

3. General Policy Provisions

The state Personnel Director shall have exclusive authority to approve/disapprove educational benchmarks for certifications, licenses, and/or degrees and determine the maximum benchmark percentage amounts awarded. To be eligible for an Educational Benchmark salary increase, an employee must complete requirements which exceed

the level of minimum qualifications for education, licensure, or certification listed for the employee's present job class which the employee possessed at the time of appointment into his or her present job class.

General Policies

Requests for Educational Benchmark awards are made at the discretion of the agency head and are restricted to two (2) years from the date the incumbent acquired certification, completed degree requirements, or attained licensure.

In extraordinary circumstances, an agency may request the State Personnel Director waive the two (2) year restriction if failure to award a benchmark was due strictly to budgetary constraints.

No Educational Benchmark shall be awarded for degrees, licensure, certification or registration which the incumbent possessed at the time of hire.

If the employee being awarded an educational Benchmark is currently at the end salary of his or her classification, or should the benchmark cause an employee's salary to exceed end salary, that portion of the benchmark exceeding end salary shall be paid as a one-time lump-sum payment.

Any new hire flexibility, recruitment flexibility, or other discretionary compensation awarded for educational achievement, licensure, or certification shall not result in a subsequent award of an Educational Benchmark for the same achievement.

Educational Benchmarks shall not be awarded for degrees, licensure, certifications or registrations which are required by law for performance of job duties.

Degrees

Increases in increments of up to five percent (5%) may be awarded to employees obtaining the following degrees: Associate's, Bachelor's [in no case shall the cumulative award for the achievement of an Associate's Degree and a Bachelor's Degree exceed five percent (5%)], Master's, Specialist, and/or Doctoral.

Licensure/Certification/Registration

Increases of up to five percent (5%) may be awarded to employees acquiring licensure, certification, or registration directly related to their jobs. Although an employee may be eligible to receive more than one (1) licensure, registration or certification in a twenty-four (24) month period, in no case shall an employee receive more than a five percent (5%) increase in any twenty-four (24) month

period. However, in extraordinary circumstances, agencies may award more than five percent (5%) within a twenty-four (24) month period, upon approval of the State Personnel Director. Requests of this nature must fully justify in writing why it is of greater value to the agency for the employee to obtain the licensure, certification, or registration.

The program of licensure, certification, or registration must require a test. A test is defined as any pass/fail measure of applied knowledge.

Basic Supervisory Course (BSC); Certified Public Manager (CPM) Program; and Administrative Support Certification Program

In addition to benchmarks for educational degrees and for one (1) licensure/certification/registration, employees may receive an Educational Benchmark for the Administrative Support Certification Program, Basic Supervisory course and certification in the Certified Public Managers program.

Educational Benchmarks

In accordance with Section 25-3-34, Mississippi Code of 1972, Annotated, as amended, in addition to the salary provided in Section 25-3-33, any appointive state and district official and employee provided therein shall receive the award of an educational benchmark as defined in State Personnel Board rules for the possession or attainment of any of the following:

The Certified Public Manager designation;

A job related PhD (Doctor of Philosophy) degree which is not required as a minimum qualification of the position;

A job related certification, licensure, or registration requiring the passage of an examination, which is not required as a minimum qualification of the position.

No such official or employee may receive more than a total of three (3) eligible benchmarks, only one of which may be for a job related certification, licensure or registration.

4. Professional Development Review Committee

The State Personnel Board will appoint, from a list of nominees submitted by the State Personnel Director, a Professional Development Review Committee (PDRC) to review agency requests for monetary benchmarks for completion of employee training and development programs. The PDRC will provide recommendations for action to the State Personnel Director. This committee shall act in an advisory capacity to the State Personnel director and is established pursuant to the statutory authority of the State

Personnel Board. The PDRC shall be established by precept and members shall be appointed in accordance with the procedures in attachment 1.

Governing Policies

- 1. The PDRC will review requests for benchmarks for advanced degrees, job related licensures/certifications/registrations, the Certified Public Manager (CPM) Program, Basic Supervisory Course (BSC), and Administrative Support Certification Program.*
- 2. The PDRC will have latitude to make recommendations regarding the percentage of benchmark to be awarded based on historical data and professional discretion.*
- 3. The PDRC will solicit input from agencies other than the requesting agency who may be affected by the benchmark prior to recommending a percentage award.*
- 4. Agencies will be provided a policy manual regarding the submission of requests for benchmark awards to the PDRC prior to submission.*
- 5. The PDRC will work with agencies to meet the criteria for the award of up to a five percent (5%) benchmark when possible.*

Should you have any questions concerning the policies set forth in this memorandum, please contact the Office of Classification and Compensation at 359-2764.

Recommendation

Approval of the amendments to Policy Memorandum No. 6 - Fiscal Year 2003, Attachment 1, effective September 1, 2002. Further, if there are no public comments or substantive changes thirty (30) days after filing with the Secretary of State pursuant to the Administrative Procedures Law, the proposed policy will be refiled as a final action for adoption.

Professional Development Review Committee Members (effective 7/1/02)

Marianne Gaudin, State Personnel Board, Chairperson
Theresa Abadie, State Personnel Board
Betty Ash, Department of Wildlife, Fisheries, and Parks
Michele Blocker, Information Technology Services
Linda Dunson, Division of Medicaid
Pat Klar, Department of Health
Cheryl Lunsford, Department of Corrections
Mary McDonald, Department of Transportation
Clara McKinnon, Department of Archives and History
Becky J. McNelis, MS State Auditor
Laura Mullens, MS Development Authority
Kathy Rudd, MS State Tax Commission
Bonnie Sides, MS Department of Public Safety
Ann C. Thames, Department of Mental Health
Terri Torrence, Department of Environmental Quality
Eddie Williams, MS State Gaming Commission
Renee Woodward, Department of Rehabilitation Services

For information on the PDRC, please contact the Chairperson at 601.359.2737.

Appendix E: Task Force Members & Competencies

Public Sector Group Members

<i>Acct. Appt.</i>	<i>Last Name</i>	<i>First Name</i>	<i>Agency Name</i>
<i>y</i>	<i>Sanders</i>	<i>Rodney</i>	<i>Ag & Commerce</i>
<i>y</i>	<i>Dye</i>	<i>Donna</i>	<i>Archives & History</i>
<i>y</i>	<i>Dickenson</i>	<i>Rhuel</i>	<i>Audit</i>
<i>y</i>	<i>Guest</i>	<i>Jan</i>	<i>Corrections</i>
<i>y</i>	<i>Burton</i>	<i>Theresa</i>	<i>Corrections</i>
<i>y</i>	<i>LeGrand</i>	<i>Ed</i>	<i>DMH</i>
<i>y</i>	<i>Brown</i>	<i>Henry</i>	<i>DMH-Boswell</i>
<i>y</i>	<i>Sherman</i>	<i>Larry</i>	<i>DMH-Ellisville</i>
<i>y</i>	<i>Westerfield</i>	<i>Judy</i>	<i>DMH-Hudspeth</i>
<i>y</i>	<i>Dunaway</i>	<i>James</i>	<i>DMH-MSH</i>
<i>y</i>	<i>McEwen</i>	<i>Dorothy</i>	<i>DMH-SMRC</i>
<i>y</i>	<i>Winfield</i>	<i>Wynona</i>	<i>DMH-SMSH</i>
<i>y</i>	<i>Giles</i>	<i>Deborah</i>	<i>Education</i>
<i>y</i>	<i>Williams</i>	<i>Peggy</i>	<i>Emp. Appeals Board</i>
<i>y</i>	<i>Cobbins</i>	<i>Stacy</i>	<i>Environmental Quality</i>
<i>y</i>	<i>Bell</i>	<i>Reggie</i>	<i>Fire academy</i>
<i>y</i>	<i>Taylor</i>	<i>Andy</i>	<i>Forestry Commission</i>
<i>y</i>	<i>Sasser</i>	<i>Terri</i>	<i>Health</i>
<i>y</i>	<i>Jackson</i>	<i>Gloria</i>	<i>Human Services</i>
<i>y</i>	<i>Anderson</i>	<i>Debra</i>	<i>IHL</i>
<i>y</i>	<i>Webster</i>	<i>Jimmy</i>	<i>ITS</i>
<i>y</i>	<i>Ashford</i>	<i>Pat</i>	<i>Liason-MSCPM (MDA)</i>
<i>y</i>	<i>Macon</i>	<i>Dianne</i>	<i>Liason-SPB</i>
<i>y</i>	<i>Murphy</i>	<i>Joan</i>	<i>Marine Resources</i>
<i>y</i>	<i>Smith</i>	<i>Brian</i>	<i>Medicaid</i>
<i>y</i>	<i>Dutton</i>	<i>Linda</i>	<i>MDA</i>

Acct. Appt.	Last Name	First Name	Agency Name
<i>y</i>	<i>Boone</i>	<i>Yolanda</i>	<i>MDA</i>
<i>y</i>	<i>Cooper</i>	<i>Martha</i>	<i>Nat. Science Museum</i>
<i>y</i>	<i>Houseworth</i>	<i>Shondra</i>	<i>Personnel Board</i>
<i>y</i>	<i>Turner</i>	<i>Hazel</i>	<i>Personnel Board</i>
<i>y</i>	<i>Givens</i>	<i>Eddie</i>	<i>Rehab Services</i>
<i>y</i>	<i>Haycraft</i>	<i>Renea</i>	<i>Secretary of State</i>
<i>y</i>	<i>Lawler</i>	<i>Tony</i>	<i>State Tax Commission</i>
<i>y</i>	<i>Strait</i>	<i>Lanell</i>	<i>State Tax Commission</i>
<i>y</i>	<i>Allen</i>	<i>Richard</i>	<i>Transportation</i>
<i>y</i>	<i>Bell</i>	<i>Carolyn</i>	<i>Transportation</i>
<i>y</i>	<i>Warren</i>	<i>Mike</i>	<i>Vet Home Purchasing Board</i>

Demographics of Group

Group	# of participants	Percentage of group
<i>African American Females</i>	<i>10</i>	<i>29%</i>
<i>African American Males</i>	<i>3</i>	<i>10%</i>
<i>White Females</i>	<i>11</i>	<i>31%</i>
<i>White Males</i>	<i>11</i>	<i>31%</i>

Management Group Members

Acct. Appt.	Last Name	First Name	Agency Name
<i>y</i>	<i>Acey</i>	<i>Mike</i>	<i>Audit</i>
<i>y</i>	<i>Presley</i>	<i>Dwight</i>	<i>Corrections</i>
<i>y</i>	<i>Kelly</i>	<i>Michael</i>	<i>Corrections</i>
<i>y</i>	<i>Hendrix</i>	<i>Randy</i>	<i>DMH</i>
<i>y</i>	<i>Thames</i>	<i>Ann</i>	<i>DMH</i>
<i>y</i>	<i>Johnson</i>	<i>Gloria</i>	<i>DMH-Boswell</i>
<i>y</i>	<i>Lewis</i>	<i>Marc</i>	<i>DMH-MSH</i>
<i>y</i>	<i>Jones</i>	<i>Sandy</i>	<i>DMH-NMRC</i>
<i>y</i>	<i>Baker</i>	<i>Pam</i>	<i>DMH-SMRC</i>
<i>y</i>	<i>Lipscomb</i>	<i>John</i>	<i>DMH-SMRC</i>
<i>y</i>	<i>Moody</i>	<i>Jack</i>	<i>Environmental Quality</i>
<i>y</i>	<i>Rao</i>	<i>Maya</i>	<i>Environmental Quality</i>
<i>y</i>	<i>Hill</i>	<i>Margaret</i>	<i>Finance & Admin</i>
<i>y</i>	<i>Davis</i>	<i>Ruth</i>	<i>Fire Academy</i>
<i>y</i>	<i>Buchanan</i>	<i>David</i>	<i>Health</i>
<i>y</i>	<i>Pearson</i>	<i>Kevin</i>	<i>Health</i>
<i>y</i>	<i>Ainsworth</i>	<i>Lynn</i>	<i>ITS</i>
<i>y</i>	<i>McElroy</i>	<i>Lea Ann</i>	<i>Liason-MSCPM (MDA)</i>
<i>y</i>	<i>Pope</i>	<i>Bill</i>	<i>Liason-MSCPM (Audit)</i>
<i>y</i>	<i>Lloyd</i>	<i>Lesly</i>	<i>Liason-SPB (Training)</i>
<i>y</i>	<i>Ainsworth</i>	<i>Lynn</i>	<i>ITS</i>
<i>y</i>	<i>Hayes</i>	<i>Horace</i>	<i>Medicaid</i>
<i>y</i>	<i>Lewis-Payton</i>	<i>Rica</i>	<i>Medicaid</i>
<i>y</i>	<i>La Guan</i>	<i>Ann</i>	<i>MESC</i>
<i>y</i>	<i>Grimes</i>	<i>Bobby</i>	<i>Narcotics</i>
<i>y</i>	<i>Booth</i>	<i>Ted</i>	<i>PEER Committee</i>
<i>y</i>	<i>Tingle</i>	<i>Lori</i>	<i>PERS</i>
<i>y</i>	<i>Crouther</i>	<i>Beverly</i>	<i>Personnel Board</i>

Acct. Appt.	Last Name	First Name	Agency Name
<i>y</i>	<i>Brown</i>	<i>Shirley</i>	<i>Rehab Services</i>
<i>y</i>	<i>Balentine</i>	<i>Cindy</i>	<i>State Tax Commission</i>
<i>y</i>	<i>Gorman</i>	<i>Alice</i>	<i>State Tax Commission</i>
<i>y</i>	<i>Waterbury</i>	<i>Kathy</i>	<i>State Tax Commission</i>
<i>y</i>	<i>Franklin</i>	<i>Greg</i>	<i>Transportation</i>
<i>y</i>	<i>Portera</i>	<i>Joy</i>	<i>Transportation</i>
<i>y</i>	<i>Walker</i>	<i>Jan</i>	<i>Transportation</i>
<i>y</i>	<i>Cook</i>	<i>Robert</i>	<i>Wildlife, Fish., & Parks</i>
<i>y</i>	<i>Higginbotham</i>	<i>Charlie</i>	<i>Wildlife, Fish., & Parks</i>

Demographics of Group

Group	# of participants	percentage of group
<i>African American Females</i>	<i>6</i>	<i>17%</i>
<i>African American Males</i>	<i>4</i>	<i>11%</i>
<i>White Females</i>	<i>15</i>	<i>42%</i>
<i>White Males</i>	<i>11</i>	<i>28%</i>

Definitions of Levels I and II for Purpose of the Public Sector Competency Rating Process

Level I - First Line Operational

Persons who occupy positions within this category typically provide direct task-oriented services, often at the front line level. Examples would include direct care workers, maintenance and repair workers, correctional officers, technicians, front line law enforcement personnel, lower level clerical personnel, and other persons who provide direct service but do not in any way direct policy or exercise more than basic discretion in the direction of their duties. Members of this level do not exercise supervisory or managerial authority.

Level II - Professional

Persons who occupy positions within this category provide professional and sometimes managerial services. Examples would include managers and supervisors at both Levels I and II. Additionally, professional staff such as attorneys, doctors, nurses, accountants/auditors, social workers, counselors, psychologists, and other similar positions would be included. Finally, technical staff at higher levels (such as engineer II and above, accountant/auditor II and above, upper levels of the administrative assistant class, etc.) might also be included where those jobs involve duties of a more complex nature than Level I.

Public Sector Competencies

On May 1, 2002, the Public Sector Competency Rating Form was administered to participants of the Quality Workforce Initiative Public Sector Group. The purpose of the form was to capture the responses of participants in regards to the competencies and behavioral anchors that are essential to every state employee. Participants were asked to rate two levels of employees; Non-professional (Level I) and professional (Level II). The following is a list of competencies and behavioral anchors that the majority of participants rated essential to employees at levels I and II.

All of the competencies were rated as essential to level I employees. The following behavioral anchors were rated as essential by the public sector group:

Customer Service

- Behavioral Anchor 1: Seeks to understand and meet the needs of the customer
- Behavioral Anchor 10: Displays a positive attitude, i.e. focuses on what can be done versus what cannot be done
- Behavioral Anchor 11: Personalizes communication, i.e. talks and acts like they care about the customer
- Behavioral Anchor 12: Is courteous and polite and treats customers with respect and dignity
- Behavioral Anchor 13: Looks alert and interested in customer
- Behavioral Anchor 14: Provides accurate and timely response
- Behavioral Anchor 15: Responds in a professional, non-defensive manner to difficult customers

Self-Development

- Behavioral Anchor 8: Is knowledgeable about task
- Behavioral Anchors 10: Accepts new technology

Self-Management

- Behavioral Anchor 2: Exhibits honesty in dealings with others
- Behavioral Anchor 4: Conveys fairness
- Behavioral Anchor 5: Is prompt
- Behavioral Anchor 6: Is prepared to begin work on time
- Behavioral Anchor 7: Avoids conflict of interest
- Behavioral Anchor 8: Aligns personal behavior with agency standards
- Behavioral Anchor 11: Works effectively as a member of the team, small or large
- Behavioral Anchor 17: Maintains a positive attitude

Communication Skills

- *Behavioral Anchor 1: Effectively exchanges information with co-workers and clients*
- *Behavioral Anchor 2: Interprets and follows directions*
- *Behavioral Anchor 7: Asks questions for clarification and to ensure understanding*
- *Behavioral Anchor 8: Provides thorough and accurate information*
- *Behavioral Anchor 12: Handles phone communication effectively and efficiently*

Accountability

- *Behavioral Anchor 1: Is productive*
- *Behavioral Anchor 4: Accepts responsibility for actions and results*
- *Behavioral Anchor 5: Demonstrates willingness to accept new ideas and approaches*
- *Behavioral Anchor 9: Carries fair share of the workload*
- *Behavioral Anchor 10: Demonstrates loyalty to job and agency*
- *Behavioral Anchor 12: Focuses on quality work*
- *Behavioral Anchor 13: Follows outlined rules, regulations, and procedures*
- *Behavioral Anchor 14: Is a good steward of state assets*
- *Behavioral Anchor 15: Consistently demonstrates a sense of responsibility and commitment to the agency, co-workers, and customers*
- *Behavioral Anchor 16: Demonstrates a diligent and productive commitment to tasks assigned or a job in general*
- *Behavioral Anchor 17: Keeps end in mind – stays focused on task*
- *Behavioral Anchor 20: Completes tasks on timely basis with accuracy and consistently*
- *Behavioral Anchor 21: Takes ownership of tasks, performance standards, and mistakes*
- *Behavioral Anchor 23: Stays current and maintains skills*

Interpersonal Skills

- *Behavioral Anchor 2: Demonstrates desire to get along with others*
- *Behavioral Anchor 3: Works effectively and cooperatively with others*
- *Behavioral Anchor 6: Shows cross cultural sensitivity and understanding*

All of the competencies were rated as essential to level II employees. The following behavioral anchors were rated as essential by the public sector group:

Customer Service

- *Behavioral Anchor 1: Seeks to understand and meet the needs of the customer*
- *Behavioral Anchor 2: Strives to exceed the needs of the customer by going above and beyond the minimum expected or required*
- *Behavioral Anchor 3: Understands the organization's purpose as it relates to the public*
- *Behavioral Anchor 4: Seeks to prevent problems*
- *Behavioral Anchor 5: Is prepared to respond to customer needs, i.e. anticipates and gathers information that might be needed*
- *Behavioral Anchor 6: Is able and willing to effectively resolve conflict to provide better customer service*
- *Behavioral Anchor 7: Forms networks/alliance to provide better customer service*
- *Behavioral Anchor 8: Offers to find a solution or provide information even if not at fault or if request is outside the scope of ones responsibility*
- *Behavioral Anchor 9: Offers self as organization point of contact to ensure continuity and satisfactory resolution*
- *Behavioral Anchor 10: Displays a positive attitude, i.e. focuses on what can be done versus what cannot be done*
- *Behavioral Anchor 11: Personalizes communication, i.e. talks and acts like they care about the customer*
- *Behavioral Anchor 12: Is courteous and polite and treats customers with respect and dignity*
- *Behavioral Anchor 13: Looks alert and interested in customer*
- *Behavioral Anchor 14: Provides accurate and timely response*
- *Behavioral Anchor 15: Responds in a professional, non-defensive manner to difficult customers*
- *Behavioral Anchor 16: Provides realistic time frames to customers*
- *Behavioral Anchor 17: Assures resolution, within own level of authority or control*

Self-Development

- *Behavioral Anchor 1: Demonstrates willingness to accept new ideas, approaches, and responsibilities*
- *Behavioral Anchor 2: Shows desire to learn and improve*
- *Behavioral Anchor 3: Demonstrates initiative*
- *Behavioral Anchor 4: Seeks and responds to feedback*
- *Behavioral Anchor 5: Develops and enhances skills to adapt to changing organizational needs*
- *Behavioral Anchor 6: Sets and seeks to meet challenging goals*

- *Behavioral Anchor 7: Accepts responsibility for own personal development through continuous learning*
- *Behavioral Anchor 8: Is knowledgeable about task*
- *Behavioral Anchor 9: Seeks opportunities to expand knowledge and develop skills*
- *Behavioral Anchor 10: Accepts new technology*
- *Behavioral Anchor 11: Shares knowledge with others*

Self-Management

- *Behavioral Anchor 1: Maintains appropriate balance between personal life and work*
- *Behavioral Anchor 2: Exhibits honesty in dealing with others*
- *Behavioral Anchor 3: Exhibits patience*
- *Behavioral Anchor 4: Conveys fairness*
- *Behavioral Anchor 5: Is prompt*
- *Behavioral Anchor 6: Is prepared to begin work on time*
- *Behavioral Anchor 7: Avoids conflict of interest*
- *Behavioral Anchor 8: Aligns personal behavior with agency standards*
- *Behavioral Anchor 9: Shows flexibility to complete job within defined parameters*
- *Behavioral Anchor 10: Knows limitations and asks questions when necessary*
- *Behavioral Anchor 11: Works effectively as a member of the team, small or large*
- *Behavioral Anchor 12: Remains calm under stress*
- *Behavioral Anchor 13: Deals effectively with pressures and recovers quickly from set backs*
- *Behavioral Anchor 14: Effectively manages emotions and impulses*
- *Behavioral Anchor 15: Demonstrates confidence in own abilities*
- *Behavioral Anchor 16: Is able to follow and lead*
- *Behavioral Anchor 17: Maintains a positive attitude*

Communication Skills

- *Behavioral Anchor 1: Effectively exchanges information with co-workers and clients*
- *Behavioral Anchor 2: Interprets and follows directions*
- *Behavioral Anchor 3: Uses appropriate words, body language, and tone to convey the intended message*
- *Behavioral Anchor 4: Uses non-judgmental language*
- *Behavioral Anchor 5: Attempts to identify and overcome language barriers*
- *Behavioral Anchor 6: Listens attentively and patiently*
- *Behavioral Anchor 7: Asks questions for clarification and to ensure understanding*
- *Behavioral Anchor 8: Provides thorough and accurate information*
- *Behavioral Anchor 10: Uses the proper form, type, and level of communication*
- *Behavioral Anchor 11: Same as above*
- *Behavioral Anchor 12: Handles phone communication effectively and efficiently*
- *Behavioral Anchor 13: Communicates ideas, suggestions, and concerns*

- Behavioral Anchor 14: Communicates solutions and progress throughout the process of activity

Accountability

- Behavioral Anchor 1: Is productive
- Behavioral Anchor 2: Is proactive
- Behavioral Anchor 3: Handles multiple tasks successfully
- Behavioral Anchor 4: Accepts responsibility for actions and results
- Behavioral Anchor 5: Demonstrates willingness to accept new ideas and approaches
- Behavioral Anchor 6: Persists until solutions are found
- Behavioral Anchor 7: Makes reasonable decisions/choices
- Behavioral Anchor 8: Anticipates threats and opportunities
- Behavioral Anchor 9: Carries fair share of workload
- Behavioral Anchor 10: Demonstrates loyalty to job and agency
- Behavioral Anchor 11: Understands where the organization fits into the state government structure and where the individual job fits into the organization
- Behavioral Anchor 12: Focuses on quality work
- Behavioral Anchor 13: Follows outlined rules, regulations, and procedures
- Behavioral Anchor 14: Is a good steward of state assets
- Behavioral Anchor 15: Consistently demonstrates a sense of responsibility and commitment to the agency, co-workers, and customers
- Behavioral Anchor 16: Demonstrates a diligent and productive commitment to tasks assigned or a job in general
- Behavioral Anchor 17: Keeps end in mind – stays focused on task
- Behavioral Anchor 18: Gets expected results
- Behavioral Anchor 19: Makes responsible decisions/choices
- Behavioral Anchor 20: Complete tasks on timely basis with accuracy and consistency
- Behavioral Anchor 21: Takes ownership of tasks, performance standards, and mistakes
- Behavioral Anchor 22: Performs routine task with limited or no supervision
- Behavioral Anchor 23: Stays current and maintains skills

Interpersonal Skills

- Behavioral Anchor 1: Works to avoid and resolve conflict
- Behavioral Anchor 2: Demonstrates desire to get along with others
- Behavioral Anchor 3: Works effectively and cooperatively with others
- Behavioral Anchor 4: Positively reinforces; Encourages co-workers
- Behavioral Anchor 5: Develops positive, professional relationships with customers
- Behavioral Anchor 6: Shows cross cultural sensitivity and understanding
- Behavioral Anchor 7: Conveys empathy and compassion
- Behavioral Anchor 8: Uses tact to prevent and/or resolve conflict

Levels of Management For Use in Competency Identification

Level I - Front Line Supervisors

People at this level supervise workers who perform the work of the agency. They plan work duties, assign tasks, coach and motivate staff, and measure the performance of their employees. Examples include Direct Care Supervisors, upper level of Administrative Assistants series, and Director I.

Level II - Middle Management

People at this level may manage front line supervisors as well as some employees performing the work of the agency or they may manage projects or programs. They may be responsible for selecting and training front line supervisors, managing and distributing some resources, and communicating across functional lines. Examples include Division Directors, Branch Managers, some Professional Classes such as upper levels of the Personnel Officer and Auditor series.

Level III - Upper Management

People at this level are mainly responsible for planning, organizing, and directing the agency's resources. They may be involved in long-range planning, staffing and budgeting. They may manage middle level managers. Examples include Bureau Directors and Office Directors.

Please note that Executive Directors and Deputy directors are not included in the descriptions and will not be considered in the competency identification.

Management Competencies

On May 22, 2002, the Management Competency Rating Form was administered to participants of the Quality Workforce Initiative Management Group. The purpose of the form was to capture the responses of participants in regards to the competencies and behavioral anchors that are essential to every manager in state government. Participants were asked to rate three levels of managers. The following is a list of competencies and behavioral anchors that the majority (fifty percent or more) of participants rated essential to managers at levels I through III.

All of the competencies are considered essential to all levels of state managers. The following behavioral anchors were rated as essential by the management group for level I managers:

A. Self-Management

- *Behavioral Anchor 3: Copes effectively with change*
- *Behavioral Anchor 4: Allows self and others to make mistakes and learns from them*
- *Behavioral Anchor 6: Consistently adheres to high ethical standards*

B. Emotional Maturity

- *Behavioral Anchor 5: Ability to work through adversity*
- *Behavioral Anchor 6: Ability to conduct self in professional, consistent manner while representing the organization*
- *Behavioral Anchor 9: Holds self and others accountable*

C. Macro Oriented

- *Behavioral Anchor 5: Understands and appropriately applies procedures, requirements and regulations related to specialized areas of expertise*
- *Behavioral Anchor 9: Exercises good judgment by making sound, well-informed decisions*

D. Interpersonal Skills

- *Behavioral Anchor 6: Models appropriate behavior*
- *Behavioral Anchor 7: Provides feedback*

E. No Behavioral Anchors Identified

F. Working Through Others

- *Behavioral Anchor 1: Able to motivate staff*
- *Behavioral Anchor 2: Able to be firm, yet fair*
- *Behavioral Anchor 3: Reinforce positive behavior*
- *Behavioral Anchor 10: Shares responsibility and accountability*
- *Behavioral Anchor 15: Supports and is an advocate for staff*
- *Behavioral Anchor 20: Rewards team efforts (recognition for good work)*
- *Behavioral Anchor 21: Shows willingness to help others get the job done*

G. Results Oriented

- *Behavioral Anchor 8: Sets and meets deadlines (interim/final)*
- *Behavioral Anchor 9: Plans effectively to achieve or exceed goals*

The following behavioral anchors were rated as essential by the management group for level II managers:

A. Self-Management

- *Behavioral Anchor 1: Demonstrates intellectual curiosity*
- *Behavioral Anchor 3: Copes effectively with change*
- *Behavioral Anchor 4: Allows self and others to make mistakes and learns from them*
- *Behavioral Anchor 5: Continuously evaluates and adapts*
- *Behavioral Anchor 6: Consistently adheres to high ethical standards*

B. Emotional Maturity

- *Behavioral Anchor 2: Takes risks appropriate to level of responsibility*
- *Behavioral Anchor 3: Demonstrates ability to work through challenges and turn them into opportunities*
- *Behavioral Anchor 5: Ability to work through adversity*
- *Behavioral Anchor 6: Ability to conduct self in a professional, consistent manner while representing the organization*
- *Behavioral Anchor 7: Adjusts to needs of the team and the situation*
- *Behavioral Anchor 8: Adjusts rapidly to new situation warranting attention and resolution*
- *Behavioral Anchor 9: Holds self and others accountable*
- *Behavioral Anchor 10: Acts as a settling influence in a crisis*

C. Macro Oriented

- *Behavioral Anchor 3: Understands ramifications of decisions on the organization and/or external organizations*
- *Behavioral Anchor 5: Understands and appropriately applies procedures, requirements and regulations to specialized areas of expertise*
- *Behavioral Anchor 8: Makes tough decisions based on the needs of the employees, agency, and clients*
- *Behavioral Anchor 9: Exercises good judgment by making sound, well-informed decisions*
- *Behavioral Anchor 11: Acts as a change agent by initiating and supporting change within the agency*

D. Interpersonal Skills

- *Behavioral Anchor 2: Influences others to translate vision into action*
- *Behavioral Anchor 4: Recognizes and develops potential in others; mentors*
- *Behavioral Anchor 5: Exhibits the ability to articulate ideas verbally and in writing*
- *Behavioral Anchor 6: Models appropriate behavior*
- *Behavioral Anchor 7: Provides feedback*
- *Behavioral Anchor 8: Communicates messages about change and helps others deal with the stress and uncertainty of change*
- *Behavioral Anchor 9: Expresses facts and ideas in a clear, convincing and organized manner*

E. Resource Management

- *Behavioral Anchor 2: Identifies and effectively allocates resources*
- *Behavioral Anchor 3: Demonstrates ability to plan, prioritize and organize*
- *Behavioral Anchor 4: Puts people in positions to be effective*
- *Behavioral Anchor 5: Works within budget constraints*
- *Behavioral Anchor 6: Delegates effectively*
- *Behavioral Anchor 7: Acquires and administers human, financial, material and information resources effectively and efficiently*

F. Working Through Others

- *Behavioral Anchor 1: Able to motivate staff*
- *Behavioral Anchor 2: Able to be firm, yet fair*
- *Behavioral Anchor 3: Reinforces positive behavior*
- *Behavioral Anchor 4: Compliments individual efforts*
- *Behavioral Anchor 6: Creates effective teams*
- *Behavioral Anchor 8: Monitors workloads and shows appreciation for extra effort*
- *Behavioral Anchor 9: Makes each individual feel his/her work is important*
- *Behavioral Anchor 10: Shares responsibility and accountability*
- *Behavioral Anchor 11: Clearly and comfortably delegates both routine and important tasks and decisions*

- Behavioral Anchor 12: Encourages employees to take initiative
- Behavioral Anchor 13: Empowers employees – does not micromanage
- Behavioral Anchor 14: Trusts people to perform
- Behavioral Anchor 15: Supports and is an advocate for staff
- Behavioral Anchor 16: Creates supportive work environment
- Behavioral Anchor 17: Facilitates an open exchange of ideas
- Behavioral Anchor 20: Rewards team efforts (recognition for good work)
- Behavioral Anchor 21: Shows willingness to help others to get the job done

G. Results Oriented

- Behavioral Anchor 1: Directs performances to specific outcomes
- Behavioral Anchor 2: Identifies, analyzes, and solves problems
- Behavioral Anchor 3: Able to develop standards of performance that are measurable and high enough to achieve required results
- Behavioral Anchor 4: Knows what to measure and how to measure it
- Behavioral Anchor 7: Steadfastly pushes self and others for results
- Behavioral Anchor 8: Sets and meets deadlines
- Behavioral Anchor 9: Plans effectively to achieve or exceed goals
- Behavioral Anchor 10: Provides creative solutions to problems

The following behavioral anchors were rated as essential by the management group for level III managers:

A. Self-Management

- Behavioral Anchor 1: Demonstrates intellectual curiosity
- Behavioral Anchor 2: Involved in professional organizations
- Behavioral Anchor 3: Copes effectively with change
- Behavioral Anchor 4: Allows self and others to make mistakes and learns from them
- Behavioral Anchor 5: Continuously evaluates and adapts
- Behavioral Anchor 6: Consistently adheres to high ethical standards

B. Emotional Maturity

- Behavioral Anchor 1: Emulates proven leaders
- Behavioral Anchor 2: Takes risks appropriate to level of responsibility
- Behavioral Anchor 3: Demonstrates ability to work through challenges and turn them into opportunities
- Behavioral Anchor 4: Chooses battles carefully
- Behavioral Anchor 5: Ability to work through adversity
- Behavioral Anchor 6: Ability to conduct self in a professional, consistent manner while representing the organization
- Behavioral Anchor 7: Adjusts to needs of the team and the situation

- *Behavioral Anchor 8: Adjusts rapidly to new situation warranting attention and resolution*
- *Behavioral Anchor 9: Holds self and others accountable*
- *Behavioral Anchor 10: Acts as a settling influence in a crisis*

C. Macro Oriented

- *Behavioral Anchor 1: Puts organizational goals ahead of personal goals (selflessness and service orientation)*
- *Behavioral Anchor 2: Understands how external factors impact organization*
- *Behavioral Anchor 3: Understands ramifications of decisions on the organization and/or external organizations*
- *Behavioral Anchor 4: Communicates vision*
- *Behavioral Anchor 5: Understands and appropriately applies procedures, requirements and regulations to specialized areas of expertise*
- *Behavioral Anchor 6: Identifies the internal and external politics that impact the work of the organization*
- *Behavioral Anchor 7: Thinks globally*
- *Behavioral Anchor 8: Makes tough decisions based on the needs of the employees, agency, and clients*
- *Behavioral Anchor 9: Exercises good judgment by making sound, well-informed decisions*
- *Behavioral Anchor 10: Demonstrates an understanding of the impact of technological changes on the organization*
- *Behavioral Anchor 11: Acts as a change agent by initiating and supporting change within the agency*

D. Interpersonal Skills

- *Behavioral Anchor 2: Influences others to translate vision into action*
- *Behavioral Anchor 3: Leads others to life-long learning by example*
- *Behavioral Anchor 4: Recognizes and develops potential in others; mentors*
- *Behavioral Anchor 5: Exhibits the ability to articulate ideas verbally and in writing*
- *Behavioral Anchor 6: Models appropriate behavior*
- *Behavioral Anchor 7: Provides feedback*
- *Behavioral Anchor 8: Communicates messages about change and helps others deal with the stress and uncertainty of change*
- *Behavioral Anchor 9: Expresses facts and ideas in a clear, convincing and organized manner*

E. Resource Management

- *Behavioral Anchor 1: Ability to develop and implement strategic planning for the agency*
- *Behavioral Anchor 2: Identifies and effectively allocates resources*
- *Behavioral Anchor 3: Demonstrates ability to plan, prioritize and organize*

- *Behavioral Anchor 4: Puts people in positions to be effective*
- *Behavioral Anchor 5: Works within budget constraints*
- *Behavioral Anchor 6: Delegates effectively*
- *Behavioral Anchor 7: Acquires and administers human, financial, material and information resources effectively and efficiently*
- *Behavioral Anchor 8: Assesses current and future staffing needs based on organizational goals and budget realities*
- *Behavioral Anchor 9: Recruits, develops, and retains a diverse workforce*

F. Working Through Others

- *Behavioral Anchor 1: Able to motivate staff*
- *Behavioral Anchor 2: Able to be firm, yet fair*
- *Behavioral Anchor 3: Reinforces positive behavior*
- *Behavioral Anchor 4: Compliments individual efforts*
- *Behavioral Anchor 5: Supportive of (informed) risk-taking*
- *Behavioral Anchor 6: Creates effective teams*
- *Behavioral Anchor 7: Recognizes and appreciates diversity*
- *Behavioral Anchor 8: Monitors workloads and shows appreciation for extra effort*
- *Behavioral Anchor 9: Makes each individual feel his/her work is important*
- *Behavioral Anchor 10: Shares responsibility and accountability*
- *Behavioral Anchor 11: Clearly and comfortably delegates both routine and important tasks and decisions*
- *Behavioral Anchor 12: Encourages employees to take initiative*
- *Behavioral Anchor 13: Empowers employees – does not micromanage*
- *Behavioral Anchor 14: Trusts people to perform*
- *Behavioral Anchor 15: Supports and is an advocate for staff*
- *Behavioral Anchor 16: Creates supportive work environment*
- *Behavioral Anchor 17: Facilitates an open exchange of ideas*
- *Behavioral Anchor 18: Negotiates changes acceptable to all (team, upper management, etc.)*
- *Behavioral Anchor 19: Creates synergistic teams using strengths of all team members*
- *Behavioral Anchor 20: Rewards team efforts (recognition for good work)*
- *Behavioral Anchor 21: Shows willingness to help others to get the job done*
- *Behavioral Anchor 22: Creates coalitions based on recognized common ground*
- *Behavioral Anchor 23: Exhibits effective facilitation skills*

G. Results Oriented

- *Behavioral Anchor 1: Directs performances to specific outcomes*
- *Behavioral Anchor 2: Identifies, analyzes, and solves problems*
- *Behavioral Anchor 3: Able to develop standards of performance that are measurable and high enough to achieve required results*
- *Behavioral Anchor 4: Knows what to measure and how to measure it*
- *Behavioral Anchor 5: Uses change management skills to bridge the gap between current and desired performance*

- *Behavioral Anchor 6: Develops standards of performance and communicates them throughout the agency*
- *Behavioral Anchor 7: Steadfastly pushes self and others for results*
- *Behavioral Anchor 8: Sets and meets deadlines*
- *Behavioral Anchor 9: Plans effectively to achieve or exceed goals*
- *Behavioral Anchor 10: Provides creative solutions to problems*

Appendix F: Additional Resources on the QWI

MISSISSIPPI STATE PERSONNEL BOARD

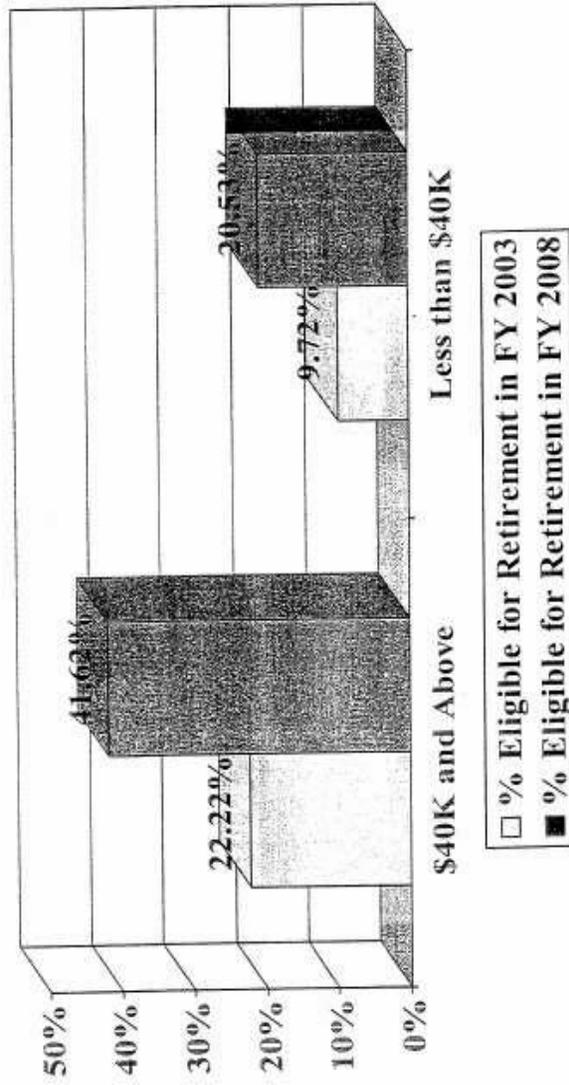


**QUALITY WORKFORCE INITIATIVE (QWI)
COUNCIL ON STATE GOVERNMENTS**

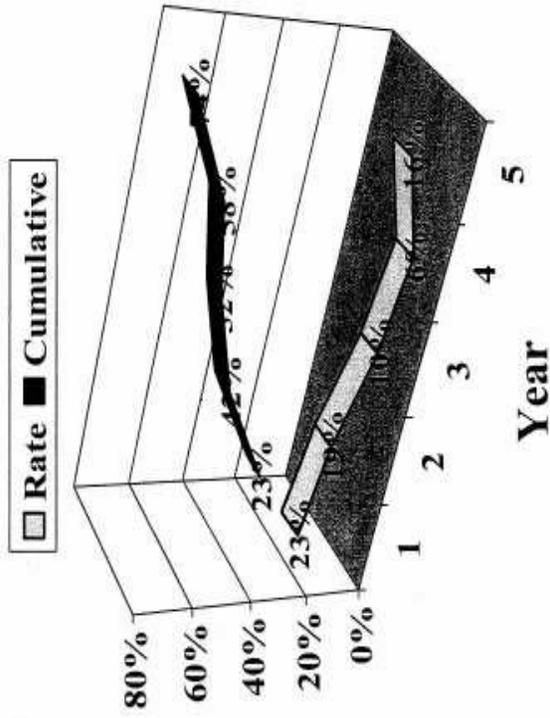
AUGUST 4, 2002

**Hollis Baugh
Assistant State Personnel Director**

Aging Workforce

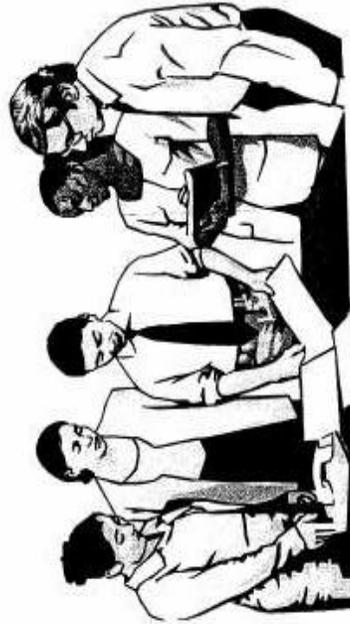


High Turnover Rate



Methodology

Who are our Stakeholders?



- **Citizens of Mississippi**
 - Legislative Officials
 - Executive Directors
 - HR Managers
 - HR Specialist
 - Other Managers
 - SPB Staff
 - State Employees

Results

Electronic Resume

Career Ladder Expansion

Professional Development Review Committee

FY 2003 Realignment Salary Increases

Future

Competency Development

Public Sector

Managerial

Technical

Competency Implementation

Interviewing

Individual Development Plans

Performance Evaluations

Applicants Evaluations

“...implementation allows and encourages each individual to increase his or her value which collectively increases the overall intellectual capital of the workforce.”

- Colonel J.K. Stringer, Jr.

QWI Model

