

Who we are...



DOHR Mission

Providing strategic human resources leadership and partnering with customers for innovative solutions.

DOHR Vision

To strategically drive transformation through innovative human resources leadership and practices to shape the best workforce for state government.

Strategic Learning Solutions Purpose

Consulting and partnering with agency leaders to create a customized learning strategy that develops and sustains a high performing workforce.

Strategic Learning Solutions Areas of Focus

LEADERSHIP DEVELOPMENT

High Performing Contributors and Influencers

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TALENT MANAGEMENT

Executive and Senior Level Leaders

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PERFORMANCE DEVELOPMENT

Supervisors

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PROFESSIONAL AND EMPLOYEE DEVELOPMENT

All Employees

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“Leadership Development in Action”

Customized Agency Leadership Programs

- Children’s Services - Commissioner’s Cornerstone Leadership Academy
- Correction - Commissioner’s Leadership Academy
- Environment and Conservation - Green Leadership Academy
- Financial Institutions - Commissioner’s Leadership Academy
- Human Resources - Executive Leadership Academy
- Human Resources - Next Level Leadership Academy
- Human Services - Mission Possible Leadership Academy
- Labor and Workforce Development - Adult Education Academy of Academic Excellence
- Safety and Homeland Security - Commissioner’s Leadership Academy

Celebrating our Partnerships with...



The Department of Human Resources is the exclusive provider of all non-technical learning and development programs for state employees. Pursuant to the Rules of the Department of Human Resources 1120-08, the Department is the exclusive provider of learning and development for all state employees that: (1) promotes employee productivity, effectiveness, and efficiency to enhance employee performance; (2) provides professional development skills for employees; (3) offers talent management; and (4) provides leadership development for managers and supervisors. To further clarify, all statewide and agency training and development programs, instructional events, lunch and learns, conferences, etc., in any of the above four areas must contact the Department for curriculum development, program planning, and facilitation.

Leadership Development

The Department of Human Resources provides oversight to maintain integrity of the distinct vision of each leadership initiative that individually and collectively serves the State's purposes. Below are the definitions of each statewide leadership development program. State leaders are encouraged to attend all programs pertinent to their roles. There are also customized programs that meet an agency's needs and are listed on page 2.

LEAD Tennessee is a pipeline of current and emerging leaders moving through 12 months of intense and high impact development, thus building bench strength within agencies and creating a pool of leadership talent for the State. This leadership program is designed for the executive and senior-level leader and manager. High potential emerging leaders within agencies are also invited to participate, thus providing the unique experience of multi-levels within government learning together. Suggested state working titles include: Deputy Commissioner, Assistant Commissioner, Director, Senior Project Manager, etc.

Eight Program Competencies: Courageous, Customer Focused, High Performing, Innovative, Integrity, Mission-Driven, Self-Management and Talent Focused.

Tennessee Government Executive Institute (TGEI) is a two-week residential executive institute designed to enhance the individual skills of senior-level leaders in the State. Providing opportunity for academic study and learning in executive responsibility and cross agency networking, designed to enhance the individual skills. Suggested state working titles include: Deputy Commissioner, Assistant Commissioner, Warden, Director, etc.

Eight Program Competencies: Business Acumen, Decision Quality, Emotional Intelligence, Managing Vision and Purpose, Peer Relationships, Strategic Agility, Trust and Work/Life Balance.

Tennessee Government Management Institute (TGMI) is a two-week residential management institute designed to enhance the individuals skills of middle managers with supervisory and/or project management responsibilities in the State. Providing opportunity for academic study and learning in practical management skills and cross agency networking to enhance the individual skills. Suggested state working titles include: Assistant Director, Program Manager, Associate Warden, Associate Superintendent, Administrative Service Manager, Human Resources Manager, etc.

Eight Program Competencies: Building Effective Teams, Functional Learning, Driving for Results, Managing Diversity, Motivating Others, Negotiating, Presentation Skills and Self-Knowledge.

Learning Opportunities for Alumni

- Tennessee Government Leadership Council
- Black Belt Program
- Customer Service Award
- Bright Spots
- Annual Leadership Conference

Leadership Development

Accelerated Leadership Institute

Accelerated Leadership Institute (ALI) is a high-powered development program that prepares high-potential employees who have typically not supervised for the critical role of leadership within state government. Participants engage in a rigorous program of study that is based on recognized advanced leadership competencies. In addition, participants will serve on a cohort working on an enterprise-wide project, culminating in a final executive presentation.

Nine Program Competencies: Conflict Management, Managerial Courage, Interpersonal Dynamics, Emotional Intelligence, Innovation, Transformational Leadership, Political Savvy, Organizational Agility and Dealing with Ambiguity.

MENTOR Tennessee

MENTOR Tennessee is a dynamic mentoring program designed to support the continued development of top talent throughout the state. Grounded in the state's core leadership competencies, mentees will engage in a variety of activities targeted to their individual goals and needs. Through the mentoring relationship, mentors have the ability to coach, guide and share experiences, knowledge and skills which will contribute to the mentee's growth and development.

Specific Program Objectives Include:

- Build on TGEI, TGMI, LEAD Tennessee and Commissioner's Academies
- Teach and encourage knowledge sharing and a culture of open communication
- Increase an individual's ability to be successful as a leader
- Improve organizational commitment, engagement and job satisfaction
- Facilitate personal and professional growth

HR Master Series

HR Master Series is a 12-month leadership development initiative for human resources (HR) professionals, which includes five one-day forums of interactive, best practice, experiential learning focused on raising the understanding of HR leadership in the conceptual level and an expectation of practical applications.

The goal of the HR Masters Series is to enhance HR leadership across state government by moving HR from the transactional model to the current best practice, which is to have HR help drive strategy within an agency. HR Directors need these competencies in order to understand the direct correlation between effective workforce planning and effective organizational strategy.

Eleven Program Competencies: Business Acumen, Change Agent, Communication, Consultation, Critical Evaluation, Cultural Effectiveness, Ethical Practice, Human Resources Technical Expertise and Practice, Organizational Leadership and Navigation, Relationship Management and Systems Model.

Public Administration Executive Leadership Certificate (Command College)

Public Administration Executive Leadership Certificate is an 18-credit program of study designed for working professionals in governmental or nonprofit leadership positions. The certificate intends to train and educate participants in successful leadership skills necessary for carrying out the business of government based on proven methods of managing human and budgetary resources in complex organizations.

Individuals pursuing the Public Administration Executive Leadership certificate will take the following six courses. PADM 6270 Seminar in Administrative Leadership, PADM 6260 Budgeting as a Management Tool, PADM 6320 Organizational Analysis, PADM 6900 Special Topics, PADM 6930 Special Topics and PADM 6940 Special Topics. The last three courses: are designed to specialized course content in a desired skills area to meet the needs of agencies or individuals.

Talent Management

What is Talent Management in the State of Tennessee?

Talent Management is a systematic approach to performance excellence by creating a culture of continuous improvement, high engagement, workforce capability and capacity through integrated talent strategies, and learning and development programs that are aligned with the agency mission, vision and core values.

Talent Management drives agency results when leaders use the right data to align business and people strategies.

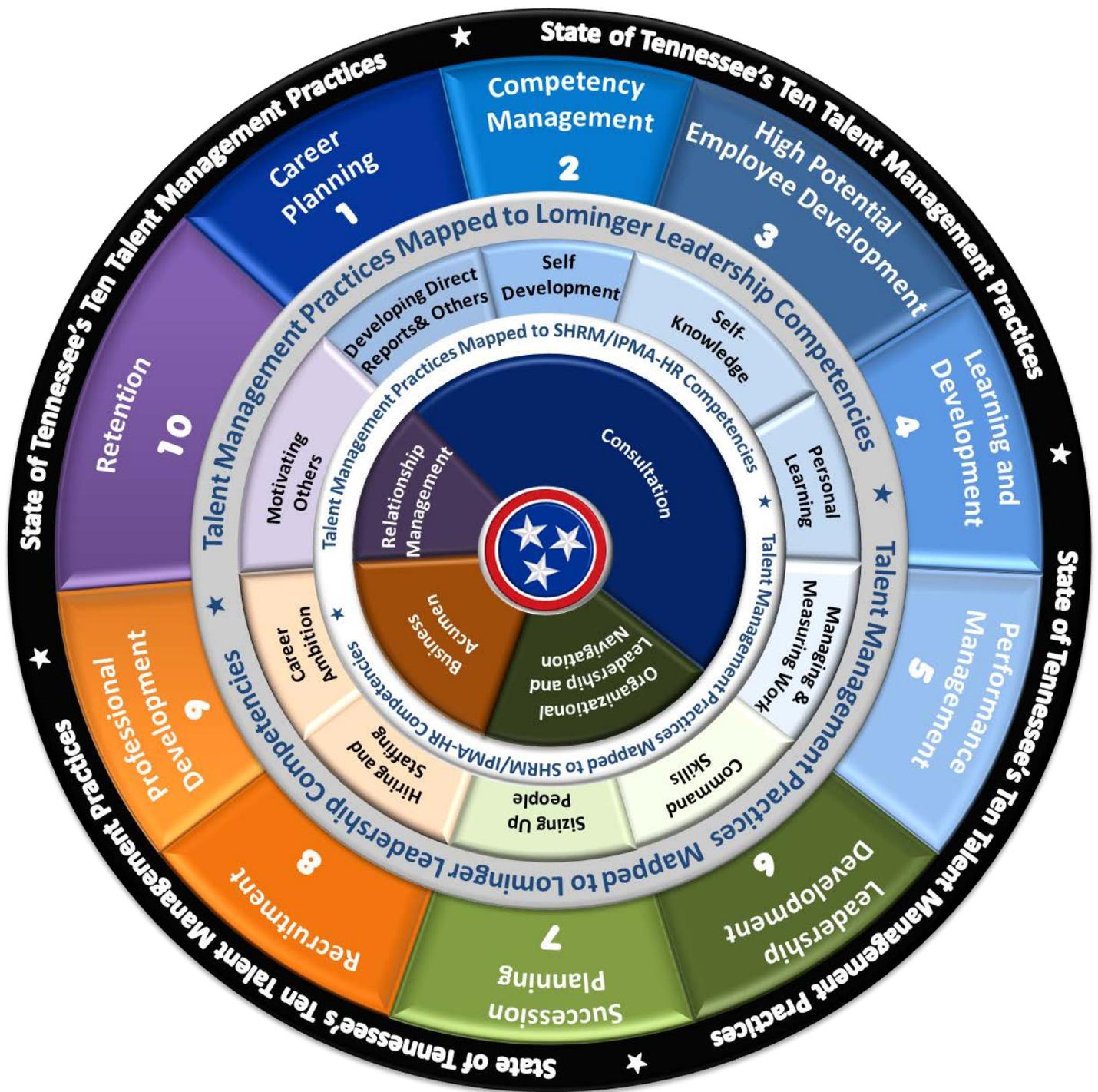
Why Talent Management?

Achieving optimal performance is influenced **more** by preparing workforce members to handle present and future challenges and **less** by the past practice of simply adding more employees. The adoption and implementation of a talent management program provides the opportunity for organizational leaders to improve organizational performance **despite** not adding to their workforce. An integrated and systemic talent management program is comprised of ten practices, and each must be designed well, executed proficiently, woven seamlessly with the other practices and regularly monitored for optimal success.

Talent Management Executive Series At-A-Glance

Four Leadership Discussions	Key Concepts Learned	Resources/Tools
The Business Case for Developing a Talent Management Strategy	<ul style="list-style-type: none"> ■ Urgency for Talent Management ■ Talent Management Definition ■ “Good to Great” Business Concepts ■ 10 Talent Management Practices 	<ul style="list-style-type: none"> ■ Talent Management Umbrella ■ Hedgehog Concept ■ Brutal Facts ■ Level 5 Leadership ■ “Leaders Must” Results
The Strategic View of Leading an Organization from a Systems Perspective	<ul style="list-style-type: none"> ■ System-Thinking Model for Performance Excellence ■ Baldrige Criteria for Performance Excellence Framework ■ Organizational Culture ■ Organizational Structure 	<ul style="list-style-type: none"> ■ Systems Model for Performance Excellence ■ Traits of a Healthy Organizational Culture Assessment ■ Strategic Thinking Model ■ Systems SWOT Analysis on Talent
The Workforce Planning and Succession Planning Process	<ul style="list-style-type: none"> ■ Workforce Development Planning ■ Succession Planning ■ Talent Reviews ■ Individual Development Plans 	<ul style="list-style-type: none"> ■ Agency Guide to Workforce Planning – Template ■ Talent Review Resource Packet
Creating an Agency Talent Management Process	<ul style="list-style-type: none"> ■ Development of an Agency Talent Management Strategy ■ Identification of Talent Management Practices and Priorities 	<ul style="list-style-type: none"> ■ Talent Management Action Steps ■ Data for Baldrige Level One Application ■ Talent Management Practices and Competency Wheel

State of Tennessee's Talent Management Practices and Competency Wheel



Definitions of the State's Ten Talent Management Practices

Consultation Talent Management Practices

1. Career Planning

The process of establishing career objectives and determining appropriate educational and developmental programs to further develop the skills of an employee to achieve short- or long-term career objectives

2. Competency Management

The process of identifying mission-critical competencies for individual roles and organizational-wide strategic goals

3. High Potential Employee Development

The process of identifying and preparing individuals who are capable of advancing to future key leadership positions

4. Learning and Development

The process of implementing an all-employee learning program based on organizational-wide mission critical competencies to create alignment and increase employee engagement

5. Performance Management

People managers achieve agency results by hiring, assessing, developing and retaining quality talent one employee at a time

Organizational Leadership and Navigation Talent Management Practices

6. Leadership Development

The strategic investment in employees through formal and informal training of leadership skills necessary to resolve a variety of situations and issues and lead others through daily work processes

7. Succession Planning

The process an organization uses to ensure that employees are developed to fill key roles

Business Acumen Talent Management Practices

8. Professional Development

The advancement of skills or expertise necessary to succeed in a particular profession, especially through continued education

9. Recruitment

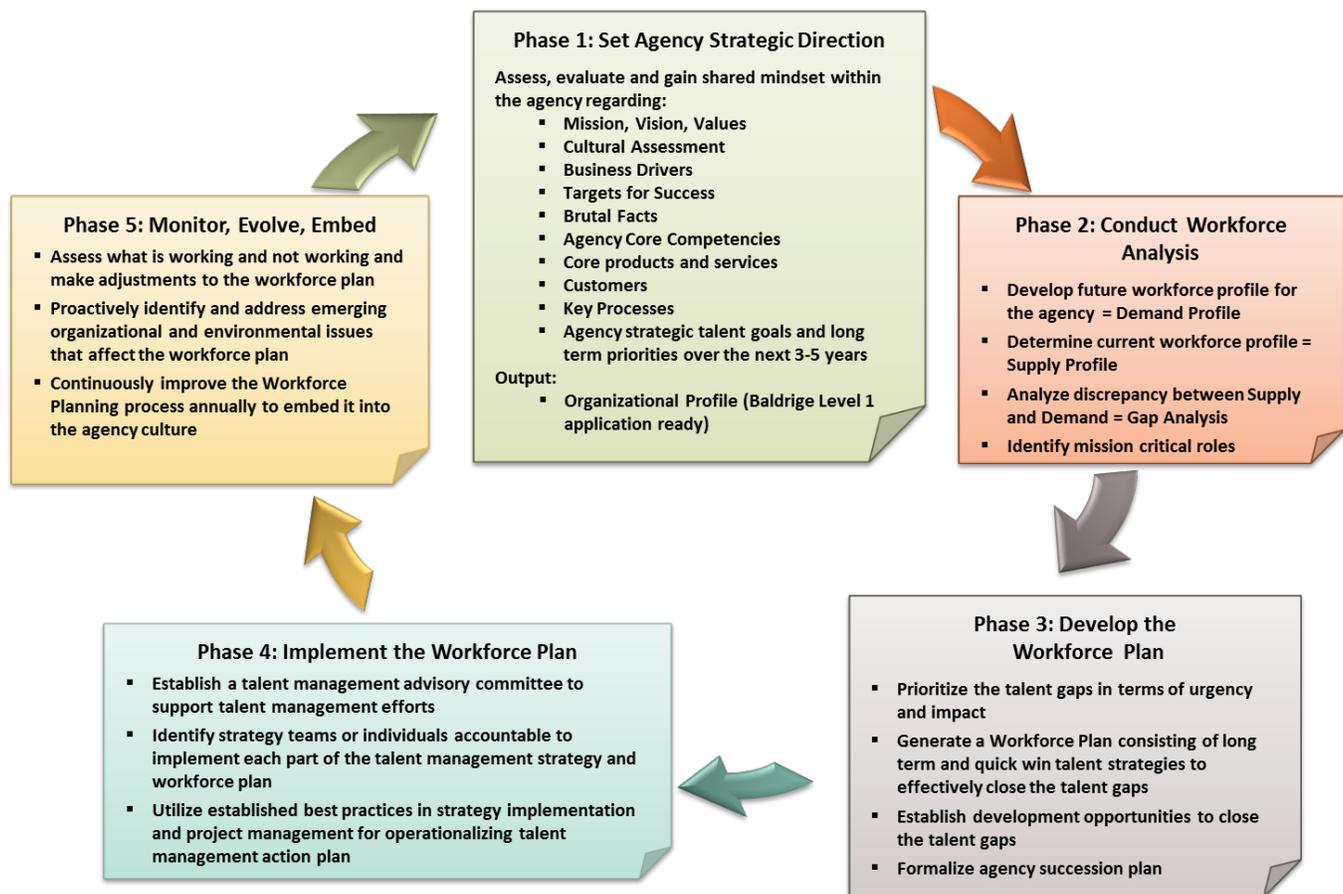
The process of sourcing qualified applicants to meet the employment needs of the organization and identifying the best applicant to fill an existing vacancy

Relationship Management Talent Management Practice

10. Retention

The ability of leadership to create a climate that will attract more high potentials, linked to high morale and organizational productivity, by understanding why high potentials leave or stay

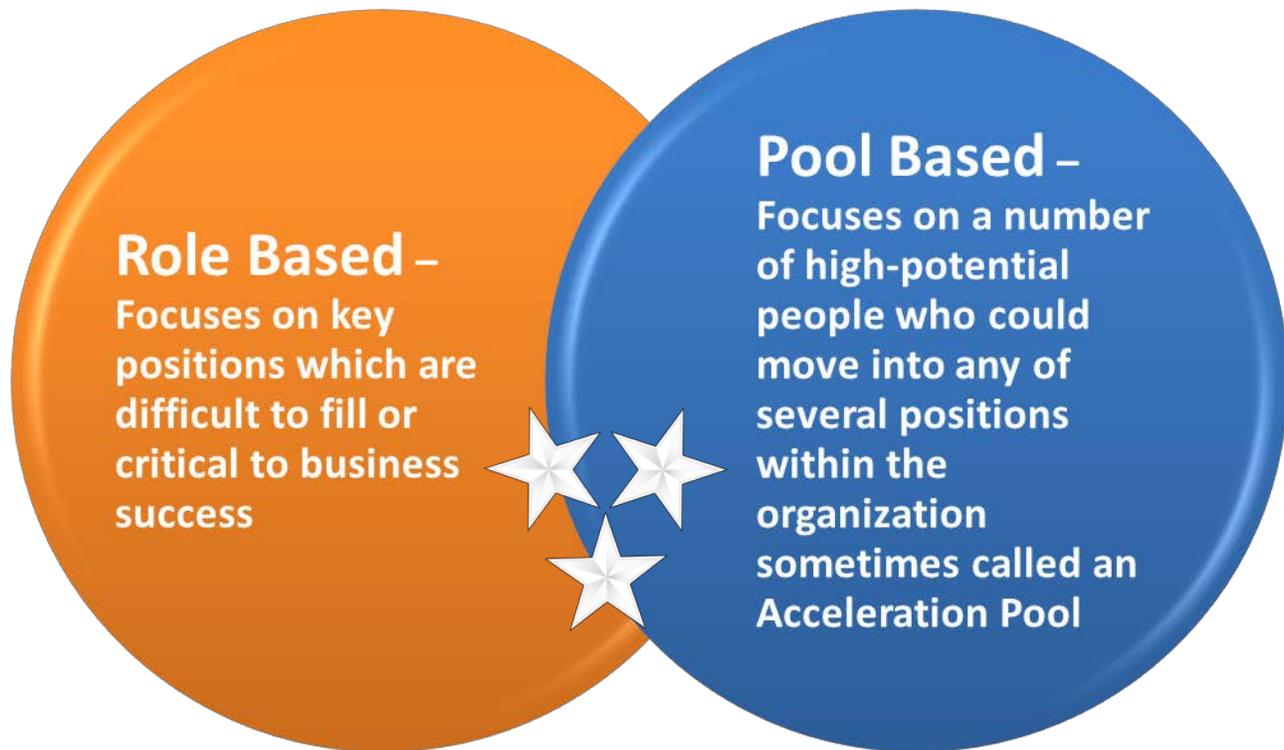
State of Tennessee's Workforce Planning Model



Establishing Talent Management Metrics

1. Talent management metrics focus on the talent management strategy development and process:
 - Develop a talent management strategy aligned with the strategic and operational goals of the agency
 - Create a set of goals for each of the 10 practices of the talent management model. Develop target metrics for each of the goals by practice
 - Record the actual metrics achieved for each set of goals by practice
2. Talent management metrics focus on workforce development and accountability:
 - The percentage of managers and supervisors who complete their management learning and development as required
 - The percentage of individual contributors (subject matter experts) who complete their technical learning and development as required
3. Talent management metrics focus on succession planning:
 - The percentage of agency mission critical roles for which there is more than one qualified internal candidate and leadership bench strength
 - The results on the annual employee engagement survey for questions related to growth and development

Two Types of Succession Planning in the Public Sector

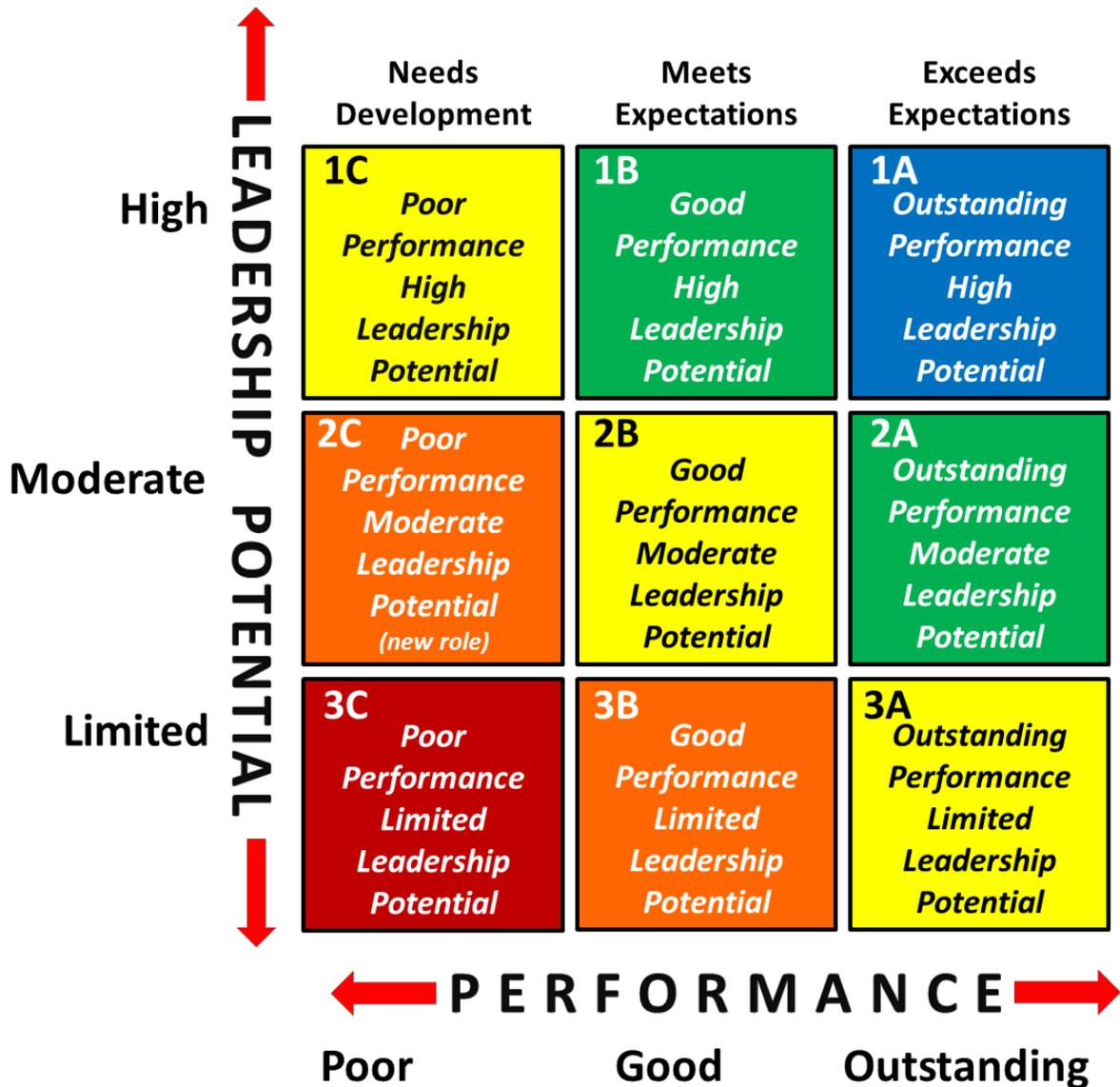


Tennessee State Government Leadership Succession Planning Programs:

- LEAD Tennessee
- Tennessee Government Executive Institute
- Tennessee Government Management Institute
- HR Master Series
- Customized Agency Leadership Development Programs
- Accelerated Leadership Institute
- Mentor Tennessee
- Public Administration Executive Leadership Certificate (Command College)

Conducting Talent Reviews

Nine Box Performance-Potential Matrix



Performance: Technical skills, abilities, and subject matter knowledge in job related field; ability to develop and maintain working relationships which incorporate agency values

Potential: The ability or capacity for growth and development into a leadership role

Leader: One who guides, directs, influences and shows the way to others

Performance Development

Management and Leadership Learning Pyramid

***Learning Modules Offered at No Cost:**

- Becoming a Leader of Influence
- Developing the Art of Collaboration
- Developing Organizational Agility
- Developing the Mindset of a Lifelong Learner
- Creating a Culture of Continuous Improvement

***Learning Modules Offered at No Cost:**

- Leadership Theory and Practice
- 5 Practices of Exemplary Leadership
- Effective Presentation Skills
- Conflict Management
- Managing Up

Leadership Series

- Module 1 – The 4 Imperatives of Great Leaders
- Module 2 – Inspiring Trust
- Module 3 – Clarifying Your Team’s Purpose and Strategy
- Module 4 – Unleashing Talent

Optional – Cost to agency

***Learning Modules Offered at No Cost:**

- Building Effective Teams
- Change Management
- Competency and Behavioral Based Interviewing
- Effective Communication
- Managing Virtual Teams
- Self-Management

7 Habits of Highly Effective People

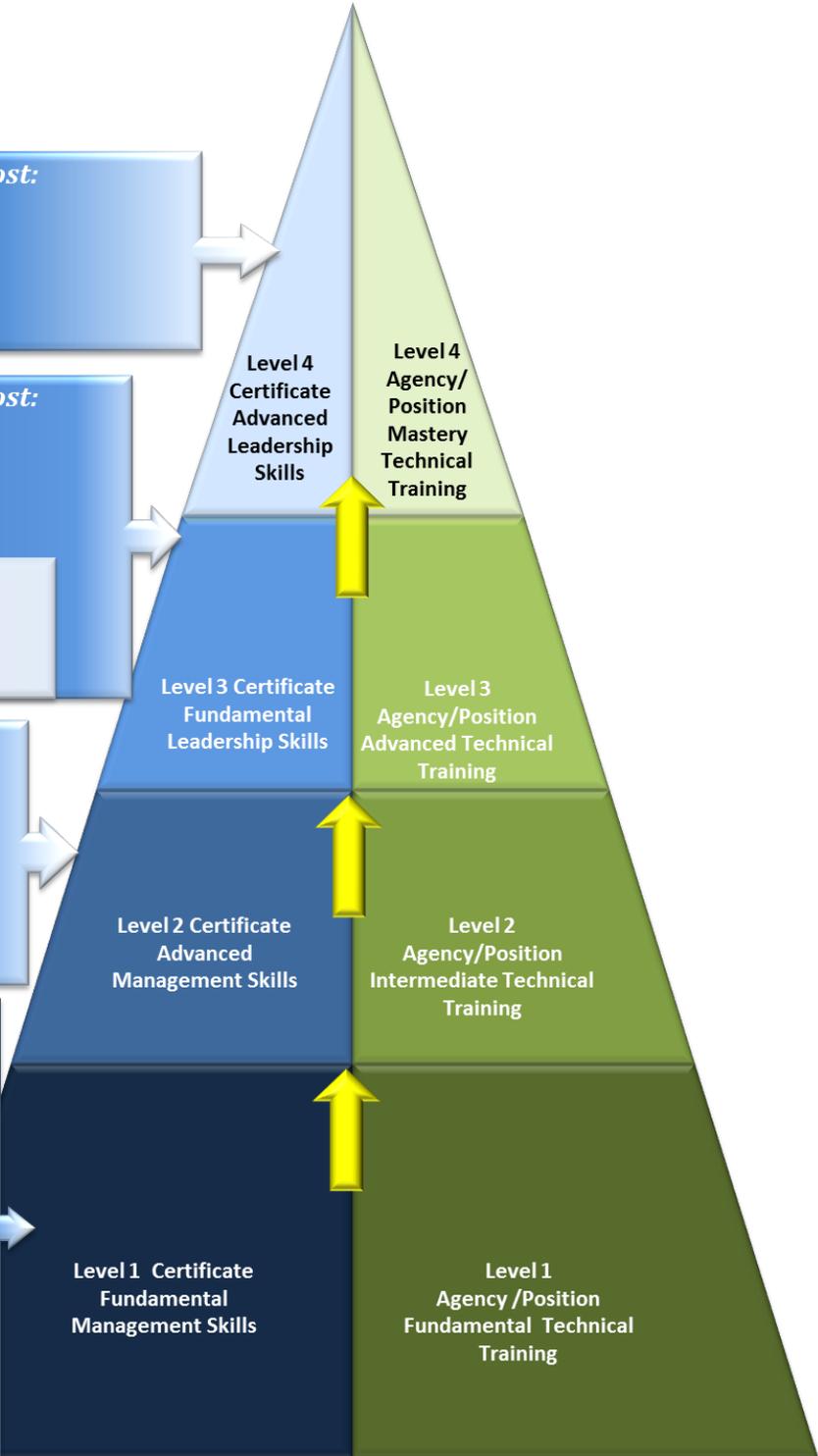
Optional – Cost to Agency

***Learning Modules Offered at No Cost:**

- Respectful Workplace for Managers
- G.R.E.A.T. Customer Service
- STAR Principles of G.R.E.A.T. Customer Service – Online
- Navigating Practices and Policies for Supervisors – Online
- S.M.A.R.T. Performance Planning
- Get S.M.A.R.T.er: Coaching for Higher Performance
- Performance Management – Online
- Performance Coaching
- Quality Decision Making
- Planning and Priority Setting
- Proactive On-Boarding – Online

***Learning Module Offered at No Cost:**

Pre-Supervisory Training: Is this for me?



Supervisor and Manager Development
 Baldrige Category 5:
 Workforce Focus SLS Statewide Responsibility

Agency Technical Training
 Baldrige Category 6: Operational Focus
 Agency Responsibility

Management and Leadership Learning Pyramid

Learning Modules Descriptions

Strategic Learning Solutions, in collaboration with the Learning and Development Council, implemented learning initiatives designed to create lifelong learners to support Governor Bill Haslam priorities and operational goals for the State of Tennessee.

The strategy to support the Governor's initiatives was created by Commissioner Rebecca Hunter and Assistant Commissioner Trish Holliday, and is synthesized in the Learning Pyramid.

The Learning Pyramid is a four level certificate program for all state supervisors with 28 learning modules at no cost to the agencies and five optional modules. Certified agency trainers who would like to teach managers and supervisors in their respective departments and respected agents of change are also encouraged to enroll on the SLS website.

Level 1 Certificate Fundamentals Management Skills

RESPECTFUL WORKPLACE FOR MANAGERS (3 ½ HOURS) - MANDATORY

During this workshop, participants will identify the protected classes and understand the definition of workplace discrimination and harassment as set forth in the State's Policy Statement on Workplace Discrimination and Harassment. Participants will be able to recognize the responsibilities and liabilities under the State's Policy Statement and State and Federal law. Finally, they will be able to find strategies for recognizing and preventing retaliation as well as to apply the State's Policy Statement to the workplace.

G.R.E.A.T. CUSTOMER SERVICE (3 ½ HOURS) - MANDATORY

During this workshop, participants will learn about the Customer Focused Government initiative and the G.R.E.A.T. customer service model. Participants will be able to identify internal and external customers and services provided. They will also review the keys to G.R.E.A.T. customer service related to their job and they will apply those principles to create an engaging customer service experience.

STAR PRINCIPLES OF G.R.E.A.T. CUSTOMER SERVICE (3 ½ HOURS) - ONLINE / CLASSROOM / MANDATORY / IN DEVELOPMENT

During this workshop, participants will understand how to create a customer focused culture. Behaviors identified will be tailored to meet the specific needs of the agency's culture and customers. In addition, the objectives covered in this module are; learning how providing G.R.E.A.T. customer service impacts the agency's bottom line, how to move Tennessee forward to a customer focused culture, the 5 keys to G.R.E.A.T. customer service and identify mission critical service behaviors for the agency.

NAVIGATING POLICIES AND PRACTICES FOR MANAGERS AND SUPERVISORS (2 HOURS) - ONLINE

During this workshop, participants will be provided a detailed overview of policies, practices, and state rules. The topics covered include performance management, discipline, leave and attendance, equal opportunity training, appeals, structure of state government, laws and other areas of practice supervisors and managers must know to be effective in their roles. Participants will also learn how laws are enacted and the structure of state rules derived from law.

S.M.A.R.T. PERFORMANCE PLANNING (3 ½ HOURS) - MANDATORY

During this workshop, participants will become acquainted with a method to help increase employee engagement, performance and understanding of expectations. Learners will also learn how to carry out the performance evaluation process in a manner prescribed by the Commissioner of the Department of Human Resources. At every step in the evaluation cycle, the learners will examine the evaluation process of employees and determine if the evaluation process has been properly completed and the assessments have been appropriately and logically described and reflected in the overall evaluation of the employee's job performance. The objectives for this module are to review performance management steps, myths and critical components; learn the S.M.A.R.T. formula acronym and definitions; and learn how to use the S.M.A.R.T. formula to write work outcomes for an individual performance plan.

GET S.M.A.R.T.ER: COACHING FOR HIGHER PERFORMANCE (3 ½ HOURS) - MANDATORY

During this workshop, participants will review what they know about S.M.A.R.T. and how managers and supervisors can create a culture of continuous feedback. Participants will learn how to use the S.M.A.R.T. Performance Model to assess employee development, and how to coach employees beyond the "Valued" performance rating. S.M.A.R.T. Performance Planning is a prerequisite for this workshop.

PERFORMANCE MANAGEMENT (2 HOURS) - ONLINE / MANDATORY

During this workshop, learners will understand the importance of performance management. They will also learn the foundations for writing an individual performance planning, the relevance of interim reviews as well as the implementation of performance coaching and feedback sessions. Finally, participants will understand how to be prepared to do the annual reviews and they will become familiar with the rating scale they should use. This workshop can be accessed online on Edison.

PERFORMANCE COACHING (3 ½ HOURS)

During this workshop, learners will discover how effective coaching enhances the Performance Management Process and learn how to incorporate the 5-step performance coaching model in Performance Management. Participants will also explore how management engages employees in multi-way communication and development by asking appropriate questions, guiding the employee, listening, and providing feedback. They will also learn that coaching is a critical responsibility of leadership, not a feedback session or a conversation that occurs over a single event.

QUALITY DECISION MAKING (3 ½ HOURS)

During this workshop, participants will learn critical theory of rational and non-rational decision making. Participants will learn the value of both processes and the impact on leading people. Also, they will learn how to apply forms of non-rational decision making when rational decision making is not an option based on timing and circumstances. Finally, they will practice making decisions through the use of the non-rational decision making methods.

PLANNING AND PRIORITY SETTING (3 ½ HOURS)

During this workshop, participants will learn skills to improve productivity, recognize, and demonstrate the competencies required for effective planning and priority setting. Participants will also learn how to identify priorities that are urgent and important. They will also learn how to set goals and objectives to improve skills in planning and prioritizing. Finally, they will understand the importance of planning, scheduling, and what makes them distinct.

PROACTIVE ON-BOARDING (1 HOUR) - ONLINE / MANDATORY

During this workshop, participants will learn how to effectively onboard employees as a retention strategy and to enhance performance. They will learn the definition of proactive onboarding, the 5 C's of proactive on-boarding as well as the benefits and importance of proactive on-boarding. Participants will learn the difference between proactive on-boarding and orientation. Finally, participants will understand the proactive on-boarding process – timelines, roles and responsibilities. They will gain tools and resources to develop an effective on-boarding program in their agency. This workshop can be accessed online on Edison.

Level 2 Certificate Advanced Management Skills

BUILDING EFFECTIVE TEAMS (3 ½ HOURS) – IN DEVELOPMENT

During this workshop, participants will understand techniques and best practices to develop and maintain effective teams. Communication, problem solving, defining key characteristics and components of high performing teams are explored. Participants will be able to describe why trust, conflict resolution, commitment, accountability, and attention to results are key underpinnings for the success of all teams.

CHANGE MANAGEMENT (3 ½ HOURS) – IN DEVELOPMENT

During this workshop, participants will gain an understanding about how to effectively guide employees through workplace change. Participants will identify the importance of change management and the relevance of taking into account the human side of any change to understand how employees deal with it. Participants will also acknowledge the key factors for successful organizational change and they will become familiar with a model to implement change.

COMPETENCY AND BEHAVIORAL BASED INTERVIEWING (3 ½ HOURS)

During this workshop, participants will understand why using competency behavioral based questions are best practice. They will learn how to write and use such questions for interviewing applicants for job positions within your agency and how to make certain that such interview questions are legally acceptable to use during an interview. This is an experiential based training that allows learners to practice incorporating the concepts and to receive feedback.

EFFECTIVE COMMUNICATION (3 ½ HOURS) – IN DEVELOPMENT

During this workshop, participants will learn how to communicate more effectively. They will understand how to facilitate the various aspects of communication. Participants will learn; the basics of communication, discover an effective communication model, understand the various ways people communicate, learn top communication barriers, demonstrate nonverbal communication, explore the importance of clarity, determine how to communicate more effectively in their agency and explore ways to implement strategies to go from good to great. Participants will also understand why effective communication is a vital skill required for all employees to ensure all agencies in government are successful.

MANAGING VIRTUAL TEAMS (3 ½ HOURS) – IN DEVELOPMENT

During this workshop, participants will examine the benefits and challenges of the virtual workplace and best practices for building virtual teams. Topics covered are personnel management requirements for virtual teams, the Tennessee State Telework Policy, and best practices designed to build communication, engagement and performance among virtual team members. Participants will explore the specific facets of performance management and coaching for virtual teams. Participants will take away a clear definition of virtual teams, describe key benefits and challenges of implementing virtual teams, and understand best practices for building employee engagement, communication and productivity as virtual team members.

SELF-MANAGEMENT (3 ½ HOURS) – IN DEVELOPMENT

During this workshop, participants will learn that self-management is a critical competency to be a successful people leader. Participants will explore the importance of a mental reset to positive thinking and describe how to establish their value in their organization. Participants will practice self-management techniques to become more productive in their workplace. As a result of having attended this workshop, managers and supervisors will be able to describe how using self-management practices can make a positive impact on their team and their career.

Advancing the HR Profession in State Government

The National Association of State Personnel Executives (NASPE) honored the HR Master Series in 2015 with “Advancing the HR Profession Award” in recognition of best practices in state human resource management to advance the HR profession and promote a sense of community and value in HR work, and Three Pillars of Human Resources Program in 2014 with the “Eugene H. Rooney, Jr. Program Award” Honorable Mention for Advancing the HR Profession in recognition of outstanding achievement in human resources management to improve efficiency and effectiveness of state government.

HR MASTER SERIES: UNLOCKING THE DOORS TO HR LEADERSHIP



Overview

HR Master Series is a 12-month leadership development initiative for human resources (HR) professionals, which includes five one-day forums of interactive, best practice, experiential learning focused on raising the understanding of HR leadership in the conceptual level and an expectation of practical applications.

The goal of the HR Masters Series is to enhance HR leadership across state government by moving HR from the transactional model to the current best practice, which is to have HR help drive strategy within an agency. HR Directors need these competencies in order to understand the direct correlation between effective workforce planning and effective organizational strategy.

Participants study distinct competencies, behaviors, and proficiency standards by career level, based on the International Public Management Association for Human Resources (IPMA-HR) and Society for Human Resource Management (SHRM) Competency Models. The five key content areas are Continuous Improvement, Leadership, Measurement, Organizational Approaches and Strategic Business.

The program will be offered on an application basis to a maximum of 15 participants per year at the director or assistant director level. Class size will be limited so that participants can maximize the opportunities in each session for individual discussion, coaching and feedback. Participants will meet for presentations and experiential learning opportunities with both qualified, certified DOHR leaders and outside speakers who have relevant expertise. Studies of books by recognized thought leaders in the relevant topic areas or individual competencies will be used in the alternate months as a significant component of the program. Each book study will include a facilitated discussion session led by SPHR certified DOHR leaders.

Competency Focus: Business Acumen, Change Agent, Communication, Consultation, Cultural Effectiveness, Ethical Practice, Human Resource Technical Expertise and Practice, Organizational Leadership and Navigation, Critical Evaluation, Relationship Management and Systems Model.



Approved for 30 General Recertification Credit Hours. Note: Subject matter of the program fall under the Human Resource Development Functionality area of the HR Certification Institute PHR/SHPR Exam Body of Knowledge.

The Three Pillars of Human Resources Certificate Training is a competency-based training initiative that provides basic education directed toward entry-level human resources staff.

The competencies that form the basis for the certificate are:

- **Mission Oriented** – understands the public service environment and the direction and purpose of their organization
- **Ethics** – demonstrates fundamental values related to honesty, integrity, confidentiality, fairness and respect
- **Trust** – builds trust-based relationships through alignment between words and actions
- **Human Resources Business Acumen** – shows understanding and ability to apply basic principles of human resources law and policies
- **Communication** – uses effective speaking and writing skills in a manner that helps others to understand and take appropriate actions
- **Judgment** – makes rational decisions based on facts

Pillar 1: The Role of Human Resources in the Public Sector

Participants learn how the role of human resources can contribute to the success of the overall organization and the accomplishment of its goals.

Module Topics

- Human Resources as a Trusted Advisor
- Management Skills (Planning, Organizing, Directing, Controlling, Evaluating)
- Human Resources as a Strategic Business Partner
- Employee and Leadership Development

Pillar 2: Legal Issues in Human Resources

Participants gain knowledge of state and federal laws that impact the workplace. Human resources staff learns how an organization creates and maintains an environment of fair and consistent treatment.

Module Topics

- Employment Law Basics
- Title VII and the Tennessee Human Rights Commission
- FLSA (Fair Labor Standards Act)
- FMLA (Family and Medical Leave Act)
- ADAAA (Americans with Disabilities Act Amendments Act)
- USERRA (Uniformed Services Employment and Reemployment Rights Act)
- ADEA (Age Discrimination in Employment Act)
- Workplace Safety

Pillar 3: Human Resources Administration

Participants gain an understanding of basic human resources functions and issues related to people such as ethics, compensation and the life cycle of the employee.

Module Topics

- Ethical and Professional Standards
- Hiring and Interviewing Skills
- Applications and Announcements
- Orientation and On-boarding of Employees
- Classification and Compensation
- Separations – Voluntary and Involuntary



Development Assessments

The DiSC Assessment



DiSC is a personal assessment tool used to improve work productivity, teamwork and communication. DiSC is non-judgmental and helps people discuss their behavioral differences. If you participate in a DiSC program, you'll be asked to complete a series of questions that produce a detailed report about your personality and behavior.

The DiSC model provides a common language that people can use to better understand themselves and to adapt their behaviors with others. This can be within a work team, a sales relationship, a leadership position, or other relationships

DiSC profiles help you and your team:

- Increase your self-knowledge: how you respond to conflict, what motivates you, what causes you stress and how you solve problems
- Facilitate better teamwork and minimize team conflict
- Develop stronger sales skills by identifying and responding to customer styles
- Manage more effectively by understanding the dispositions and priorities of employees and team members
- Become more self-knowledgeable, well-rounded and effective leaders

Hartman Value Profile



Robert S. Hartman and Mario Cardenas Trigos constructed the Hartman Value Profile (HVP) according to the hierarchy of values later published in Hartman's The Structure of Value. The HVP is an axiological inventory that measures a person's capacity to make value judgments about the world and one's self. It consists of two parts: Part 1 is a list of 18 items pertaining to the world, and Part 2 consists of 18 phrases related to the self on one's work.

The results of the HVP are derived from logical or mathematical norms. They are not based statistically on the values of any specific population or group. It is not a "test" to be passed or failed. The results have no biases with respect to sex, age, race, creed, or any other socio-cultural classification. Honest ranking is the best approach for obtaining accurate results.

Lominger - Leadership Competencies



Lominger Competency is an integrated system of highly effective talent management solution. It is flexible, customizable, user friendly for any company willing to adopt this system for integrating with their own leadership system.

Lominger Competency addresses three basic leadership and talent management needs - strategic and organizational alignment, leadership and executive development and talent and performance management in order to create long-term human capital competitive advantage. Lominger Competency was founded by Michael M. Lombardo, Ed.D. and Robert W. Eichinger, Ph.D. The range of products and services known as the Leadership Architect Suite offers 67 competencies, 19 Career Stallers and Stoppers and 7 Global Focus Area a path for success. For creating effective and efficient HR systems and value chain **Lominger** competencies became a universal common denominator as most of these competencies lead to job success. The Lominger Architect Competency Library preserves these competencies and they are simple to understand and assist with solutions, applications and progress within an organization.

Myers-Briggs Type Indicator®



The purpose of the Myers-Briggs Type Indicator® (MBTI®) personality inventory is to make the theory of psychological types described by C. G. Jung understandable and useful in people's lives. The essence of the theory is that much seemingly random variation in the behavior is actually quite orderly and consistent, being due to basic differences in the ways individuals prefer to use their perception and judgment.

"Perception involves all the ways of becoming aware of things, people, happenings, or ideas. Judgment involves all the ways of coming to conclusions about what has been perceived. If people differ systematically in what they perceive and in how they reach conclusions, then it is only reasonable for them to differ correspondingly in their interests, reactions, values, motivations and skills."

Your Personality Type: When you decide on your preference in each category, you have your own personality type, which can be expressed as a code with four letters. Type tables can also be used to gather and facilitate analysis of information about teams or specific groups of people.

All types are equal: The goal of knowing about personality type is to understand and appreciate differences between people. As all types are equal, there is no best type. The MBTI instrument sorts for preferences and does not measure trait, ability or character. The MBTI tool is different from many other psychological instruments and also different from other personality tests.

SDI-Strength Deployment Inventory



The Strength Deployment Inventory (SDI) is a powerful and effective tool for understanding the motives and values that drive behaviors. The SDI plays off people's basic need to better understand themselves and others, and that understanding allows them to lead with clarity and empathy, build stronger teams, and more effectively navigate conflict.

While many tools focus on what we do, the SDI goes deeper and helps us understand why we and others behave the way we do.

The results reflect people's experiences of themselves – they actually see themselves in the charted data. But they also don't feel pigeonholed, because the SDI allows for the reality that people are different (even when they are similar) and react differently in different situations. Today's workforce is more and more diverse, so it's critical to understand how differences impact our interactions. The SDI provides a base for understanding who we are and what motivates us and it provides the same insights into others.

These insights are particularly beneficial during the stages of conflict. The SDI is a "dual-state instrument," meaning it shows the degree and nature of changes from the things-are-going-well state to the conflict state.

The SDI helps people relate to one of seven Motivational Value Systems (MVS) and one of thirteen Conflict Sequences. Each individual's MVS is represented by a dot on a color-coded triangle, and their Conflict Sequence is represented by an arrowhead that shows how their motives typically change during the stages of conflict. And people who work together can see their results plotted in the context of their group.

This picture of personality makes it easier for people to understand the results and talk about them. The SDI provides a common and memorable language that guides people toward greater understanding and interpersonal effectiveness.

By experiencing the SDI, people can identify their motivational values, not just their behaviors. Conflict and motivational values are closely related, because people are more likely to go into conflict over things that are important to them – a critical insight in today's high-change business environments.

Professional and Employee Development

ADAAA FOR MANAGERS AND SUPERVISORS

During this workshop, participants will gain an understanding of the ADAAA (Americans with Disabilities Act Amendments Act), which is a civil rights law that prohibits discrimination based on disability. Topics discussed will be the definition of disability under the ADAAA, what constitutes a reasonable accommodation, and the responsibilities and liabilities under State and Federal law. In addition, participants will be given the procedural steps to follow when faced with issues pertaining to the ADAAA.

RESPECTFUL WORKPLACE: "REAFFIRMING MY COMMITMENT" – ONLINE REFRESHER

Respectful Workplace "Reaffirming My Commitment" is an on-line workshop designed to serve as a refresher course for the required Respectful Workplace for Managers and Respectful Workplace for Staff face-to-face workshops. Agencies may use this course for periodic refresher training of employees or as part of other personnel programs. This refresher is appropriate for all staff and supervisors.

Key learning objectives include:

- Learning the ten protected classes
- Understanding illustrative case law for the protected classes
- Reviewing the definition of retaliation in the workplace
- Analyzing video vignettes illustrating typical violations or discriminatory acts and understanding the impact of the discriminatory acts depicted
- Reviewing the Civil Rights Act of 1964, subsequent federal laws and the State Policy on Workplace Discrimination and Harassment

RESPECTFUL WORKPLACE FOR STAFF - MANDATORY

Respectful Workplace for Staff is a required face-to-face workshop for all state employees. The workshop provides a working-level understanding of the ten protected classes, what actions are discriminatory under policy and law, and the legal basis for state policy regarding discrimination, harassment and retaliation. Participants are guided through a series of activities, written vignettes and video scenarios to help them understand and internalize what expectations there are for their conduct in the workplace. Participants also learn about reporting procedures should they encounter discrimination, harassment or retaliation, and what their rights are under state policy.

Major topics addressed include:

- Defining and understanding what the ten protected classes are
- Understanding the Civil Rights Act of 1964 and subsequent laws enacted to combat discrimination
- Learning key provisions of the State of Tennessee policy on Workplace Discrimination and Harassment
- Learning and defining key concepts related to the respectful workplace including intent versus impact, retaliation and sexual harassment
- Learning reporting procedures and obligations under federal and state law and policy
- Applying knowledge gained to analyze vignettes presenting possible discriminatory or retaliatory situations in the workplace

FIVE DYSFUNCTIONS OF A TEAM BY PATRICK LENCIONI

Outlines the root causes of politics and dysfunction on the teams where you work, and the keys to overcoming them. Counter to conventional wisdom, the causes of dysfunction are both identifiable and curable. However, they don't die easily. Making a team functional and cohesive requires levels of courage and discipline that many groups cannot seem to muster. Teams willing to address the five dysfunctions can experience the following benefits associated with high performing, cohesive teams:

- Be comfortable asking for help, admitting mistakes and limitations and take risks offering feedback
- Tap into one another's skills and experiences
- Avoid wasting time talking about the wrong issues and revisiting the same topics over and over again because of lack of buy-in
- Make higher quality decisions and accomplish more in less time and fewer resources
- Put critical topics on the table and have lively meetings
- Align the team around common objectives
- Retain star employees

FACILITATION FUNDAMENTALS

This workshop focuses on developing participants' basic facilitation and classroom management skills. These skills include understanding the difference between a facilitator and a presenter, creating an engaging atmosphere conducive to a positive learning experience, controlling classroom behaviors, and exuding confidence during the facilitation process. Participants are encouraged to meet with their direct supervisor to determine the need to take this workshop based on their mastery of the basic skills of facilitation. This workshop is a foundation for the How to Facilitate workshop certification.

HOW TO FACILITATE CERTIFICATION

This two-day workshop offers a certification to participants who have demonstrated the skills required to facilitate on a professional level. Participants will be required to do a 25-minute teach back to peers and a SLS panel, demonstrating all the professional facilitation skills modeled in class related to interactive lecture, guided discussions, structure bridge activities, and debriefs. This rigorous course requires mastery of basic facilitation and classroom management skills offered in the Fundamentals of Facilitation course.

LEADING A MULTI-GENERATIONAL WORKFORCE

State government in Tennessee is in the midst of a transformation as younger employees enter the State workforce. For the first time, there are four generations represented in the workforce, and within five years, a fifth generation will begin their work life and be represented. In some cases, intergenerational conflict may occur. Attracting, recruiting and retaining members of the Millennial generation and building a cohesive, effective workforce consisting of four generations are also key tasks in government as members of the Baby Boom retire and leave state service in increasing numbers.

This workshop addresses several generational considerations, including:

- Formative influences and characteristics of the silent Generation, Baby Boomers, Gen X'ers and Millennials
- Engagement strategies for each generation
- Strategies to build intergenerational harmony
- Strategies to assist in understanding, recruiting and retaining Millennials

THREE PILLARS OF HR

The Three Pillars of Human Resources Certificate Training is a competency-based training initiative that provides basic education directed toward entry-level human resources staff in the public sector and could be a stepping-stone to further education or the attainment of certifications. The goal of the initiative is to enable public sector human resources staff to share basic competencies within the field of human resources as determined by the Tennessee Personnel Management Association and the Tennessee Department of Human Resources. The certificate training includes essential competencies, defined educational components, recognition levels and a structured, sustainable implementation process.

- Pillar 1: The Role of the Human Resources in the Public Sector
- Pillar 2: Legal Issues in Human Resources
- Pillar 3: Human Resources Administration



Naifeh Center for Effective Leadership INSTITUTE FOR PUBLIC SERVICE

Certified Public Manager (CPM) Program

PROGRAM FEATURES:

Professional Manager / Leadership Development: Sharpen your personal leadership style and develop knowledge and skills needed to not just manage but inspire positive change in your workplace and community.

Blended Instruction Model: Participants will meet for a total of eight weekends (Friday & Saturday) spread over 18 months. The competency-based instruction, comprised of four modules, will be both in class sessions and guided online exercises. Total program time commitment is approximately 300 clock hours. After the modules are successfully completed, participants will have six months to complete a guided capstone project. Prior instruction may be applied toward completion of the CPM program module requirements.

Cohort Model: This program encourages a more dynamic, collaborative and supportive learning environment to carry participants through the program. The online modules are more conducive for the utilization of time by adult learners. Participants can earn nationally recognized certification by completing the accredited program in 24 months.

Collaborative Relationships: Experienced and talented facilitators and practitioners engage the learner in practical real world experiences, case studies and simulations. Participants from diverse backgrounds and varying career interests further enhance both the classroom and online experiences.

Capstone Project: The program culminates in the development of a collaborative change project of the participant's choice, focused on the workplace. Program participants identify, analyze, collaborate and solve needs and issues in the workplace. These skills leading to a nationally recognized certification can be used to increase your effectiveness in your profession or utilized toward a degree.

Logistics: Cohorts limited to 25 participants will be formed in East, Middle and West TN. First CPM program inaugural cohort of 25 participants begins on January 2016.

Participant Outcomes:

- KNOW how to identify, analyze and address needs systematically.
- UNDERSTAND the broader social, economic, political, and historical context of contemporary public management issues.
- BE INTRODUCED to public service management, leadership and change by building on competencies that focus on a leadership core, self-development, managing work, leading people and initiating and supporting organizational change.
- APPLY the content knowledge and analytical skills derived from the coursework to your own projects grounded in planning, design, implementation and evaluation.
- BE PREPARED with knowledge and experience to further your career and/or your civic engagement in the areas of government, nonprofit, volunteer or private sector service.

Contact: Gary Peevely, EdD, Program Manager
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Executive Summary

S.M.A.R.T. Performance Planning

What is S.M.A.R.T. Performance Planning?

- S.M.A.R.T. Performance Management is the first phase in developing a comprehensive approach to performance management. S.M.A.R.T. offers supervisors and managers the knowledge and skills needed to develop individual performance plans and establish a baseline of accountability.
- It is designed to promote a shared definition and unified approach in all agencies of performance expectations by creating S.M.A.R.T. Performance Plans.
- The performance management skill set is mission critical to the success of creating a high performing workforce. This skill set includes providing clear expectations for performance, continuous feedback and coaching.

Who goes through S.M.A.R.T. Performance Planning?

- All supervisors and managers who are responsible for developing S.M.A.R.T individual performance plans for their employees should participate in learning S.M.A.R.T.



Scope of S.M.A.R.T.

Performance Planning

- Review performance management procedural steps, myths and critical components
- Learn the S.M.A.R.T. formula acronym and definitions
- Learn how to use the S.M.A.R.T. formula to write work outcomes and action steps for an Individual Performance Plan

Importance of S.M.A.R.T. Performance Planning

- Directly supports the Governor's priorities for the State of Tennessee.
- Directly reflects the strategic and operational goals of each agency.
- Using the S.M.A.R.T. formula is a requirement of the performance management program.
- All performance expectations are to be written to the mid-point of the rating scale.
- These expectations describe a solid performer. A rating of "Valued" is used to describe performance of a work outcome that meets the expectations. This rating implies that the standards for expected performance of a work outcome are met.
- It is the supervisor's responsibility to coach the employee for higher performance through brainstorming potential ideas for achieving ratings above "Valued".
- Individual Performance Plans should have 4-6 work outcome statements.
- Work outcomes should be listed in priority order with most important on top.
- All references to policy driven activities should be removed (i.e., attendance, punctuality etc.).

The Performance Management Procedural Steps



1. Individual Performance Planning
2. A minimum of 2 interim review discussions during the review cycle
3. Annual Performance Review

NOTE: All annual reviews are rated as Unacceptable, Marginal, Valued, Advanced or Outstanding. Unacceptable and Outstanding reviews must have approval from the appointing authority.

S.M.A.R.T. Formula Planning Tool

“There’s a difference between interest and commitment. When you’re interested in doing something, you do it only when circumstance permits. When you’re committed to something, you accept no excuses, only results.”

– Unknown

Specific	Measurable	Achievable	Relevant	Time Sensitive
Work outcomes should specify what they need to achieve.	The work outcomes need to be measured as to whether or not they have been met.	The work outcomes must be able to be met with the resources available.	The work outcomes are important to the agency’s goals and the specific job function.	The work outcomes need to have a time limit for completion.
Specific means the work outcome is concrete, detailed, focused and well defined. It must be straightforward and emphasize action and the required outcome. The work outcome must communicate what you want to see happen.	A work outcome must be measurable so that its progress can be determined. It’s important to have measures that will encourage and motivate and will allow one to determine when the work outcome has been achieved or not.	The work outcomes must be capable of being accomplished based on the skills, knowledge and resources available. The work outcome can be challenging, but not so much so as to cause constant frustration.	The work outcomes must relate to the overall agency strategic and/or operational goals.	The work outcome must have a begin date and an end date. Interim dates for assessment may also be included. Agreed timeframes create the necessary urgency and prompts action.
What exactly is to be done, with and for whom? What strategies will be used? Is the work outcome well understood? Is the work outcome described with action verbs? Is it clear who is involved? Is it clear where this will happen? Is it clear what needs to happen? Is the outcome clear? Will this work outcome lead to the desired results?	How will it be known the work outcome has been achieved or not? Is there a reliable system in place to measure progress towards the achievement of the work outcome? How much? How many?	Can the work outcome be met within the proposed timeframe? Are the limitations and constraints understood? Can the work outcome be met with the available resources? Is the work outcome possible?	Can the people with whom the work outcome is assigned to make an impact on the situation? Do those tasked with the work outcome have the necessary knowledge, authority and skill to accomplish the work outcome? Will this work outcome help the agency reach its strategic and/or operational goals?	Is the start and finish date/time for the work outcome clearly set? Is the date/time within the capacity of those to whom the work outcome is assigned? Is the date/time for accomplishment reasonable?

Executive Summary

Get S.M.A.R.T.er: Coaching for Higher Performance

What is Get S.M.A.R.T.er?

- The implementation of S.M.A.R.T job performance planning was the first phase in developing a comprehensive approach to performance management. S.M.A.R.T. offered managers and supervisors the knowledge and skills needed to develop individual performance plans and establish a baseline of accountability.
- The experiential and hands-on learning workshop, Get S.M.A.R.T.er in Performance Management, equips managers and supervisors with the tools needed to coach employees towards high performance.

Who goes through Get S.M.A.R.T.er?

- All managers and supervisors who are responsible for developing S.M.A.R.T individual performance plans for their employees would participate in a Get S.M.A.R.T.er workshop.
- The S.M.A.R.T. Performance Planning workshop is a prerequisite to the Get S.M.A.R.T.er in Performance Management workshop.

Scope

Get S.M.A.R.T.er: Coaching for Higher Performance

- Explore the philosophy of higher performance
- Learn to differentiate the performance ratings
- Learn the questioning model for coaching for higher performance
- Practice coaching for higher performance

Why Get S.M.A.R.T.er?

- Increase ability to coach to higher performance
- Recognize and reinforce high performance behaviors
- Ensure work outcomes and behavioral action steps are as S.M.A.R.T. as possible
- Provide employees the opportunity to strengthen their potential
- Promote a culture of continuous feedback
- Establish a culture of accountability

The importance of Get S.M.A.R.T.er is to:

- Enable the agency to execute strategy, achieve business goals, and develop an effective workforce;
- Retain top talent; and
- Provide a mechanism to identify high performers and set standards for other employees.

"Performance Management is not about leveling performance. It is about identifying the best performers and setting standards with them as role models."

Hay Group

Identifying Key Words of Differentiation in Performance Rating

Rating Scale	Definitions & Key Words
N/A	Not Applicable
Unacceptable Performance	Unsatisfactory work outcomes
Marginal Performance	Work outcomes consistently do not meet some stated expectations
Valued Performance	Work outcomes consistently meet stated expected performance
Advanced Performance	Work outcomes consistently meet and often exceed stated expected performance
Outstanding Performance	Work outcomes consistently exceed expected performance and affect measurable improvements in organizational performance

The Performance Management Cycle Questioning Model



5 Questions for Coaching for Higher Performance

1. What steps have you taken toward achieving your work outcome(s) for valued performance?
2. What obstacles are standing in the way of achieving your valued work outcome(s)?
3. What additional support do you need to accomplish your work outcome(s)?
4. What work outcomes and/or action steps do you feel you have already exceeded in accomplishing?
5. What ideas could potentially move you toward an advanced or outstanding rating?

Key Resources

Harvard Business Review Guide to Coaching Employees, Harvard Business Review Press, (December 9, 2014).

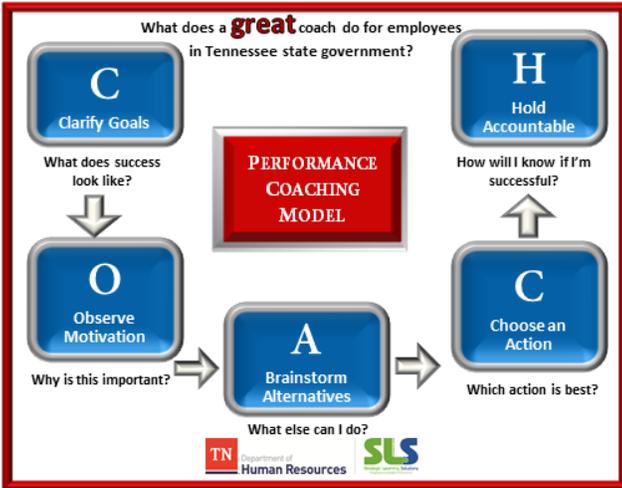
Northouse, Peter G., Leadership Theory and Practice, 6th Edition, SAGE Publications, (2013).

Patterson, Grenny, Maxfield, McMillan, Switzler, Crucial Accountability, McGraw Hill Education, (2013).

Rusaw, Carol A. Leading Public Organizations: An Interactive Approach, Cengage Learning; 1 edition (July, 17, 2000).

Staggs, Hank, 12 Truths About Difficult Conversations (2015).

Performance Coaching Executive Summary



THE SUMMARY IN BRIEF

The Coaching Model was designed specifically for the state of Tennessee. It is the state's comprehensive model for teaching the strategic leadership coaching competency to managers and supervisors. The Coaching Model is a performance management tool designed to enhance employee engagement and foster a high performing work environment. It prepares managers and supervisors to engage in coaching conversations with employees in an effort to meet job performance goals.

LEADER AS A COACH

One of the key responsibilities in leading people and managing employee performance is to *coach*. Coaching is not only a tremendous responsibility of leadership, it is a leadership style. Effective people leaders clearly understand that coaching is not simply a feedback session or a conversation that occurs over a single event. Coaching is a process that involves succinct, specific steps.

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The Summary in Brief

Leader as a Coach

Performance Coaching Workshops

Why Coach?

Performance Coaching Model

Benefits of Coaching

The 5-Step Coaching Model

1. Clarify Goals
2. Observe Motivation
3. Brainstorm Alternatives
4. Choose an Action
5. Hold Accountable

WHY COACH?

Coaching is a leadership style by which the manager engages the employee in multi-way communication and development by asking appropriate questions, guiding the employee, listening, and providing feedback.

Having S.M.A.R.T. Performance Plans is just the beginning of creating an environment of highperformance. Supervisors and managers must also develop the skills necessary to work withtheir individual employees to determine how to move employees from good to great performers. Coaching is a proven process that engages both supervisors and managers andtheir employees in achieving the agency's goals, creating a workplace of continual improvement.

EFFECTIVE FEEDBACK

A dialogical communicative method in response to an employee's behavior that provides effective input into job performance.

A coach is someone who genuinely wants to see a person achieve their full potential; he/she engages the person in ways that helps the person discover for themselves the best ways to be most effective."

A Manager's Guide to Coaching

MANAGERS GREAT AT GIVING FEEDBACK...

- Give the employee time to accept responsibility for the steps needed for change and time to achieve the assigned results by a reasonable deadline.
- Generate feedback opportunities by observing work of the employee and giving the feedback as soon as possible.
- Set expectations and provide opportunities to request feedback from you, then reward the employee when they request feedback.
- Create a work environment that fosters feedback.

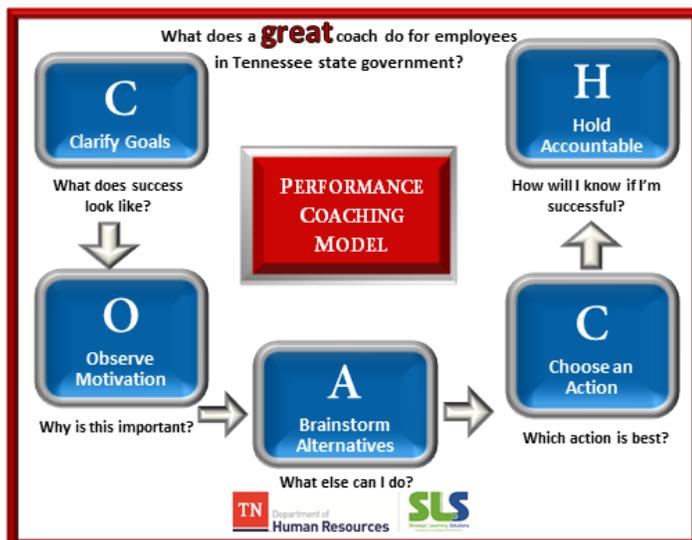
THE BENEFITS OF COACHING

- Employee and talent retention
- No productivity lost from staff attrition
- Builds internal leadership pool
- Increases self-sufficiency, reduces "gopher" syndrome
- Allows manager to manage, not micro-manage

What it is ...	What it is not ...
A manager-employee dialogue about how much value they can create	A one-way communication
A shared responsibility	Owned by the manager
A response to an action/behavior	About the person
Day to day interaction	An annual event
Effective input into an employee's job performance	Just a "thank you"
Based upon the need of the employee	Based on manager's need
The opportunity to help the employee be successful	The manager giving directions as he/she wants the employee to perform

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- Generate feedback opportunities by observing work of the employee and giving the feedback as soon as possible.
- Set expectations and provide opportunities to request feedback from you, then reward the employee when they request feedback.
- Create a work environment that fosters feedback.



Coaching Tips:

- Build trust and listen before you give advice.
- Ask open-ended questions: Ask "what" and "how" rather than "why".
- Help people learn to solve their own problems, rather than solve their problems for them.
- Listen more than you talk.
- Always ask yourself: "What is the most important thing that I could do for this person right now?"

Proactive On-Boarding Executive Summary

WHAT IS PROACTIVE ON-BOARDING?

Proactive on-boarding is a strategic process of integrating employees into the organization or new job role by providing the tools, resources and knowledge needed to become a successful and productive employee.

- Proactive On-boarding was developed out of a statewide taskforce that conducted research and benchmarked other states that had successfully implemented on-boarding programs.
- This resulted in the development of an online learning module and handbook designed to provide information and resources for managers and supervisors through the first 90 days of the process and to promote consistency in proactively on-boarding employees enterprise-wide.

Scope of Tennessee's Proactive On-Boarding Model

- Deliver standard information online to newly hired employees
- Execute consistent, automated on-boarding activities across the state by using collective best practices to roll out the process
- Create efficiencies to reduce administrative overhead in human resources offices
- Create accountability for process owners
- Provide training and tools for hiring managers, supervisors and HR offices
- Introduce State Government structure: Branches of Government, Agency Organizational Charts
- Welcome to State Government: Video of Governor for all agencies to use
- Welcome to the Department: Video by Commissioner/ Appointing Authority

Who Goes Through the On-Boarding Process?

Every new employee or employee who changes job roles in your agency participates in the on-boarding process.

Why On-Boarding?

- Increasing competition in the marketplace for top talent
- Pressure to retain top talent
- Shortage of required skills in the talent pool
- Baby boomers exiting the work force and lack of talent to fill the gap

The Importance of Proactive On-Boarding

- Assists the agency in executing strategy, achieving business goals and developing an effective workforce
- Builds the foundation for employees to perform at the highest levels as both individual and team contributors
- Promotes the employees' alignment and commitment to achieving the organization's mission
- Guarantees that the employees' assimilation into the organization is well-crafted and strategic, which creates a positive first impression

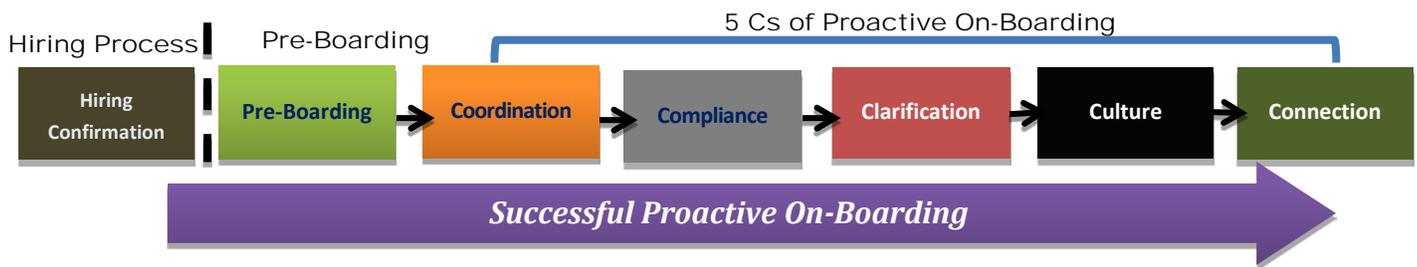
On-Boarding Statistics

New employees of companies with a highly-rated on-boarding program are...	
Productivity:	59% more likely to achieve 61% – 100% productivity during the on-boarding period.
Time to productivity:	15% more likely to achieve 100% productivity within three months.
Satisfaction:	115% more likely to feel satisfied with their decision to join the company.
Retention:	23% more likely to make the decision to remain at the company within six months.
Employee Referrals:	58% more likely to recommend the company to a friend or colleague looking for a job.

"Aberdeen interviewed 466 human resources professionals for the study, "On-boarding: The First Line of Engagement," and concluded that companies with a formal on-boarding process (with a dedicated strategy and objectives) had a 60 percent greater year-over-year improvement in revenue and a 63 percent greater year-over-year improvement in customer satisfaction than those with an informal or ad-hoc on-boarding process."

The Difference between Orientation and Proactive On-Boarding

Orientation	Proactive On-Boarding
<ul style="list-style-type: none"> ■ Transactional-focused on paperwork ■ Less than one week ■ Owned and executed by human resources office ■ Addresses some employee needs, including forms, workstation, policies and procedures ■ Employee attends for compliance ■ Yields employees with completed paperwork and some general information 	<ul style="list-style-type: none"> ■ Strategic and focused on retention and success of the employee ■ The first 90 days ■ Integrates multiple offices, functions and individuals within state government ■ Addresses all employee needs from information, equipment and accounts to training and networking ■ Employee is an active participant with a vested interest in success ■ Yields successful 90 days for increased employee engagement and retention



5C's of Proactive On-Boarding

Five C's	Definition	Examples
Coordination	<i>All components of Human Resource management functions work together seamlessly to support the employee's integration into the new job role, although each function may be addressed separately.</i>	<ul style="list-style-type: none"> ■ HR, Edison, OIR and Benefits working to initiate key functions ■ Managers working with existing employees to prepare for the newly hired, transferred or promoted employee's transition
Compliance	<i>Teaching employees the basic statewide legal, policy-related rules and regulations, policies and procedures. Also, completing the necessary tasks to comply with agency policies and procedures.</i>	<ul style="list-style-type: none"> ■ Policy and Procedure Manual ■ Benefits Enrollment ■ Security Access ■ Employee ID
Clarification	<i>Ensuring employees understand their new job and all related expectations, which helps to promote self-efficacy (the extent to which an employee feels confident in performing their job).</i>	<ul style="list-style-type: none"> ■ Job Description ■ Job Expectation ■ Realistic Job Preview ■ S.M.A.R.T. Individual Performance Plan
Culture	<i>Providing employees with an understanding of organizational structure, environmental norms, agency mission, vision, and core values.</i>	<ul style="list-style-type: none"> ■ Mission, Vision, Values ■ Communication Styles ■ Organization Structure ■ Organization History ■ Three Branches of Government ■ Executive ■ Judicial ■ Legislative
Connection	<i>Establishing interpersonal relationships and information networks for social integration into the government, agency, division, and business unit.</i>	<ul style="list-style-type: none"> ■ Opportunities for networking both inside and outside the agency ■ Introductions to co-workers, managers, senior management, and executive leadership ■ Introductions to key stakeholders, internal and external customers

