VIRGINIA MILITARY INSTITUTE
Lexington, Virginia

GENERAL ORDER)
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PROFESSIONAL DEVELOPMENT POLICY

The following policy governs the eligibility, nomination for, and participation in VMI-sponsored professional development opportunities.

1. **PURPOSE:**
   Vision 2039 challenges the Institute to run an unsurpassed leadership development program. Besides the Corps of Cadets, this program applies to members of the Institute staff, faculty, and classified workforce. The Institute, its departments and directorates, and each individualemployee share responsibility for professional development. By design the program will reinforce VMI culture; provide attendees with enhanced self-awareness; teach some baseline leadership skills common to both staff and faculty; and offer repetitive opportunities for critical thinking/reflection. The program provides commonality of purpose and will help grow a bench of future staff and academic leaders for the Institute.

2. **ELIGIBILITY**
   All full-time VMI employees are eligible for participation in the program. Employees of theVMI Alumni Agencies are eligible for participation. The specific target audience of this program will be established in the program-tiered overview.

3. **OVERVIEW**
   1. VMI will execute a tiered progressive professional development program for staff (AP),faculty (TR), and classified employees. The program will consist of three parts: an Institute-dictated core program, departmental and directorate directed opportunities, andindividual self-study.

   2. Institute-dictated Core Programs:
      A. **Tier 1:**
         1. Newcomers Orientation and Briefings. *All newly hired VMI employees* are required to attend the appropriate new employee orientation sessions. There aretwo Newcomer Orientations- one for AP/TR members and one for classified employees. The program assists new members in acculturating and assimilating into the VMI culture. The orientation provides an overview of VMI's *Vision 2039,* its history and traditions, key organization processes, an overview of cadetlife, the cadet honor system, wearing of the VMI uniform, military customs and courtesies, and a chance to network with the VMI community members. Departments will conduct additional briefings with

specific organizational requirements to supplement the Newcomers' Orientations.

2. <u>Lean Forward: Accelerating Personal and Professional Growth</u> delivers basic knowledge of key interpersonal skills fundamental to personal and career growth.These skills serve as a foundation for quality interactions with cadets, peers, and supervisors in and out of the classroom/workplace. The target audience is all newly hired faculty (TR) and uniformed staff (AP). **Note:** This program isoffered in conjunction with the newcomers' orientation.

3. <u>Supervisor's Training</u> is designed to provide first-line and mid-level supervisors with improved interpersonal and managerial skills to lead teams and small groupsat VMI. This opportunity is open to the AP and classified workforces.

B. **Tier 2:** <u>Emerging Leaders Course</u> is designed to build a bench of mid-grade leaders within each academic and administrative department. The program focuses upon key leader and follower skills that will enhance each participant's effectiveness in leading committee or departmental duties. Throughout the course, participants will gain greater self-awareness, refine their abilities to influence other people, and understand VMI's key systems. The target audiences for this course are the teaching faculty and administrative/professional staff with 6+ years of experience at VMI who are nominated by their respective Department heads and approved by their respective IPC level leadership.

C. **Tier 3:** <u>Marshall Leaders Seminars</u> are designed for new Department Heads or Administrative Directors to provide more in-depth discussion of VMI systems, processes, strategic planning, and the leadership skills needed to administer and lead departments/staff directorates. This program may include off-Post executive leadership opportunities to supplement these seminars.

3. Departmental and Directorate - directed Opportunities. A second part of the development program involves specific Departmental training and requirements for certification. The Deputy Superintendents, the Commandant, and the Chief of Staff provide guidance, schedule, and coordinate for various skill and professional development opportunities within their Departments, including assigned classified members. These developmental opportunities support members' specialized skill, leader,and educational advancement in support of the Department's / Directorate's mission. These opportunities specifically include training/education for newly assigned personnel as additive to the Newcomers Orientation/Briefings depicted in Tier 1 above.

4. Individual Self-Development refers to an individual's efforts to add to his/her duty-related expertise. These activities include but are not limited to: professional reading programs; attendance at conferences, symposiums, or skills training sessions related tohis/her VMI duties, and continuing education classes.

4. ADMINISTRATION OF THE PROGRAM
1. **General Responsibilities:**

A. The Institute's Senior Executives (Deputy Dean for Academics and Dean of the Faculty; Director of Finance, Administration and Support; Commandant of the Corpsof Cadets; Chief of Staff; Director of Information Technology; Director of Intercollegiate Athletics; Director, Center for Leadership and Ethics) are responsible for the professional development of their staff members. Senior executives will review and approve their subordinate departments' professional development plans or their employees. They are the approving authority for departmental nominees toattend the Institute's core professional development courses.

B. The Superintendent has designated the Director, Center for Leadership and Ethics(CLE) as the action agent for coordinating and conducting the Core Professional Development program.

C. Departments and Directorates are responsible for developing professional development plans for their organizations in accordance with the appropriate VMI Handbook (AP, Faculty, Classified). Department Heads and Directors will brief theirplans to their respective Senior Executive on an annual basis. They also will consider and include professional development accomplishments in annual efficiency ratings for their individual employees.

D. Individual employees are responsible for identifying any efforts to add to their duty related expertise. Employees should discuss their self-development needs and planswith their supervisor. The appropriate Department Heads will consider individual professional needs and assist, where possible, with appropriate resources and time. Specific guidance for Educational Assistance is covered in GO 74.

2. **Specific Responsibilities:**

A. Deputy Superintendent for Academics/Dean of Faculty

1. Appoint members to the Newcomers' Orientation Committee, which is responsible for planning, coordinating, and conducting the AP/TR Orientation program.

2. Review and approve faculty members nominated for core professional

development and external development opportunities recommended by academicdepartments.

3. Provide requested subject matter experts/facilitators as requested by the Center.

B. Deputy Superintendent for Finance, Administration, and Support
1. Oversee and approve budget requests to fund the core professional developmentprogram.

2. Designate the Human Resources Department as the action office for soliciting andcoordinating employees' attendance at professional development courses. Authorize Human Resources direct liaison authority with the Center for Leadership and Ethics for this purpose. Human Resources will track attendance across the Institute and ensure the appropriate certificates of completion are placed in individuals' personnel files.

3. Provide requested subject matter experts/facilitators as requested by the Center.

C. Chief of Staff
1. Oversee the attendance of staff members at the core professional developmentprogram; update the Superintendent.

2. Serve as subject matter expert and provide insights to selected courses as requested by the Center of Leadership and Ethics.

D. Director, Center for Leadership and Ethics
1. Plan, coordinate, and conduct VMI's core professional development program(Tier 1-3).

2. Ensure schedule for all courses is coordinated with the Deputy Chief of Staff and Assistant Dean and published on the Institute and Academic calendars. Brief the Institute Policy Committee and academic Board on upcoming courses at the startof the academic year.

3. Coordinate with Human Resources for scheduling of employees selected for coreprofessional development courses. Provide certificates of achievement to individuals upon completion of course completion.

3. Coordinating Instructions.
A. Annex A describes the process for identifying attendees for core professional

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development training.

B. Professional development accomplishments will be noted on annual efficiency reports, and copies of course completion documentation will be provided to the Human Resource Office for inclusion in individual personnel files. Prior attendance atEmerging Leaders should be considered as a plus when selecting staff and faculty for rotating leadership positions within committees and departments.

C. Once enrolled in a course, it is the employee's responsibility to attend the directed training. The training is the employee's required place of duty until the completion ofthe training.

FOR THE SUPERINTENDENT:

Gary A. Bissell, '89
Colonel, USAR (Ret)
Acting Chief of Staff

DIST: E
OPR: Center for Leadership & Ethics

Annex A: Core Professional Development Process Timeline

15 May

Human Resources sends list of eligibility to Senior Executives for respective courses within each Tier.

30May

Senior Executives forward list to respective POC for each Department.

30June

Senior Executives approve nominees and send final list to Human Resources.

15June

Department POC submits nominees to Senior Executives.

15 July

Human Resources notifies selected candidates of course dates.

Human Resources forwards attendee list to CLE for Scheduling.

5Aug

CLE orders instructional materials, welcomes candidates to the course, and provides course overview and schedule to attendees.