

# HR SOLUTIONS

## CREATING A LEARNING ORGANIZATION

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### Special Points of Interest

- Division of Personnel Vision Statement
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The State of Alaska Executive Branch can and will be a learning organization. It will be a complex transformation and will require endless commitment and transformational change. We have no other choice; the realities of the workplace dictate the need, the people we serve rely on us to do it and prudent management demands it. The endeavor will begin with the lifeblood of organizational health: strategic planning.

Strategic planning requires a map; questions must be answered to make that map. As an organization, what, who and why are we? That defines our mission. We must create our future in our minds and be able to articulate what it looks, sounds and feels like. That describes our vision. And—like a mariner using the stars to navigate—we must determine and embrace our values to guide us.

Then, every organization within the Executive Branch—from your department right down to your work group—must answer those same questions. Our interrelated missions, visions and values combine to define who we are, what we do and where we are going.

Once mission, vision and values are known to us, we must determine what we individually and collectively must know and be capable of doing to accomplish our goals. This process defines the knowledge, skills, abilities, education and experience that combine to form the competencies that must reside in the organization to fulfill our mission and make our vision a reality.

That's just the beginning. We must also learn to skillfully manage our knowledge. That means creating knowledge, storing knowledge, sharing knowledge and applying knowledge—strategically, effectively and successfully.

It sounds like a daunting endeavor, doesn't it? Creating a learning organization is a complex and colossal undertaking. It is also true that the whole

process can be set into motion by you. You can be the catalyst for the transformation.

Start by embracing the fact that you have the personal capacity to get the results you want. Choose the competencies you want to learn and excel in using. Then set goals and make it happen. Your co-workers will notice.

Share what you learn and collaborate in applying what you learn to make your knowledge broader and deeper. Be the spark that ignites curiosity and creativity in your team. When someone on your team learns something, ask them to share what they learned with the whole team.

Knowledge creation happens all of the time. Make sharing and storing newly created knowledge the norm on your team. If you or someone else on your team figures out a more efficient way to do something, document it and share it. Every person who hears, sees or touches knowledge adds value to it. Communication enriches knowledge.

Make it a team norm to find and take the time to communicate and do it often. Apply collective thinking to problem solving. Develop a feedback rich environment. Use all of your written and oral communication tools.

Develop systems thinking skills by encouraging your teammates to discover and document not only what they do, but how they do it and how it affects others far beyond what they see and hear.

Enliven your team's vision by talking about it. Describing what it looks, sounds and feels like is the only way it will become a shared vision. Encourage discussion about whether you are or are not on track. Use positive, empowering language.

Find ways to make learning and knowledge

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## DIVISION OF PERSONNEL VISION STATEMENT

The Division of Personnel is a unified staff who coordinates strengths and talents to deliver client focused human resource services. We provide innovative program development, consultation, and direct service delivery.

HR...passionate about your success.

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## CREATING A LEARNING ORGANIZATION CONT.

sharing fun. Use games, draw pictures, email riddles and word games. Celebrate individual and team successes in meaningful ways. You must at the same time value both independence and interdependence.

After you attend a class or take a course, discuss what you learned with your supervisor. Set goals to apply what you learned on the job.

Develop your emotional intelligence. Increase your self-awareness of how what you do and say impacts others. Develop strong self-control in dealing with strong emotions. Always be aware that your presence has substance and strive to be a positive influence. Develop resilience in dealing with change.



And, always be aware that it will be very difficult for the State of Alaska Executive Branch to become a learning organization without you. Choose to learn and do the ongoing work required to make a learning organization happen.

According to Peter Senge: "The core of learning organization work is based upon five 'learning disciplines'—lifelong programs of study and practice:

- **Personal Mastery**—learning to expand our personal capacity to create the results we most desire, and creating an organizational environment which encourages all its members to develop themselves toward the goals and purposes they choose.
- **Mental Models**—reflecting upon, continually clarifying, and improving our internal pictures of the world, and seeing how they shape our actions and decisions.

- **Shared Vision**—building a sense of commitment in a group, by developing shared images of the future we seek to create, and the principles and guiding practices by which we hope to get there.

- **Team Learning**—transforming conversational and collective thinking skills, so that groups of people can reliably develop intelligence and ability greater than the sum of individual members' talents.

- **Systems Thinking**—a way of thinking about, and a language for describing and understanding, the forces and interrelationships that shape the behavior of systems. This discipline helps us see how to change systems more effectively, and to act more in tune with the larger processes of the natural and economic world.

To practice a discipline is to be a lifelong learner on a never-ending developmental path. A discipline is not simply a "subject of study." It is a body of technique, based on some underlying theory or understanding of the world, that must be studied and mastered to put into practice. As you develop proficiency, your perceptual capacity develops; you gradually surrender to new ways of looking at the world." (From "The Fifth Discipline Fieldbook")

If you want to learn the concepts and practices of learning organizations, you will want to read the definitive books on the subject:

*The Fifth Discipline: The Art and Practice of the Learning Organization*  
By Peter Senge

*The Fifth Discipline Fieldbook*  
By Peter M. Senge, Art Kleiner, Charlotte Roberts, Richard B. Ross, Bryan J. Smith

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*Celebrate individual and team successes in meaningful ways. You must at the same time value both independence and interdependence.*

## TRANSFERRING KNOWLEDGE BEFORE IT WALKS OUT THE DOOR

It's Monday and as you stop by the snack bar to pick up your morning coffee, you begin to plan the workweek, thinking about the necessary tasks that need to be completed by Friday in order to accomplish the projects on tap. Fortunately, you have a good team, with people who click and work well together. It's a pleasure to come to work, knowing that you can assign a job and it will get done well and in a timely manner. You've got team members that you can count on to really carry the ball; they rarely need direction and pretty much can solve any problems that come along. It is truly a dream team.

Only, then you once again realize that this

dream team includes an employee hired under the PERS waiver, whose appointment ends in December of this year; one employee who has been identified by SPR as "at-risk for retirement," even though she hasn't actually said anything about retiring yet; another one who is seriously thinking about retiring so he can go fishing when he wants to; and two brand new hires who are still in probationary status and working hard to learn their jobs. You know that at some point, you're going to lose the more experienced and knowledgeable employees and your newly hired team members just aren't quite up to speed yet. Sud-

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## TRANSFERRING KNOWLEDGE BEFORE IT WALKS OUT THE DOOR CONT.

denly, your workweek planning takes on a different significance and that coffee tastes kind of cold.

You have a tremendous asset in the knowledge that your more experienced team members have. What can you do *now* to prevent the loss of knowledge that will occur when December comes and your PERS waiver employee leaves or when the two who *can* retire *do* retire? There has to be some way to avoid the "brain drain" that transpires when good employees leave and take their knowledge with them.

The good news is that there are tools designed to help you harness the knowledge that you don't want to lose and to show you how to pass it on to the rest of the team. *Knowledge transfer or knowledge management* is not just a fancy human resources term for "more work for supervisors." It refers to an enterprise that consciously and comprehensively gathers, organizes, shares and analyzes its knowledge to further its goals.

The key is that you don't try to capture *everything* that your experienced employees know—not only is that an impossible task, but even trying to do so would be frustrating and time-consuming. A far better approach is to identify the key knowledge and abilities that your experienced employees have in their heads that isn't easily available anywhere else. Consider this exercise: what if all of the experienced employees on your team left today and simply didn't come back. What would you and the rest of your team need to know to do your own job plus that job? What would it be like if you didn't have the experienced employees immediately on hand to provide their skills and knowledge? You would want to focus on the key knowledge that would keep your team afloat; some of this knowledge may include items such as:

- Knowledge about a key operational process
- Knowledge about technology or the system
- Knowledge about the internal infrastructure of the division or department

Begin by identifying what knowledge is important, who has it, and who would benefit from its transfer the most (it should not surprise you to discover that knowledge transfer works across the team—even your newest team members may have important knowledge to share). Tools to help you do that are found on the DOP website, under AO 225 Knowledge Transfer Plan worksheet. Identifying spe-

cific skills and abilities can you help determine what knowledge is most necessary for your experienced employees to pass on so that the team can continue successfully in anyone's absence.

Sometimes, it will be fairly obvious and simple to identify what knowledge is essential. Knowledge about a process or technology can be preserved in something as simple as a desk reference or reference card. Other methods may include using online forums, connected knowledge bases, and electronic bulletin boards, libraries and virtual conference rooms where employees can begin exchanging proposals, presentations, spreadsheets, technical specs and more.

Other knowledge, especially in politically sensitive organizations, may not be as easily defined, but is still important to the success of the team to pass on that information, as well. Understanding how the division is governed, how the agency is coupled (loosely or tightly) with all other divisions and departments, and "how things get done around here" are all necessary to ensure that the team can continue after the retirement, resignation, or transfer of any member. Storytelling and mentoring are two of several different ways that some agencies are using to manage this kind of knowledge with their teams.

In order for any knowledge transfer to happen, your office needs to perpetuate an environment where knowledge sharing is part of the culture, expected from all of its employees and appreciated by those who receive it. As you finish planning the week, consider encouraging your team to begin identifying what it is that they do that no one else does *right now*. That initiates the process. The complexity of the process depends upon the nature of the knowledge, how willing the expert is to contribute, and the caliber and skills of the people you have to support the exercise. The Workforce Training Development Team stands ready to assist you in learning how to manage the knowledge of your team. So take a big sip of that snack bar coffee before it gets cold and let's stop that "brain drain" before it happens.



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## INTRODUCTION TO BECOMING A LEARNING ORGANIZATION

You've heard the term "competency modeling" for years. The theory behind competency modeling is not new—tools to determine individual competencies have been around since the early 1970's. However, a major shift in the character of the workplace has occurred within the past 10 years and supervisors, managers, and team leaders have begun to realize that their employees no longer come to work for *a job*. In the new vocabulary of today's workplace, the notion of jobs is going away or in, some cases, has already gone. But, while jobs may go away, the work never does.

The work remains to be done and it is the savvy supervisor, manager, director, or team leader who can understand what their employees want and need so that the work will be accomplished with high performance division-wide. Today's employees view their work as more of a vocation than an occupation and studies have shown that they identify more strongly with their *careers* than they do with their jobs.



Within that career, which usually encompasses multiple workplaces in its course, employees bring individual competencies that are inherent to them and not necessarily resident within the work that they do. Probably at some point in your own professional life, you have noticed an employee in your division who is outstanding in his/her chosen career. It is likely that this employee has a set of competencies that, if you could just capture them and replicate them somehow, you would have the highest performing team in the state. The good news is that competencies can be identified, learned and measured. Before that can happen, supervisors and other leaders should learn what a competency is and how the competency and its supporting skills are measured.

This is the first in a series of articles that will address becoming a competency based, learning organization. With each issue of HR Solutions this year, we will work through the steps that will assist you in building a competency model for your own division.

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## COMPETENCY MODELING

We live in a complex work world. We must have resources like people, knowledge, funding, and building space to put these resources in. We need systems to manage our resources, like payroll and client services. Then we have to develop and implement effective processes to accomplish the tasks required by our various missions.

All of this exists in a dynamic—and sometimes chaotic—economic, political and social environment. As long as you and I work here, we are an organizational resource. In addition to our intrinsic interpersonal and intrapersonal value as the essential human element of organizations, we have competencies that fuel the processes and systems that ensure the work gets done. We also have the capacity to learn and grow our proficiency in current or new competencies.



When you and I have a competency, it means that we have the knowledge, skills and abilities to be able to choose appropriate behavior that enables us to do a task. Competencies are defined as broad categories which identify key skill sets. A good example of a competency is the ability to operate—drive—a motor vehicle. In other words, the knowledge, skills and abilities that enable us to do tasks associated with operating a motor vehicle form the skill set that comprises the competency of driving.

In the language of competency modeling, a skill that is a part of a competency skill set is called a supporting skill. The competency of driving a vehicle has numerous supporting skills such as knowledge of rules of the road; the ability to operate a specific vehicle; and the skill to successfully vary the speed of the vehicle to match the driving envi-

Cont. on page 5



## COMPETENCY MODELING CONT.

ronment. One of the primary purposes of strategic planning is to determine current and future organizational competency needs. A primary function of knowledge management is communicating the supporting skills of competencies, which can be in the form of knowledge transfer. For knowledge transfer to occur, we must be able to describe our behavior—what we are saying and doing—when we are applying a supporting skill to accomplishing a task.

The behavioral descriptions of a supporting skill are called behavioral anchors. In other words, when you or I choose supporting skills of a competency to accomplish a task, others can see and/or hear those supporting skills in the form of behavioral anchors.

For the sake of review:

- Competencies are broad categories which identify key skill sets. Some examples of competencies are: conflict resolution, facilitated problem solving, performance management, systems thinking, strategic planning, case management, customer service, street snow removal, electric generator maintenance and word processing.
- Supporting Skills are the skills that comprise a skill set associated with a competency. For example, the following are supporting skills for the competency of customer service: building rapport, fact finding, collaborative problem solving, dealing with difficult behavior, and listening for understanding.

### • Behavioral

Anchors are the behavioral evidence—what people are saying and/or doing—of a skill. For example, behavioral anchors of listening for understanding are: asks clarifying questions, paraphrases to check understanding, and chooses non-verbal behaviors that indicate interest.

To fully understand competency modeling you must also understand how we measure the ability to use a supporting skill. When you or I learn a supporting skill, we are rarely appropriately proficient in applying it to accomplishing a task. In

the language of competency modeling, we define proficiency as the state of being suitably competent at choosing and demonstrating the appropriate behaviors in using a skill to accomplish a specific task.

Think of it this way: long before you or I learned to drive a vehicle, we were aware that one of the skills we would need is the ability to park the vehicle in a variety of situations. When we first learned a skill of parking—parallel parking, for example—we were likely more proficient at describing how to parallel park a vehicle before we became proficient at actually doing it.

We use four levels of proficiency to measure how competent you or I are in choosing behavior—applying supporting skills—in accomplishing a specific task:

- Discovery is the expressed awareness of basic or fundamental concepts, procedures and practices of the subject area.
- Literacy is the ability to communicate (articulate) all relevant concepts, procedures and practices of the subject area.
- Fluency is the ability to successfully apply all relevant concepts, procedures and practices of the subject area.
- Mastery is the ability to successfully apply all relevant concepts, procedures and practices of the subject area and the ability to facilitate knowledge transfer to others.

Finally, we use performance standards to establish and describe our timeliness, quality and quantity expectations associated with the successful and effective accomplishment of a task. In other words, performance

standards describe the desired outcome and measurement of task specific appropriately competent behavior and form a link between knowledge management systems and performance management systems.

You now have the information you need to develop at least a literacy level of proficiency in the language and concepts associated with competency modeling.

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\*\* An example of a competency model can be found on page 6

*We use four levels of proficiency to measure how competent you or I are in choosing behavior—applying supporting skills—in accomplishing a specific task:*

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*\* Literacy is the ability to communicate (articulate) all relevant concepts, procedures and practices of the subject area.*

*\* Fluency is the ability to successfully apply all relevant concepts, procedures and practices of the subject area.*

*\* Mastery is the ability to successfully apply all relevant concepts, procedures and practices of the subject area and the ability to facilitate knowledge transfer to others.*



## AN EXAMPLE OF A COMPETENCY MODEL FOR CUSTOMER SERVICE

**Competency: Customer Orientation**—the ability to demonstrate concern for satisfying one's external or internal customers

**Supporting Skill with observable Behavioral Anchors:**

Presents a cheerful, positive manner with customers

- \* Greet each customer within X minutes of the customer's arrival in a pleasant manner
- \* Ask each customer if he/she needs assistance
- \* Provide assistance as requested; remains alert for other requests, but is not obtrusive
- \* Ask if there are any other transactions that the customer needs or wants
- \* End the interaction in a pleasant manner

Quickly and effectively solves customer problems

- \* Ask customers for specific information regarding the

problem

- \* Paraphrases customer's conversation to be sure problem is understood

- \* Determines the nature of the problem

Takes care of the problem or refers customer to the appropriate division/department to handle the problem

- \* When referring to another department, contact that department for the customer to make any necessary appointments or other arrangements

Finds ways to measure customer satisfaction

- \* Monitor and track customer comments and/or complaints through various methods such as keeping a phone log

- \* Ask customers if service has been satisfactory

- \* Follow up with complaints or comments with phone calls, letters, or other personal contact

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*The Division of Personnel recognizes that managers and supervisors—both recently appointed and experienced—have to use their limited training time and resources wisely.*

## THE DIVISION OF PERSONNEL'S ACADEMY FOR SUPERVISORS: IS IT WORTH THE TIME AND EFFORT?

The Division of Personnel offers a five-day course for supervisors. The purpose of the course is to provide supervisors with:

- knowledge of basic statewide policy regarding the role and scope of their job, supervision of employees and valuing diversity;
- fundamental concepts and skills associated with successful and effective interpersonal skills;
- critical knowledge of key Equal Employment Opportunity laws and concepts;
- fundamental concepts and skills associated with coaching, performance management, discipline and leadership;
- basic skills such as the One Minute Manager skills and assigning and delegating work.

The Division of Personnel recognizes that managers and supervisors—both recently appointed and experienced—have to use their limited training time and resources wisely. The five-day Academy For Supervisors is a significant investment; is it worth it?

In answering that question, the first and most important consideration is the course design. The five-day design utilizes instructor and participant group development and collaboration with sound learning principles to establish an intensive learning environment that facilitates meeting the learning objectives in five days rather than an estimated seven or eight days of separate stand-alone courses.

The five-day course design also serves several strategic purposes. It facilitates continuity and consistency of knowledge and application of statewide human resource and supervisory policy. This creates a reliable and logical foundation for understanding agency specific policies and procedures.

With statewide policy clearly in mind, participants have an important and meaningful context for learning the other knowledge and skills taught in the class.

Another strategic basis for the course design is that it provides a basis on which both coaching and performance management skill and proficiency assessment and gap analysis can be effectively accomplished. This facilitates timely, accurate and sensible development planning and goal-setting during both the probationary performance appraisal period and the annual performance appraisal cycle.



Participants also learn some of the key concepts and language associated with competencies and knowledge management. The five-day design facilitates participant application of the language and concepts for a broader understanding of other course content.

The Division of Personnel continuously monitors client feedback and training best practices to ensure that the curriculum meets client needs and is strategically aligned.

Over six-hundred participants have successfully completed the Academy since November 2003. Feedback from participants has been both consistent and overwhelming regarding the design and content: it was well worth their five-day investment of time and effort.

If you have questions about the Academy For Supervisors or other Division of Personnel Training & Development courses, please contact Training & Development Client Services at: [dopttraining@admin.state.ak.us](mailto:dopttraining@admin.state.ak.us) or 907.465.4054 or 907.375.7700

HR

## DO YOU KNOW WHAT HOURS YOUR DIRECT REPORTS ARE WORKING?

Are your direct reports overtime eligible?

You, as the supervisor and an agent of the State, have a responsibility to know the overtime eligibility status of your employees. You also have a responsibility under the Fair Labor Standards Act (FLSA) to ensure overtime eligible employees are compensated for all hours worked.

An employer is liable for compensating an employee even if the employer did not give the employee permission to work. For example, an overtime eligible employee, on their own volition, arrives at work one-half hour before their regularly scheduled starting time, begins work immediately, and works through their regularly scheduled stopping time. The employer is obligated to compensate the employee for this additional time even though the employer did not give the employee permission to begin work early. The employer is obligated to compensate the employee even if the employee indicates they were "volunteering" their time. For this reason, it is essential that supervisors make employees aware of

their overtime eligibility status and the State of Alaska's policy that overtime must be authorized in advance by the appointing authority (Alaska Administrative Manual 270.060). Have this discussion during the New Employee Orientation process, before an issue arises.

Failure to comply with the FLSA creates a potential financial liability for the State of Alaska. An employee has three years from the date of occurrence to file a suit of willful violation of the FLSA.

You, as the supervisor can be disciplined for subjecting the State to a potential financial liability. Employees who work additional hours without authorization may be disciplined for insubordination. Avoid this situation; increase awareness.

*Unsure of your direct reports' overtime eligibility status? Contact your Technical*

*Services Representative. Questions on this article or how to reduce or eliminate an overtime liability during a specific workweek? Contact your Management Services Representative.*



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*For this reason, it is essential that supervisors make employees aware of their overtime eligibility status and the State of Alaska's policy that overtime must be authorized in advance by the appointing authority (Alaska Administrative Manual 270.060).*

## ONLINE POSITION DESCRIPTION (OPD) SYSTEM ROLLOUT

The Online Position Description (OPD) system pilot began on January 9, 2006. Users in the departments of Administration, Fish and Game, and Natural Resources are now able to revise or create submissions online for partially exempt and classified positions. A submission is a position description, position control change, or non-permanent position request that requires department and Division of Personnel approval.

The system routes a submission through an approval process that is determined by submission type. For instance, a full position description and nonpermanent position request must move through the origination step, the supervisor approval step, the division approval step, and the department approval step before it arrives at the Classification step in the Division of Personnel. A position control change, such as an organizational routing code change, moves through an origination step, a division approval step, and a department approval step be-

fore it arrives at the Management Services step in the Division of Personnel.

Within any of the agency steps, it is possible for more than one reviewer or approver to look at a submission before it is routed forward. These reviewer and approver roles are established by the department, and tend to be assigned to division directors and administrative staff. In addition to the standard approver and reviewer roles, an optional one-time reviewer role may be chosen at any step to allow another user (who typically is not an assigned department or division approver or reviewer) the ability to review, or review and edit, a submission.

Statewide implementation of OPD is anticipated to occur this spring. Until then, all other departments should continue to use the WORD version of the position description form found on the Classification forms link at <http://dop.state.ak.us/index.php?id=44>



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## TRAINING AND DEVELOPMENT COURSES DESCRIPTION AND SCHEDULE

**A Respectful Workplace - ARWP** This half-day course is designed to provide employees with knowledge of their rights and responsibilities under key state and federal Equal Employment Opportunity laws. Employees also learn to recognize inappropriate behavior including sexual harassment and have knowledge of their choices in dealing with disrespectful behavior.

|           |           |           |           |           |  |  |  |
|-----------|-----------|-----------|-----------|-----------|--|--|--|
| Anchorage | 2/14/2006 | 3/14/2006 | 4/6/2006  | 5/3/2006  |  |  |  |
| Fairbanks | 2/14/2006 | 3/14/2006 | 4/11/2006 | 5/11/2006 |  |  |  |
| Juneau    | 2/14/2006 | 3/21/2006 | 4/26/2006 | 5/18/2006 |  |  |  |

**Academy For Supervisors - AFSU** This five-day course is designed for newly-appointed supervisors and more experienced supervisors when their knowledge and skill development needs can be met by AFSU course learning objectives. Supervisors will learn the basic knowledge and skills necessary for the lawful, ethical, and effective supervision of State of Alaska employees. Do not enroll unless you can and will attend the entire five-day course.

|           |           |          |           |  |  |  |  |
|-----------|-----------|----------|-----------|--|--|--|--|
| Anchorage | 2/13/2006 | 4/3/2006 | 6/5/2006  |  |  |  |  |
| Bethel    | 5/8/2006  |          |           |  |  |  |  |
| Juneau    | 3/13/2006 | 5/8/2006 | 6/19/2006 |  |  |  |  |
| Soldotna  | 3/20/2006 |          |           |  |  |  |  |

**AKPAY Basics - AKPB** This two-hour course is designed to provide human resource staff and departmental administrative staff with knowledge of basic policies and procedures associated with the State of Alaska Payroll System (AKPAY). Participants will also learn the purpose and use of key screens and fields.

|           |           |           |           |           |           |           |           |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Juneau    | 2/13/2006 | 3/10/2006 | 3/24/2006 | 4/14/2006 | 4/27/2006 | 5/11/2006 | 5/26/2006 |
| Anchorage | 3/24/2006 | 5/25/2006 |           |           |           |           |           |

**AKPAY for Timekeepers - AKPT** Prerequisite: AKPAY Basics - AKPB. During this four and one-half hour course departmental timekeepers will learn how to process timesheets and enter time and attendance information into the State of Alaska Payroll System (AKPAY).

|           |           |           |           |  |  |  |  |
|-----------|-----------|-----------|-----------|--|--|--|--|
| Anchorage | 3/24/2006 | 5/25/2006 |           |  |  |  |  |
| Juneau    | 3/24/2006 | 4/27/2006 | 5/26/2006 |  |  |  |  |

**Change Management for Supervisors - CMGT** Prerequisite: Performance Coaching - PECO. This one-day course is designed to teach supervisors basic concepts, knowledge and skills that will enable them to manage the process and people elements of successful change implementation.

|           |           |           |  |  |  |  |  |
|-----------|-----------|-----------|--|--|--|--|--|
| Anchorage | 2/28/2006 | 4/20/2006 |  |  |  |  |  |
| Fairbanks | 2/9/2006  | 5/3/2006  |  |  |  |  |  |
| Juneau    | 3/9/2006  | 5/17/2006 |  |  |  |  |  |
| Ketchikan | 3/16/2006 |           |  |  |  |  |  |

**Interpersonal Skills - INSK** This one-day course is designed to teach participants basic concepts and skills associated with Assertive and Empowered Communication, Dialogue and Interpersonal Feedback.

|           |           |           |  |  |  |  |  |
|-----------|-----------|-----------|--|--|--|--|--|
| Anchorage | 3/7/2006  | 5/11/2006 |  |  |  |  |  |
| Fairbanks | 2/7/2006  | 4/26/2006 |  |  |  |  |  |
| Juneau    | 2/17/2006 | 4/20/2006 |  |  |  |  |  |
| Nome      | 5/19/2006 |           |  |  |  |  |  |

**New Employee Orientation - NEWO** This one-hour presentation is designed to provide supervisors and administrative staff with an overview of the on-line New Employee Orientation process. Employees and Supervisors will also learn their roles and responsibilities in the New Employee Orientation process.

|           |           |           |            |  |  |  |  |
|-----------|-----------|-----------|------------|--|--|--|--|
| Anchorage | 4/19/2006 | 7/19/2006 | 10/17/2006 |  |  |  |  |
| Fairbanks | 4/19/2006 | 7/19/2006 | 10/17/2006 |  |  |  |  |
| Juneau    | 4/19/2006 | 7/19/2006 | 10/17/2006 |  |  |  |  |



## TRAINING AND DEVELOPMENT COURSES DESCRIPTION AND SCHEDULE CONT.

**Performance Appraisal: The Basics - PATB** This one-day course is designed to teach supervisors and managers knowledge of the tasks, supporting skills, statewide policy and procedures, and basic concepts associated with the employee appraisal process.

|           |           |           |  |  |  |  |  |
|-----------|-----------|-----------|--|--|--|--|--|
| Anchorage | 2/23/2006 | 4/18/2006 |  |  |  |  |  |
| Fairbanks | 2/15/2006 | 4/12/2006 |  |  |  |  |  |
| Juneau    | 3/7/2006  | 5/16/2006 |  |  |  |  |  |
| Ketchikan | 5/2/2006  |           |  |  |  |  |  |
| Nome      | 5/16/2006 |           |  |  |  |  |  |

**Performance Coaching - PECO** This one-day course is designed to teach supervisors and managers basic knowledge and skills that will enable them to manage a continuous performance improvement environment.

|           |           |           |  |  |  |  |  |
|-----------|-----------|-----------|--|--|--|--|--|
| Anchorage | 3/8/2006  | 5/16/2006 |  |  |  |  |  |
| Fairbanks | 2/8/2006  | 4/27/2006 |  |  |  |  |  |
| Juneau    | 4/13/2006 |           |  |  |  |  |  |
| Ketchikan | 3/15/2006 |           |  |  |  |  |  |
| Nome      | 5/17/2006 |           |  |  |  |  |  |

**Service Excellence - SRVE** The purpose of this one-day course is to teach basic and intermediate client and customer service knowledge and skills to enable State of Alaska employees to provide outstanding service.

|           |           |           |  |  |  |  |  |
|-----------|-----------|-----------|--|--|--|--|--|
| Anchorage | 3/15/2006 | 5/2/2006  |  |  |  |  |  |
| Fairbanks | 2/10/2006 | 4/25/2006 |  |  |  |  |  |
| Juneau    | 4/12/2006 |           |  |  |  |  |  |

**The Disciplinary Process - DISP** Prerequisite: Performance Coaching - PECO. This one-day course is designed to teach supervisors and managers basic knowledge of the State of Alaska disciplinary process.

|           |           |          |  |  |  |  |  |
|-----------|-----------|----------|--|--|--|--|--|
| Anchorage | 3/16/2006 | 5/9/2006 |  |  |  |  |  |
| Fairbanks | 4/28/2006 |          |  |  |  |  |  |
| Juneau    | 4/19/2006 |          |  |  |  |  |  |

**Valuing Diversity - VDIV** This one-day course is designed to teach the basic concepts and knowledge necessary to understand diversity issues and build awareness of the value of diversity in the workplace.

|           |           |          |           |          |  |  |  |
|-----------|-----------|----------|-----------|----------|--|--|--|
| Anchorage | 2/22/2006 | 3/9/2006 | 4/12/2006 | 5/4/2006 |  |  |  |
| Fairbanks | 3/29/2006 | 5/4/2006 |           |          |  |  |  |
| Juneau    | 3/8/2006  | 5/3/2006 |           |          |  |  |  |
| Ketchikan | 3/2/2006  |          |           |          |  |  |  |
| Nome      | 5/18/2006 |          |           |          |  |  |  |

**Workplace Alaska for Hiring Managers - WPAK** A Self-Learning Course \*\*\*NEW\*\*\* You will receive a Self-Learning Guide to learn the basic knowledge and essential information needed to comply with legally defensible hiring practices. The Self-Learning Guide also contains a Job Aid to guide you in learning to use the Workplace Alaska on-line recruitment system. Note: This course is no longer offered for classroom delivery. Upon successful completion of this self-learning course you will have authorization to request a Workplace Alaska Hiring Manager User ID and Password. To enroll in this course send an email message to Training & Development Client Services at [dopttraining@admin.state.ak.us](mailto:dopttraining@admin.state.ak.us)

**Workplace Violence - WRKV** This half-day course is designed to provide managers, supervisors and employees basic knowledge about associated definitions, characteristics, the reality of, preparedness and reporting of workplace violence.

|           |           |           |           |           |  |  |  |
|-----------|-----------|-----------|-----------|-----------|--|--|--|
| Anchorage | 2/14/2006 | 3/14/2006 | 4/6/2006  | 5/3/2006  |  |  |  |
| Fairbanks | 2/14/2006 | 3/14/2006 | 4/11/2006 | 5/11/2006 |  |  |  |
| Juneau    | 2/14/2006 | 3/21/2006 | 4/26/2006 | 5/18/2006 |  |  |  |

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State Office Building  
333 Willoughby Ave.  
10th Floor  
PO Box 1102101  
Juneau, AK 99811-0201  
Phone: 907-465-4430

Visit us at  
[dop.state.ak.us](http://dop.state.ak.us)

State of Alaska  
Department of Administration  
Division of Personnel

Scott J. Nordstrand  
Commissioner

Mila Cosgrove  
Division Director

Contributors:  
Nicki Neal, Jackson Steele,  
Carol Mcleod and Amanda  
Holland.

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HR Solutions, Editor  
PO Box 110201  
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