COUNTY OF LOS ANGELES
DEPARTMENT OF HUMAN RESOURCES

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LISA M. GARRETT
DIRECTOR OF PERSONNEL

October 12, 2012

Commissioner Patricia Johnson, Chair
Productivity Investment Board
565 Kenneth Hahn Hall of Administration
500 West Temple Street
Los Angeles, CA 90012

Dear Ms. Johnson:

The Department of Human Resources respectfully submits a grant proposal for consideration by the Productivity Investment Board. This $500,000 proposal will fund the County's Executive Leadership Development Program. This pilot program is designed to assess and enhance the leadership competencies of the County's current and emerging leaders. It utilizes a multi-faceted, blended learning approach to leadership development that includes customized training and other development methods such as coaching, mentoring, 360 degree feedback and stretch assignments based on individualized development plans. In order to establish a common language, shared culture, and enhanced leadership practices, the pilot program will begin at the executive management level.

This customized leadership program will be based on a collaborative effort between County leaders, university and professional faculty. The program will include a diagnosis of executive training needs, customized interactive training sessions, special work place projects and coaching and mentoring sessions. It focuses on competencies, such as influencing/negotiating, partnering, political acumen, outcome-based decision-making, and team building. The Executive Leadership Development Program is designed to enhance current leadership performance, build bench-strength, help identify successors, and increase interdepartmental collaboration in support of the County's Strategic Plan. This program is in alignment with the succession planning initiatives of the Board of Supervisors, Chief Executive Office, and Department of Human Resources.

Implementation of this program will launch the new *Leadership Development Institute* that will build on the types of highly valued leadership training programs delivered by the Los Angeles County Learning Academy for nearly a decade. Many of these programs were curtailed as a result of budgetary constraints. This program also supports the County's Strategic Goal related to Workforce Excellence and is consistent with the Department of Human Resources' mission to provide innovative and efficient HR solutions that support public service by recruiting, developing and retaining a highly qualified diverse workforce.

To Enrich Lives Through Effective and Caring Service

In summary, the Executive Leadership Development Program is an innovative, collaborative initiative that will provide essential leadership training to executives and other emerging leaders. This program will improve service delivery, employee productivity, operational efficiency, customer satisfaction, and employee morale.

Thank you for your consideration of our grant proposal. Please contact me at (213) 974-2406, or Amylen Clarke, my Productivity Manager, at (213) 974-2515 if you have any questions.

Sincerely,

LISA M. GARRETT
Director of Personnel

LMG:SKT:EP
BFM:AC:tdb

Enclosures

Leadership Development Institute cover letter

Department: Department of Human Resources	November 26, 2012

Project Name:

Executive Leadership Development Program

SUMMARY DESCRIPTION OF PROJECT (Describe project, e.g., new or replacement equipment, additional staff, etc.)

The purpose of this request is for grant funding to pilot a leadership program course, under our newly branded Leadership Development Institute, that targets high performing mid-level managers who aspire to executive leadership positions in the County of Los Angeles. In conjunction with the County's succession planning efforts, the Executive Leadership Development Program course will assess and enhance leadership competencies of high-potential emerging leaders. The Leadership Development Institute will replace the successful, but no longer funded, Los Angeles County Learning Academy. The Executive Leadership Development Program course will be implemented in the following phases:

Phase I: *Needs Analysis and Curriculum Development*

Executives and managers throughout the County of Los Angeles will be interviewed and/or surveyed concerning critical knowledge and skills that need to be increased by the program. Information obtained through the survey process will be used to develop appropriate instructional content.

Timeframe: Three Weeks
Cost: $25,000

Phase II: *Training*

Five (5) cohorts, with 20 participants each, will be conducted over a period of approximately ten months. Courses will address critical executive-level management competencies such as influencing and negotiating, partnering, political acumen, outcome-based decision-making, and team building *(see Description of Selected Leadership Competencies below)*.

- Course content will be clustered and linked to the competencies *(see Linkage of Example Course Content to Leadership Competencies below)*. For example, Content Cluster #1 is titled, "Creating and Sustaining Commitment and Cohesion". This cluster is linked to 4 out of 5 of the executive-level management competencies mentioned above. Topics in Content Cluster #1 include:
- Understanding Self and Others
- Communicating Honestly and Effectively
- Mentoring and Developing Others
- Managing Groups and Leading Teams
- Managing Conflict

Once the grant request is approved, Department of Human Resources will proceed with a formal solicitation process to evaluate proposers and select the one that best fits the County's objectives and requirements for this pilot project. Based on previous research, the cost for this type of comprehensive program is typically $5,000 per trainee. This is consistent with an informal estimate that was provided by a local California State University campus for a similar program. The total cost for the design and delivery of the program to 100 high-potential emerging leaders would be $500,000, inclusive of the Training Needs Analysis and Curriculum Development. The remaining estimated $475,000 would cover the following instructional activities:

Interactive Classroom Sessions	
Web-based learning activities, supporting materials and updated management tools and techniques	$285,000
Individualized Diagnostic Feedback using a 360 Degree Approach	$142,000
Individualized coaching/mentoring based on the 360 degree evaluation and final project	
Individualized competency development plans	$30,000
Establishment of a community (network) of collaborative learners	$18,000

Please refer to the full Description of Instructional Methods below.

Phase III: *Post-Course Evaluation*

A program evaluation plan will be developed to establish objectives and measures of success for the program *(see Program Evaluation Data Collection Plan and Follow Up Questionnaire below)*. Upon completion of each cohort, participants' response to, and learning from the course materials will be evaluated. Six months after completion of each cohort, participants will be surveyed regarding application of course content to the workplace and impact on business operations. A return on investment analysis regarding the Executive Leadership Development Program will be completed based on survey and focus group findings within six months of the completion of the final cohort.

Cost: County Contribution is estimated to be 240 hours of County staff time to complete the evaluation phase.

Description of Selected Leadership Competencies

Participants will increase their competence in the following areas:

Influencing and Negotiating –
- Persuades others, builds consensus through give and take; gains cooperation from others to obtain information and accomplish goals.
- Changes a person's (or a group's) attitude or behavior toward some organizational situation, change initiative, business process, customer need, etc.
- Engages in a give and take process between two or more parties to discover a common ground and reach an agreement to settle a matter of mutual concern or resolve a conflict.

Partnering -
- Establishes a long term win-win relationship based on mutual trust and teamwork
  - Shares risks and rewards.
  - Focuses on what each party does best by sharing financial and other resources and establishes specific roles for each participant.
  - Develops networks and builds alliances, engages in cross-functional activities, collaborates across boundaries and finds common ground with a widening range of stakeholders. Utilizes contacts to build and strengthen internal support bases.

Political Acumen –
- Identifies the internal and external politics that impact the work of the organization.
- Uses one's knowledge of the organization's political relationships and structure to
  - Frame and sell ideas.
  - Influence others, negotiate, persuade, build networks.
  - Initiate and manage change.
  - Effectively manage organizational initiatives, problems or opportunities.
  - Approaches each problem situation with a clear perception of organizational and political reality. Recognizes the impact of alternative courses of action.

Outcome-based decision-making –
- Weighs the positive and negative aspects of each option, and consider all the alternatives.
- Forecasts the important outcomes of each alternative based on an analysis of available (often incomplete) data
- Determines which option is best for a particular situation.
- Makes effective and timely decisions, even when data is limited or solutions produce unpleasant consequences.
- Is proactive and achievement oriented.

Team building –
- Inspires, motivates, and guides others towards goal accomplishments. Consistently develops and sustains cooperative working relationships. Encourages and facilitates cooperation within the organization and with customer groups; fostering commitment, team spirit, pride, trust. Develops leadership in others through coaching, mentoring, rewarding, and guiding employees.
- Enhances the effectiveness of work groups by improving.
  - Goal, role clarification and interpersonal processes.
  - The setting of team priorities, performance objectives and performance measures.
  - Monitoring and improving performance and methods employed.
  - Leading the team's decision making processes.

Linkage of Course Content to Leadership Competencies

This table outlines the classroom course content and a linkage of each content cluster to the leadership competencies defined above. The course will call upon and strengthen these competencies.

Examples of Course Content Clusters and Topics*	Leadership Competencies
Content Cluster 1 **Creating and Sustaining Commitment and Cohesion**	**Influencing & Negotiating, Partnering, Political Acumen, Team Building**
Understanding Self and Others	
Communicating Honestly and Effectively	
Mentoring and Developing Others	
Managing Groups and Leading Teams	
Managing and Encouraging Constructive Conflict	
Content Cluster 2 **Establishing and Maintaining Stability and Continuity**	**Influencing & Negotiating, Partnering, Political Acumen, Team Building, Outcome Based Decision Making**
Organizing Information Flows	
Working and Managing Across Functions	
Planning and Coordinating Projects	
Measuring and Monitoring Performance and Quality	
Encouraging and Enabling Compliance	
Content Cluster 3 **Improving Productivity and Cost Effectiveness**	**Influencing & Negotiating, Partnering, Political Acumen, Team Building, Outcome Based Decision Making**
Developing and Communicating a Vision	
Setting Goals and Objectives	
Motivating Self and Others	
Designing and Organizing Programs	
Managing Execution and Driving for Results	
Content Cluster 4 **Promoting Change and Encouraging Adaptability**	**Influencing & Negotiating, Partnering, Political Acumen, Team Building**
Using Power and Influence Ethically and Effectively	
Championing and Selling New Ideas	
Fueling and Fostering Innovation	
Negotiating Agreement and Commitment	

Description of Instructional Methods

The instructional design will begin with an analysis of leadership training needs followed by the development of a relevant, high quality course curriculum:

- Department of Human Resources Organizational and Employee Development staff (OED) in collaboration with the Chief Executive Office (CEO) will conduct a survey of County executive leadership to obtain their input on curriculum content and their preferred instructional methods.
- University faculty will also conduct focus group meetings with County executives to ensure that emphasis is placed on the specific behavioral and knowledge-based outcomes related to the competencies described above. Faculty members have experience and expertise in the identified competencies and have existing courses and programs related to each. To further customize training, executive leaders will have specific input into issues, topics and ideas that will be most helpful in training. Executive feedback will be used to customize learning content and methods to meet specific needs and design learning approaches.

Interactive Classroom Sessions will use the following general format to maximize learning and retention:

- **Assessment**
  - Assessment will help learners discover their present level of ability in and awareness of important knowledge and skills. Tools, such as questionnaires, role-plays, or group discussions, can be used to accomplish this objective.
- **Learning**
  - Learning will involve reading and presenting information about the specific topics using traditional tools, such as lectures and printed material. Information from relevant research and suggested guidelines for practice will also be presented.
- **Analysis**
  - Analysis will explore appropriate and inappropriate behaviors by examining how others behave in a given situation. This will involve the use of cases, role-plays, and/or other examples of effective management behavior.
- **Practice**
  - Practice will allow the learners to apply the knowledge and skills to a work-like situation while in the classroom. It is an opportunity for experimentation and feedback. Exercises, simulations, and role-plays will be used to allow learners to practice their knowledge and skills.
- **Application**
  - Application of learned skills using workplace projects and/or assignments will facilitate understanding of course concepts and, at the same time, allow learners to apply concepts directly to their work. Combined efforts of instructors and learners to isolate specific workplace situations, goals, and issues to use as a basis for the application of course concepts will facilitate relevant learning experiences and learners' success. As an example, from in-class team-building concepts, an assignment can be designed to allow a trainee to assess the team environment and conduct a team-building assignment within his or her own workplace. Analysis of results, follow up learning and future assignments may then be built upon that experience.

Individualized Diagnostic Feedback using a 360 Degree Approach
- A 360 degree assessment instrument is a useful tool to focus training and coaching efforts on workplace and learner-specific objectives. It allows for effective coaching and relevant application of learning materials on the job. A 360 degree assessment instrument will be designed in collaboration with representatives from the County and used throughout training.

Web-based learning activities

- Learning takes place in a variety of modes including both online and classroom learning experiences. Some basic delivery of instruction can be done online. In addition, web-based learning activities can be used to complement the in-class learning and include online reference materials and other learning resources, group discussion, and instructor-student interaction.

Individualized coaching/mentoring

- Coaching and mentoring can occur in several ways and is enhanced if class sizes are limited to relatively small groups. Faculty assigned to teach courses have the expertise to coach leadership development trainees through objectives identified in their 360 degree assessment feedback and application of general course topics and assignments. Through work-specific assignments, instructors can provide coaching to improve mastery of course concepts and increase skill development. Experts assigned to teach courses and invited guest lecturers comprise the network from which trainees can obtain coaching and mentoring.

Individualized development plans

- From the 360 degree assessment feedback, leadership development trainees will work one-on-one with instructors and in group learning settings to identify meaningful objectives to continue professional success and to prepare for advancement. Individualized development plans consider personal and professional goals, feedback from others, collaborative input from leadership and instructors.

Development of a community (network) of collaborative learners

- A set of short courses, coaching, and individualized development plans set the stage for continued conscious development and for the development of a long-term supportive network of peers and experts that allow for shared-ideas and a shared-culture that encourages effectiveness and development. After courses are completed, leadership development trainees can continue discussion through online or in-person discussion or further faculty-led online and in-person discussion.

SUMMARY OF BENEFITS TO BE ACHIEVED (i.e., revenue increase, service enhancement, future cost avoidance, cost savings, etc.

This program and course content is designed to improve current leadership performance, and benefit the County of Los Angeles in terms of cost savings, innovation, efficiency, transferability, and increased productivity.

- *Cost Savings.* The program will enhance the knowledge and skills of managers who are already working for the County and are seen as good prospects for succession to higher level positions. Preparing existing employees for promotion is more cost effective than spending money recruiting, hiring, and training individuals from outside the County. Each participant will be required to complete a project that addresses real workplace issues. Thus, participants are learning and getting real work done at the same time.

- *Innovation.* A goal of this program, which begins at the executive management level, is to develop a shared framework of management practices. In other words, the program will help to establish a common work culture and community of management practice throughout the County. In addition, the effectiveness of the program will be judged not only by what is learned in the classroom, but also by what is applied in the workplace and resulting business performance impact.

- *Efficiency.* Program graduates will learn how to select data that will enable them to better measure work processes in terms of timeliness, quality, and cost. Thus, they will be able to promote efficiency by effectively addressing rework, cycle times, and error rates. The establishment of a shared framework of management practices will improve and clarify interaction and communication among units, divisions, and County departments.

- *Transferability.* The program can be focused on leadership competencies appropriate to the managers' scope of responsibility and degree of autonomy. For executive management, competencies are focused at a strategic level. For mid-level management and entry level management, technical and operational competencies would have a greater emphasis.

- *Increased Productivity.* Participants will learn to set goals and objectives which focus on desirable business outcomes. They will learn to measure organizational performance and motivate others to achieve concrete results in line with County and departmental priorities.

EVALUATION/PERFORMANCE MEASURES (What is to be achieved and how will the project lead to enhanced quality and/or productivity? What measures will be used to evaluate the attainment of these goals

The program course will support the leadership competencies of current executive management and build the competence of high-potential emerging leaders. Objective, multi-source feedback will also be provided to help leaders identify areas of strength and opportunities for growth as well as facilitate leadership development.

The program will include the following four levels of evaluation:

Level 1 - Participant feedback on the content, methodology and relevance of the tools and concepts developed through the training program. It also includes a plan of action for implementing these tools and concepts in their own operations.

Level 2 - Assessment of knowledge gained using direct observation by the instructing faculty and demonstration of tools and concepts through project performance.

Level 3 - Immediate feedback on the participants' success in applying tools and concepts acquired in the program. Examples of these tools include organizational scorecards, management dashboards, predictive analytics and direct management feedback.

Level 4 - Creation of longer term measures of organizational impact, e.g., customer satisfaction ratings and operation-specific targets and outcomes. A program evaluation plan and follow-up questionnaire are provided below *(see Program Evaluation Data Collection Plan and Follow Up Questionnaire).*

Program Evaluation Data Collection Plan and Follow-up Questionnaire

Level	Objective(s)	Measures/Data	Data Collection Method	Data Sources	Timing	Responsible for Data Collection
1	**Reaction/Satisfaction** • Participants rate the program as relevant to their jobs • Participants rate the program as important to their job success	• 4 out of 5 on a 5-point rating scale	• Questionnaire	• Participants	• End of Program	• Instructor
2	**Learning** • Participants demonstrate acceptable performance on each major competency • Participants demonstrate knowledge of and skill in applying course concepts	• 4 out of 5 on a 5-point scale	• Observation of skill practices • Self-assessment via questionnaire	• Instructor • Participants	• End of Program	• Instructor
3	**Application/Implementation** • Participants utilize the competencies with workplace team members on a routine basis • Identify any barriers to implementation	• Evaluation of final project • Various measures (self and supervisor ratings, open-ended items, etc.)	• Project report • Questionnaire • Evaluation of special assignments	• Participants • Instructor • Participants • Management	• End of Program • 6 months	• LDI Staff
4	**Business Impact** • Participants and team members demonstrate improvements in at least two business measures	• Work unit measures of productivity, customer satisfaction, quality, etc.	• Questionnaire, graphs, data tables, etc.	• Participants • Participants' Management	• 6 months	• LDI Staff
5	**ROI** • Achieve a 20% ROI and/or Intangible Benefits					

Comments: _____

Example Follow Up Questionnaire

Program Name_____   End Date of Program_____

Our records indicate that you participated in the above program. Your participation in this follow-up survey is important to the continuous improvement of the program. Completion of this survey may take 45 to 60 minutes. Thank you in advance for your input.

CURRENCY

1. This survey requires some information to be completed in monetary value. Please indicate the currency you will use to complete the questions requiring monetary value. _____

PROGRAM COMPLETION

2. Did you   O complete   O partially complete   O not complete   the program?   If you did not complete, go to the final question.

REACTION

	Strongly Agree			Strongly Disagree		
	5	4	3	2	1	n/a
3. I recommended the program to others.	O	O	O	O	O	O
4. The program was a worthwhile investment for my organization.	O	O	O	O	O	O
5. The program was a good use of my time.	O	O	O	O	O	O
6. The program was relevant to my work.	O	O	O	O	O	O
7. The program was important to my work.	O	O	O	O	O	O
8. The program provided me with new information.	O	O	O	O	O	O

LEARNING

	Strongly Agree			Strongly Disagree		
	5	4	3	2	1	n/a
9. I learned new knowledge/skills from this program.	O	O	O	O	O	O
10. I am confident in my ability to apply the knowledge/skills learned from this program.	O	O	O	O	O	O

11. Rate your level of improvement in skill or knowledge derived from the program content. A 0% is no improvement and a 100% is significant improvement. Check only one.

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
O	O	O	O	O	O	O	O	O	O	O

APPLICATION

	Large Extent			Limited Extent		
	5	4	3	2	1	n/a
12. To what extent did you apply the knowledge/skills learned during the program?	O	O	O	O	O	O

	Frequently			Infrequently		
	5	4	3	2	1	n/a
13. How frequently did you apply the knowledge/skills learned during the program?	O	O	O	O	O	O

	High			Low		
	5	4	3	2	1	n/a
14. What is your level of effectiveness with the knowledge/skills learned during the program?	O	O	O	O	O	O
15. Rate the effectiveness of the coach.	O	O	O	O	O	O

	Critical			Not Critical		
	5	4	3	2	1	n/a
16. How critical is applying the content of this program to your job success?	O	O	O	O	O	O

	Very Well			Not Well		
	5	4	3	2	1	n/a
17. To what extent did you stay on schedule with your planned actions?	O	O	O	O	O	O

18. What percent of your total work time did you spend on tasks that require the knowledge/skills presented in this program. Check only one.

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
O	O	O	O	O	O	O	O	O	O	O

BARRIERS/ENABLERS TO APPLICATION

19. Which of the following deterred or prevented you from applying the knowledge/skills learned in the program? (check all that apply.)
   - ☐ no opportunity to use the skills
   - ☐ lack of management support
   - ☐ lack of support from colleagues and peers
   - ☐ insufficient knowledge and understanding
   - ☐ lack of confidence to apply knowledge/skills
   - ☐ systems and processes within organization will not support application of knowledge/skills
   - ☐ other

20. If you selected —"other" above, please describe here. _____
_____

21. Which of the following supported you in applying knowledge/skills learned in the program? (check all that apply.)
    - ☐ opportunity to use the skills
    - ☐ management support
    - ☐ support from colleagues and peers
    - ☐ sufficient knowledge and understanding
    - ☐ confidence to apply knowledge/skills
    - ☐ systems and processes within organization will support application of knowledge/skills

22. If you selected "other" above, please describe here.

_____

_____

RESULTS – 1ST Measure

23. Please define the first measure you selected and its unit for measurement. For example, if you selected —absence, your unit of measure may be "1 absence."

_____

24. For this measure, what is the monetary value of improvement for one unit of this measure? For example, the value of an absence may be $2,500 based on supervisor estimates. Although this step is difficult, please make every effort to estimate the value of a unit. Round to the nearest whole value, enter numbers only. (e.g. $2,000.50 should be input as $2,000.)

25. Please state your basis for the value of the unit of improvement you indicated above. In the absence example, an estimate is used, so "supervisor estimate" is entered here.

_____

26. For the measure listed as most directly linked to the program, how much has this measure improved in performance? If not readily available, please estimate. If you selected "absence," show the actual increase in revenue generated. You can input a number with up to 1 decimal point. Indicate the frequency base for the measure. _____

☐ daily   ☐ weekly   ☐ monthly   ☐ quarterly

RETURN ON INVESTMENT – 1ST Measure

27. What is the annual value of improvement in the measure you selected above? Multiply the decrease (question 26) by the frequency (question 26) times the unit of value (question 24). For example, if you selected —absence,‖ multiply the number of absences by the frequency to arrive at the annum value (e.g. 2 absence per month x 12 months worked in a year x $2,500 per absence = $60,000). Although this step is difficult, please make every effort to estimate the value. Put the value in the currency you selected, round to nearest whole value, enter numbers only. (E.g. $60,000.50 should be input as $60,000.)

_____

28. List the other factors that could have influenced these results.

_____

29.

Recognizing that the other factors could have influenced this annual improvement, please estimate the percent of improvement that is attributable (i.e. isolated) to the program. Express as a percentage out of 100%. For example, if only 60% of the absence decrease is attributable to the program, enter 60 here. _____%

30. What confidence do you place in the estimates you have provided in the questions above? A 0% is no confidence, a 100% is certainty. Round to nearest whole value, and enter a number only (e.g. 37.5% should be entered as 38). _____%

RESULTS – 2ND Measure

31. Please define the second measure you selected and its unit for measurement. For example, if you selected "absence," your unit of measure may be "1 absence."

_____

32. For this measure, what is the monetary value of improvement for one unit of this measure? For example, the value of an absence may be $2,500 based on supervisor estimates. Although this step is difficult, please make every effort to estimate the value of a unit. Put the value in the currency you selected, round to the nearest whole value, enter numbers only. (e.g. $2,000.50 should be input as $2,000.)

33. Please state your basis for the value of the unit of improvement you indicated above. In the absence example, an estimate is used, so "supervisor estimate" is entered here.

_____

34. For the measure listed as most directly linked to the program, how much has this measure improved in performance? If not readily available, please estimate. If you selected —absences, show the actual decrease in absence (e.g., 2 absences a month, input the number 2 here). You can input a number with up to 1 decimal point. Indicate the frequency base for the measure. _____

☐ daily   ☐ weekly   ☐ monthly   ☐ quarterly

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35. What is the annual value of improvement in the measure you selected above? Multiply the decrease (question 34) by the frequency (question 34) times the unit of value (question 32). For example, if you selected ––absences, multiply the absence decrease by the frequency to arrive at the annum value (e.g. 2 absence per month x 12 x 2,500 = 60,000). Although this step is difficult, please make every effort to estimate the value. Put the value in the currency you selected, round to nearest whole value, and enter numbers only (e.g. $60,000.50 should be input as $60,000).

36. List the other factors that could have influenced these results.

37. Recognizing that the other factors could have influenced this annual value of improvement, please estimate the percent of improvement that is attributable (i.e. isolated) to the program. Express as a percentage out of 100%. For example, if only 60% of the absence increase is attributable to the program, enter 60 here.
    _____%

38. What confidence do you place in the estimates you have provided in the questions above? A 0% is no confidence; a 100% is certainty. Round to nearest whole value, and enter a number only (e.g. 37.5% should be entered as 38).
    _____%

39. What other benefits have been realized from this program?

40. Please estimate your direct costs of travel and lodging for your participation in this program. Put the value in the currency you selected, round to nearest whole value, and enter numbers only (e.g. $10,000.49 should be input as $10,000).

41. Please state your basis for the travel and lodging cost estimate above.

42. How can we improve the training to make it more relevant to your job?

10

County of Los Angeles Quality and Productivity Commission				
PRODUCTIVITY INVESTMENT FUND PROPOSAL				

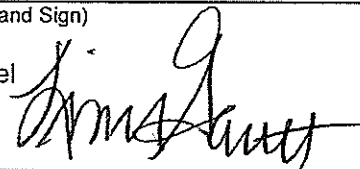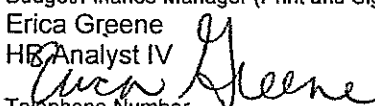| If this is an Information Technology project, is IT form attached? ☐ Yes ☒ No ☐ N/A	If loan, indicate repayment period (3 year maximum without special approval): N/A	**Amount Requested:**		
		Loan	Grant	Total
		———	**$500,000**	$500,000

Cost Analysis Summary. Attach detail for A and B, including staff, equipment, supplies, etc.

	Implementation Period	Project Year 1	Project Year 2	Project Year 3
A. Annual Cost Of Current Process:				
B. Estimated Annual Cost Of Proposal:	$500,000			
C. Savings (B-A)		$0.00	$0.00	$0.00

Funds Flow Summary: Indicate the amount of funds needed during the project implementation by period (i.e., quarter, subsequent year(s), etc.):

Funds are needed in the second quarter of Fiscal Year 2012-13.

Productivity Manager (Print and Sign) Amylen Clarke Administrative Deputy Telephone Number (213) 974-2515	Project Manager (Print and Sign) Bruce McDonald Senior Human Resources Manager Telephone Number (213) 738-2299
Department Head (Print and Sign) Lisa M. Garrett Director of Personnel Telephone Number (213) 974-2406	Budget/Finance Manager (Print and Sign) Erica Greene HR Analyst IV Telephone Number (213) 974-2590

1. Has this proposal been submitted before for a Productivity Investment Fund loan or Innovation Grant?   Yes ☐   No ☒
   If so, when (date)?

2. Was this proposal included in the department's current budget request?
   Yes ☐   No ☒   If not, why not?

3. How much of this proposal is for a loan and how much for grant funding?
   Loan $ _____   Grant $ 500,000   Total $ 500,000

4. How many years will it take for the loan to be paid back (3 years maximum without special approval)?   N/A

5. When will the funds be needed? Please indicate by Fiscal Years and Quarters:
   2009-2010 ☐   2010-2011 ☐
   2011-2012 ☐   2012-2013 ☒

6. Where will the funds come from to repay the loan? N/A
   Hard dollar savings   Cost Avoidance
   Revenue generation   Other (please explain below):

7. If this is a grant, does it reduce net County cost?   No

8. Does this proposal provide technology transferability to other departments?   No

9. Does this proposal eliminate a function?   No

10. Does this proposal enhance the County image and/or provide an innovative service?
    Yes

11. Does this proposal promote interdepartmental cooperation?   Yes

12. Has this proposal gone through a pilot?   No. This program is intended to be a pilot
    program.

13. Where did the original idea for this project come from?   The need for the program was
    identified based on the results of the County's succession planning survey and strong interest by the
    Board, Chief Executive Office, and the Director of Personnel. The Leadership Development Program
    course is also intended to serve as a foundational program for the establishment of the Los Angeles
    County Leadership Development Institute.

IMPLEMENTATION PLAN

KEY MILESTONES	START DATE	FUNDS NEEDED	FUNDS REPAID
(Major steps in the project development)	(Estimated date for each project step)	(Amount and which quarter funds will be needed)	(Amount and which quarter funds will be repaid)
Engagement of executive management in the needs analysis process.	June 15, 2013	$75,000	N/A
Customization of curriculum and production of course materials, application tools, and scheduling of training sites.	July 15, 2013	$475,000	N/A
Selection of participants for each cohort.	July 15, 2013	$0	N/A
Launch first cohort.	September 2013	$0	N/A
Launch second cohort.	November 2013	$0	N/A
Perform initial evaluation of course content and delivery methods.	January 2014	$0	N/A
Launch third cohort.	February 2014	$0	N/A
Launch fourth cohort.	May 2014	$0	N/A

LINE ITEM BUDGET DETAIL

		In Kind*
Salaries and Employee Benefits		
Salaries/Wages		$48,000
Employee Benefits		$20,000
(a) Total Salaries and Employee Benefits	$	$68,000
Services and Supplies		
List all services and supplies here		
(b) Total Services and Supplies	$ 500,000	
Other Charges		
List all other charges here		
(c) Total Other Charges	$	
Fixed Assets		
List all equipment and other fixed assets here		
(d) Total Fixed Assets	$	
TOTAL COSTS (a+b+c+d)	$500,000	$68,000

* In Kind contribution for implementing and administering the Program consists of the staff time spent for a Senior Human Resources Manager and staff.

INFORMATION TECHNOLOGY STATEMENT

1. Is the technology of the proposed hardware or software compatible with existing and related systems? Specifically, does it conform to the Automated Business Plan?

   The technology needed to administer the Program is supported in the County (internet access for webinars, etc.).

   N/A

2. Does the proposal represent current or state-of-the-art technology?

   N/A

3. How does the technology-based solution you are requesting conform to your department's strategic or automation plan and the County's direction for future use of technology?

   N/A

4. Do you have existing knowledge in the technology-based solution you are requesting?

   N/A

5. Will you be able to support the technology-based solution with existing staff?

   N/A

6. Will staff have to be trained in the new technology and its supporting infrastructure?

   N/A

7. Will you be hiring a contractor to provide the technology-based solution, or will you be requesting the hiring of dedicated County staff?

   N/A