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**Rules of  
Office of Administration  
Division 20—Personnel Advisory Board and  
Division of Personnel  
Chapter 6—Management Training**

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## Title 1—OFFICE OF ADMINISTRATION

### Division 20—Personnel Advisory Board and Division of Personnel Chapter 6—Management Training

#### 1 CSR 20-6.010 Management Training

*PURPOSE: This rule prescribes guidelines and standards as required by section 36.510, RSMo regarding mandatory training for persons employed in management positions in agencies within the executive branch of state government other than elective offices and the institutions of higher learning. These guidelines and standards provide a framework for developing and maintaining leadership effectiveness consistent with the mission and needs of each department.*

(1) As used in this rule, unless the context clearly indicates otherwise, the following terms shall mean:

(A) Supervisor, a person directly and immediately responsible for planning, organizing, directing, controlling and evaluating the work of employees to accomplish a limited function or activity;

(B) Manager, a person responsible for various general management processes including activities such as general program planning, development and coordination, or the organization, direction and evaluation of major program functions and operations or a combination of these;

(C) Executive, for the purposes of this rule, Executive shall be defined as senior Level Managers including Division Director, Deputy, Assistant Director, or their equivalent; and

(D) For purposes of this rule, the terms Supervisor, Manager, and Executive shall include all positions in Uniform Classification and Pay (UCP) agencies which the Division of Personnel finds to involve substantial supervisory or administrative responsibilities, and shall also include comparable positions in non-UCP agencies of the state. The final determination of such comparability shall be made by department directors after careful review of information furnished by the Division of Personnel of the job classifications and approximate number of incumbents considered.

(2) Each department in state government shall establish programs, systems and procedures, as deemed necessary to implement and administer the guidelines and standards for training personnel in the positions as defined in this rule. A department may request technical assistance from the Division of

Personnel concerning the implementation and administration of the guidelines and standards. A department also may request formal training courses and other management-supervisory training programs from the Division of Personnel or may establish alternative training programs. Each department shall provide training which it requires without cost to its employees. Departments may reimburse employees for additional job-related training courses in accordance with uniform state policies and procedures issued by the Office of Administration and the department's own policies and procedures which are not in conflict and which provide uniform treatment of employees.

(3) For purposes of coordination, the departments shall annually review their projections of training needs for personnel in these positions. The information provided will be used by the Division of Personnel, State Training Advisory Council (STAC), and individual agencies in developing training programs and administering the guidelines and standards contained in this rule.

(4) Employees entering into the positions covered by this rule are required to complete a minimum of 40 hours of training within their first year in the position. Thereafter, employees are required to maintain at least 16 hours of continuing Competency Based Training annually.

(5) Training in any of the 24 competencies will count toward fulfillment of the training rule requirements.

(6) In cases of promotion, whether it be from Supervisor to Manager, or Manager to Executive, it shall be at the discretion of the department to determine which of the two thresholds of hours applies: either the 16-hour threshold or the 40-hour threshold.

(7) In cases of lateral transfers between agencies or within an agency, it shall be at the discretion of the employing department to determine which of the two thresholds applies: either the 16-hour threshold or the 40-hour threshold.

(8) Incumbents in all positions covered in this rule are also required to take a Core Curriculum consisting of Performance Management, Diversity, and Preventing Sexual Harassment. The format and time frames of these programs shall be determined by the departments. The Core Curriculum can count toward fulfillment of the 40-hour threshold of the Initial Training. The Core Curriculum

will not count toward the 16-hour threshold of continuing Competency Based Training.

(9) To support its effectiveness, each department shall ensure through its programs, systems and procedures that equal employment opportunity and upward mobility objectives are implemented as part of its supervisory and management career development process. Each individual employee shall have responsibility to effectively use, for personal self-growth and career development, the training opportunities provided.

(10) The 24 competencies identified by STAC are as follows:

(A) Accountability: The ability to accept all responsibilities of the job and assigned tasks. Components of this competency can include holding self and others accountable for delivering quality products, assuring effective controls are developed and/or maintained so organizational integrity is maintained, acting decisively to modify activities to better promote customer service and/or quality of programs and pursuing all assignments with the philosophy that the responsible individual must follow through to completion if the project is to be successful;

(B) Computer Literacy: The ability to use provided computer technology to enhance the quality of work and programs. Components of this competency can include possessing sufficient knowledge and comfort concerning computer applications and telecommunications. It also includes the ability to interact effectively with internal and external contacts and to stay informed about technological advances and their potential impact or value to work activities;

(C) Creative Thinking: The ability to develop new insights into situations and apply innovative solutions that make improvements. Components of this competency can include the ability to encourage innovation and creativity among others;

(D) Customer Service: The ability to remain focused on understanding, anticipating and responding to the internal and external needs of customers. Components of this competency can include the ability to see customer satisfaction as the number one priority and to maintain sensitivity to the requirements of customers through personal involvement and a continuous drive for feedback;

(E) Decisiveness: The ability to make timely and effective decisions with available information or knowledge and within your own authority. Components of this competency can include the ability to take calculated risks even in uncertain situations, perceive the impact/implications of decisions, and

assume responsibility for the results of decisions even if unpopular;

(F) Financial Management: The ability to administer financial resources in a manner that instills public trust and accomplishes the department's mission. Components of this competency can include overseeing allocation of financial resources, preparing and/or justifying budgets or expenditure requests, and overseeing procurement and contracting procedures;

(G) Flexibility: The ability to accept change and to cope with job pressure and stress. Components of this competency can include the ability to adapt behavior and work methods in response to new information, changing conditions or unexpected obstacles. It includes the ability to actively solicit information and views from others and use the input to make change occur, and adjust to multiple demands and shifting priorities with minimal disruption and stress;

(H) Influencing: The ability to persuade others to buy into a course of action. Components of this competency can include the ability to network with key individuals or groups to accomplish goals and promote the organization to others, and to inspire others so as to create enthusiasm and a desire to succeed within others;

(I) Integrity: The ability to behave in a professional, fair and ethical manner toward others and instill mutual trust and confidence. Components of this competency can include the ability to follow through on commitments, act in a manner consistent with values, demonstrate a sense of responsibility and commitment to sound ethics, and encourage high standards of behavior in others;

(J) Mediating: The ability to address and resolve conflicts that arise in an effective, impartial manner. Components of this competency can include the ability to take steps to prevent potential situations which could result in unpleasant confrontations, and handle confrontations which arise before they have a negative affect on others and the organization;

(K) Mentoring: The ability to coach and challenge others to achieve their potential. Components of this competency can include the ability to serve as a role model for continuous improvement throughout the organization, develop leadership in others by sharing knowledge, experiences and opportunities for growth, and provide timely and specific feedback that reinforces or elicits desired behavior;

(L) Negotiating: The ability to build a consensus and accomplish goals through give and take actions. Components of this competency can include the ability to gain coopera-

tion from others to obtain information and identify and understand the interests of others;

(M) Political Awareness: The ability to identify internal and external politics that impact the work of the organization. Components of this competency can include the ability to approach each problem situation with a clear perception of organizational and political reality. It includes the ability to build and strengthen internal support bases, and get understanding and support from management;

(N) Perceptiveness: The ability to recognize the impact of one's own behavior on others. Components of this competency can include the ability to consider and respond appropriately to the needs, feelings and capabilities of different people in different situations, show a genuine interest in others and their successes, and treat others with respect and dignity;

(O) Planning: The ability to establish comprehensive and realistic plans of action to accomplish activities and evaluate progress. Components of this competency can include the ability to maintain a focus on the planned outcome, exercise good judgment in structuring and organizing work, and monitor progress of activities so discrepancies are identified and corrected;

(P) Problem-solving: The ability to define a problem, analyze relevant information, and develop solutions. Components of this competency can include the ability to anticipate potential problems, reduce a situation to its essential elements, simplistic elements and distinguish between relevant and irrelevant information;

(Q) Self-direction: The ability to maintain focus and intensity, and remain optimistic and persistent even under adversity. Components of this competency can include the ability to deal effectively with pressure and recover quickly from setbacks, demonstrate a deep-seated need for achievement, manage your own time effectively and efficiently, seek and use feedback from others, initiate appropriate action without being directed, and maintain confidence in your own ability and ideas;

(R) Strategic Thinking: The ability to develop and implement effective strategies that are consistent with the organization's vision and mission. Components of this competency can include the ability to consider a broad range of internal and external factors that may impact the organization, anticipate potential threats or opportunities and promote change based on the long-range strategic view of the future;

(S) Teamwork: The ability to develop and sustain cooperative working relationships.

Components of this competency can include the ability to inspire, motivate and guide others toward accomplishment of goals and activities. It includes the ability to encourage collaboration and to promote open communication and collective problem-solving within the group;

(T) Technical Knowledge: The ability to demonstrate proficiency in areas of primary responsibility. Components of this competency can include the ability to apply procedures, regulations, and policies to remain current and informed of new and existing issues which may affect work;

(U) Verbal Communication: The ability to create and sustain an atmosphere in which timely, quality information flows between self and others, and express facts and ideas in a convincing manner. Components of this competency can include the ability to encourage expression of ideas, keep others informed of relevant facts and issues or decisions, be receptive to new or different viewpoints, accept feedback, tailor a message to the listeners' needs, listen effectively, clarify information, and use available technology to enhance material;

(V) Vision: The ability to take a long-term view of the organization's direction and articulate a vision which integrates key program goals, priorities, values, and other factors. Components of this competency can include the ability to balance change of continuity, identify and integrate key issues affecting the organization, and promote ownership of the vision in others;

(W) Written Communications: The ability to express facts and ideas in writing in a clear, convincing and organized manner. Components of this competency can include the ability to effectively reflect the position of the organization, review and critique written communication in a constructive and substantive manner, and use available technology to enhance material; and

(X) Workforce Management: The ability to administer human resource management principles in a manner which instills public and employee trust, maximizes employee potential and fosters high ethical standards in meeting the organization's mission. Components of this competency may include the ability to assess current and future staffing needs, take an active role in recruiting, and retaining staff. It also includes the need to clarify roles and responsibilities, provide clear direction, delegate and empower staff to accomplish assignments, support programs and activities that deal with employee well-being such as safety, health, and family life. It allows for employee growth and it requires that you assess employee performance, give timely

feedback, take appropriate corrective/disciplinary actions when other means have not been successful, and value cultural diversity, and other differences. Lastly, it requires that you commit resources necessary to develop and train employees for long-term employment based on needs.

(11) Following are the top ten competencies at each management level as discovered through the STAC survey process. Division of Personnel training programs will address the top ten competencies at each level.

(A) The top ten competencies for Supervisory positions are Integrity, Written Communication, Accountability, Flexibility, Financial Management, Strategic Thinking, Workforce Management, Verbal Communication, Decisiveness, Computer Literacy and Mentoring (tied);

(B) The top ten competencies for Managerial positions are Integrity, Team-work, Accountability, Self-direction, Mentoring, Problem-solving, Workforce Management, Decisiveness, Flexibility, Verbal Communication;

(C) The top ten competencies for Executive positions are Technical Knowledge, Creative Thinking, Verbal Communication, Decisiveness, Mediating, Mentoring, Problem-solving, Perceptiveness, Self-direction, Flexibility and Influencing and Team-work (tied).

(12) The Division of Personnel, within available resources and upon request from a department, shall provide technical assistance concerning the administration of the guidelines for mandatory management training as set out in this rule. The Division of Personnel shall design, develop and present or otherwise make available formal training courses and other management development programs which meet the needs of the top ten competencies for each level as identified in section (10) of this rule.

(13) At least every five years STAC will make recommendations to the Personnel Advisory Board regarding the status of the rule, specifically: additions, deletions and substitutions to the provisions of the rule. The results of this review may affect a new listing and prioritization of competencies. The results could modify the Core Curriculum and competencies listed in this rule. The departments will change their training projections according to the results.

(14) Each department shall require employees in positions covered by this rule to successfully demonstrate an ongoing ability to plan, organize, control, direct, coordinate and eval-

uate the work activities for which they are responsible and to motivate assigned staff to accomplish organizational objectives. Should the department determine that an individual incumbent in a covered position require training in one of the competencies not listed in the top ten for that level, it is the responsibility of the department to provide that training.

*AUTHORITY: section 36.070, RSMo 2000.\* Original rule filed Oct. 7, 1985, effective Jan. 12, 1986. Amended: Filed Nov. 15, 2000, effective May 30, 2001.*

*\*Original authority: 360.070, RSMo 1945, amended 1979, 1995.*