Strategic Learning Solutions

"Integrating Knowledge & Performance"

Revised August 2016

http://www.tn.gov/hr/section/learning-development

TN Department of Human Resources

Who we are...

TN Department of Human Resources

SLS Strategic Learning Solutions "Integrating Knowledge & Performance"

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.

"The Department of Human Resources is dedicated to providing the best service to you, our customer, in the most effective and efficient way possible so that your agency can reach its fullest potential in performance excellence."

Rebecca Hunter, CPA, SPHR
Commissioner
Department of Human Resources

Strategic Learning Solutions Areas of Focus

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From the Desk of the State Chief Learning Officer

Been There, Done That: Overcoming 'Check-the-box' Training Syndrome

Have your employees ever attended a training workshop, checked the box that they completed it, and then nothing more was done? Sure, they must have enjoyed the experience, as they indicated on the smiley-sheet evaluations they filled out. Some may have even learned some useful knowledge or skills from the training event. But do you get the feeling that the training was viewed as a done-and-over event: "Glad I came, and now I'm glad it's over." This same experience could also happen in multi-day development events or leadership academies that organizations implement. Much like graduating from a college, once one has graduated, participants think the formal learning process now stops.

I often find it interesting to teach courses where the audience consists of participants who were told to attend the class, who were informed they needed the training to improve their performance, who came to the event to "get out of work," or who were sent as a result of a punitive strategy by a supervisor. Training is often perceived as having no connection to work. Sometimes participants are complacent and have no desire to continually improve. These types of participant dynamics certainly make it challenging for a facilitator of learning to be successful.

We facilitators who are involved in the learning business know that such attitudes about learning and development events are detrimental to long-term improvement. Without a strategy that ensures continuous improvement via learning events, knowledge and skill acquisition can easily be stifled. Training becomes viewed as just an event – just something to go to that takes one away from the real work that needs to be done. An important strategy to overcome the "check-the-box" training syndrome is to create a learning community within the organization and change the vocabulary from training to learning and development.

The importance of creating learning communities within organizations has received much attention lately. In his book, *The Fifth Discipline: The Art & Practice of the Learning Organization* (1990), Peter Senge wrote about the vitality of certain disciplines of the learning organization. In his book, *Building the Learning Organization*, (1996), Michael J. Marquardt states rather bluntly that "unless an organization continuously adapts to the environment via speedy, effective learning, it will die."

Implementing initiatives that provide continuous learning opportunities is no longer a luxury, but a necessity. As Chief Learning Officer for Tennessee, I have the privilege of collaborating with leaders to focus on how we can create a learning community within state government. An organization that focuses on creating a learning community differs from a more traditional organization by adapting to a changing culture, attracting and retaining a talented and committed workforce, embracing diversity and innovation, and promoting emphasis on learning and growth. Perhaps most telling is that learning organizations do not stifle creativity but create a culture that invites it. Learning organizations assume that learning is an ongoing process, not simply one-time events. Learning becomes part of an overall strategy founded on the concept of continuous improvement. Learning becomes part of the very culture of the organization, a way of life for all employees. Learning is not just for a select few, but learning opportunities are created for all members of the organization, holding to the belief that enormous human potential lies locked and undeveloped in the organization.

A strategy for creating a learning community is essential for state government. To meet the challenges of a rapidly retiring workforce, a shrinking labor pool, and the loss of critical institutional knowledge, we collaborate with executive state leadership, embracing the department commissioner's vision for learning and development for state employees.

Dan LaFontaine coined the famous movie trailer phrase, "In a world where…" Now, imagine a world where public service organizations offer learning and development programs that are not seen as check-the-box, "been there, done that" events. Rather, learning communities are established and continuous improvement is central to the cultural mindset.

Learning is ongoing, and one never truly stops developing in the knowledge and skills needed to become more efficient and effective. And if learning and development can extend beyond the workplace and reach out to the community at large, then such programs truly model the very idea of a public servant. Enjoy the many opportunities the State offers for growth and development!

Yours in lifelong learning,

Dr. Trish Holliday

Dr. Trish Holliday, SPHR, SHRM-SCP
Assistant Commissioner and State Chief Learning Officer

Tennessee State Government | Leadership

Enterprise-wide Leadership Programs by DOHR

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 10.

LEAD Tennessee

The public sector is hard pressed to meet the challenges of a rapidly retiring workforce, a shrinking labor pool, and the loss of critical institutional knowledge. New approaches to succession planning now become essential in preparing the next generation of leaders. To meet this challenge, LEAD Tennessee, recipient of the 2010 IPMA-HR award, was created. LEAD Tennessee is an enterprise-wide, 12-month development initiative for current and emerging leaders. It consists of six one-day summits of intense, high-impact learning focused on eight leadership core competencies, with the goal to increase the organization's leadership bench strength by providing a continuous pipeline of motivated and prepared leaders who share a common language and mindset about great leadership.

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.

Participants learn a combination of behaviors, knowledge, and skills through experiential learning that drives effective job performance, and from exposure and access to experienced leaders form a variety of both public and private industries. In addition, each participant is assigned to an experienced coach who assists participants in creating an individual development plan that serves as a guide throughout the program. A pre and post 360 assessment based on the core competencies enable participants to gauge their success throughout the program.

LEAD Tennessee is a unique leadership development program that disrupts the traditional approach to succession planning! Throughout the initiative, participants have an increased exposure and access to experienced leaders (e.g., the Governor of the state of Tennessee, Major General of the United States Army/National Guard, Presidents of Universities/Colleges, subject matter experts, and state appointing authorities). With this type of interaction, participants gain a deeper understanding of how powerful leaders use core skills to lead and how the eight leadership competencies apply to real work situations, reinforcing the philosophy of learn, apply, and LEAD.

State government directly benefits by higher productivity, efficiency, and improved organizational performance. Better-trained leaders provide clearer direction and guidance to employees who in turn provide agencies with desired accomplishments and results. The overall workforce is better equipped to serve the citizens of the state of Tennessee.

LEAD Tennessee graduates receive three (3) college credits from Tennessee State University for PADM 6270 Administrative Leadership.

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

TENNESSEE HAS A POOL OF LEADERS ACROSS MULTIPLE AGENCIES WHO:

- Share language and mindset about great leadership
- Demonstrate 8 leadership core competencies
- Provide agency bench strength
- Are motivated and prepared to lead

LEAD Tennessee Core Competencies

Lead Self: Expands depth and breadth of capability

Competency and Definition	*Behaviors*
Self-Leadership Actively works to continuously improve, deploy strengths and compensate for weaknesses and limits	1. Has a clear understanding of personal opportunities for improvement; capitalizes on personal strengths 2. Establishes networks to stay active in the business of the organization and to stay abreast of trends 3. Continuously seeks opportunities to improve both professionally and personally 4. Seeks out experiences that challenge perspective or provide an opportunity to learn new things 5. Demonstrates the ability to adapt and navigate change within the organization
Integrity and Trust Takes responsibility for personal actions, follows through on commitments, and instills confidence that all words and actions are the truth	1. Can be relied on to tell the truth regardless of the circumstances 2. Does not blame others 3. Ensures alignment between words and actions 4. Acts in the best interest of others and for the greater good of the organization
High Performing Sets a high standard that represents the organization in the best light to both internal and external customers and produces results that exceed expectations	1. Uses strong, well-rounded written, and oral communication skills in a variety of situations 2. Collaborates with managers, co-workers, peers, and external stakeholders to gain cooperation, information and buy-in, making work more effective and efficient 3. Utilizes the mission of the organization to evaluate options and identify those that are most likely to move the business forward 4. Identifies top talent to grow a culture of high performance 5. Establishes clear expectations for self and others to achieve goals

Lead an Organization: Guides overall strategic and operational direction

Competency and Definition	Behaviors
Customer Focused Places the customer at the center of strategic and operational planning	1. Clearly identifies the full range of customers to be served 2. Follows through on commitments 3. Identifies and monitors customer metrics to improve performance 4. Anticipates and responds to changing and evolving customer needs
Innovative Demonstrates flexible thinking while producing creative thought processes; open to suggestions of others	1. Offers new and unique ideas 2. Demonstrates value to teams and organizations by providing original thought and connections to ideas outside own area of focus 3. Demonstrates enthusiasm and support of innovative initiatives by others 4. Balances perspective and forward thinking
Mission-Driven Demonstrates through actions, absolute clarity as to the purpose of the organization	1. Ensures the organization has a relevant mission that instills a sense of purpose 2. Demonstrates focus on mission, goals, and priorities of the organization when making strategic decisions 3. Clearly communicates the organization's mission to others 4. Balances daily operational responsibilities while implementing long term mission-critical strategies

Lead People: Enables others to achieve high performance and full potential

Competency and Definition	*Behaviors*
Courageous Demonstrates understanding of concerns; takes responsibility and addresses them with fortitude and composure	1. Clearly identifies tough feedback situations and demonstrates ability to give feedback in a timely and effective manner 2. Addresses issues and challenges with the appropriate persons and takes responsible risks 3. Ensures controversy, misperceptions, and misunderstandings are quickly addressed and reconciled 4. Leads with a strong sense of courage through the uncertainty, making bold transformational changes 5. Demonstrates the ability to effectively manage conflict
Talent Focused Demonstrates the ability to create an environment that encourages outstanding individual performance from each employee	1. Demonstrates a commitment to the development and success of employees who are tasked with implementing and executing results by providing challenging work and opportunities for growth 2. Motivates others to perform at their best 3. Utilizes effective strategies to facilitate change initiatives and to overcome resistance to change 4. Creates an environment that attracts highly talented, engaged, and productive employees 5. Provides ongoing coaching and mentoring opportunities in an effort to promote continuous learning and growth for employees

Enterprise-wide Leadership Programs by DOHR

Tennessee Government Executive Institute (TGEI)

The Department of Human Resources provides program oversight to maintain overall integrity of the distinct vision of each statewide leadership initiative, which individually and collectively serves the state's succession planning purposes. State leaders are encouraged to attend all programs pertinent to their roles. Each program is unique and provides multiple opportunities for professional leadership development. Below are the competencies for the Tennessee Government Executive Institute (TGEI) statewide leadership development program.

TGEI is a two-week residential executive institute that provides senior-level leaders in the State with the opportunity for academic study, and learning in executive responsibility, and cross agency networking to enhance the individual topics of executive leaders.

TGEI is designed for state working titles of: Deputy Commissioner, Assistant Commissioner, Warden, Director, etc.

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

Tennessee Government Management Institute (TGMI)

The Department of Human Resources provides program oversight to maintain overall integrity of the distinct vision of each statewide leadership initiative, which individually and collectively serves the state's succession planning purposes. State leaders are encouraged to attend all programs pertinent to their roles. Each program is unique and provides multiple opportunities for professional leadership development. Below are the competencies for the Tennessee Government Management Institute (TGMI) statewide leadership development program.

(TGMI) is a two-week residential management institute that provides mid-level managers in the State with the opportunity for academic study, learning in practical management skills, and cross agency networking to enhance the individual topics of middle managers.

TGMI is designed for middle managers with supervisory responsibilities. Suggested state working titles include: Assistant Director, Program Manager, Associate Warden, Associate Superintendent, Administrative Service Manager, Human Resources Manager, etc.

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

Enterprise-wide Leadership Programs by DOHR

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.

Participants will focus on improving in the following areas:

- Evaluating the ideas that will shape state government tomorrow
- Analyzing and producing innovative and imaginative solutions to real-world problems
- Expanding their field of vision beyond a particular functional area or agency focus within government

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

DOHR salutes the following academic partners in helping us deliver state of the art learning and development programs.

Belmont University

Lipscomb University

Tennessee State University

Trevecca University

University of Tennessee Institute for Public Service

Vanderbilt University

Enterprise-wide Leadership Programs by DOHR

TN Department of Human Resources | 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.

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.

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.

PHR·SPHR·GPHR Pre-Approved HR Certification Institute

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.

HR Master Series:

Unlocking the Doors to HR Leadership

Customized Agency Leadership Programs by DOHR

Commissioner's Leadership Academy

Critical to developing leaders for the future of state government and to retain top talent is a strategy that will invest in employees through leadership development. To successfully implement this strategy, SLS consults and partners with Agency Leadership to create customized, competency-based leadership development programs. Agency Executive Leadership teams select core competencies using a research-based process led by certified SLS personnel. Each Commissioner's Leadership Academy is designed and delivered by SLS staff to create a learning community to meet the current and future leadership needs within the individual agencies.

Customized Agency Leadership Programs

- **Boards and Commissions - Leadership Academy**
  - **Arts Commission**
  - **Commission on Aging and Disabilities**
  - **Commission on Children and Youth**
  - **Council on Developmental Disabilities**
  - **Health Services and Development Agency**
  - **Human Rights Commission**
  - **State Museum**
- **Children's Services - Commissioner's Cornerstone Leadership Academy**
- **Correction - Commissioner's Leadership Academy**
- **Disability Programs - Leadership Academy for Excellence in Disability Services**
  - **Commission on Aging and Disabilities**
  - **Council on Developmental Disabilities**
  - **Education**
  - **Health**
  - **Human Services**
  - **Intellectual and Developmental Disabilities**
  - **Health Care Finance and Administration**
  - **Mental Health & Substance Abuse Services**
- **Economic and Community Development - Commissioner's Leadership Academy**
- **Environment and Conservation – Green Leadership Academy**
- **Financial Institutions – Commissioner's Leadership Academy**
- **Human Resources – Executive Leadership Institute**
- **Human Resources – Next Level Leadership Academy**
- **Human Services- Mission Possible Commissioner's Leadership Academy**
- **Human Services – Mission Possible Emerging Leaders Leadership Academy**
- **Labor and Workforce Development – Adult Education Academy of Academic Excellence**
- **Safety and Homeland Security – Commissioner's Leadership Academy**

Leadership Alumni:
Tennessee Government Leadership

Council Chief Executive Sponsor
Commissioner Rebecca Hunter, CPA, SPHR
Department of Human Resources

Tennessee Government Leadership Council (TGL) Council

Imagine a professional sports team that was not very passionate about winning. A team that really didn't care about putting together a sound strategy for success, that wasn't concerned about how well the season went, and that only pursued mediocrity, would not be a winning team. Passion about the goal, the mission, and the very purpose for which the organization exists is critical to achieve those ends effectively and efficiently. Leadership development in Tennessee state government is the goal of the Tennessee Government Leadership Council (TGLC).

The TGLC was created to provide strategic guidance in development opportunities for leaders in Tennessee state government. The Committee is made up of alumni leaders from LEAD Tennessee, TGMI, and TGEI. All members of the TGLC are considered to be champions for leadership excellence by providing support for the various components of leadership development in state government. In essence, every member of the TGLC is passionate about creating a cultural change that promotes leadership development at every level in state government. No one person can achieve the goal alone. Working together the Council strives to meet the challenge of achieving the goal of creating a true learning environment that fosters the cultural development of leaders.

Five Strategic Areas of Focus: Vision, Communication, Engagement, Systems-Thinking, and Forward Focused.

2016 TGL Council Members

TGL Council Committees

Communication Committee

The Communications Committee focuses on creating and distributing the Tennessee Government Leadership Link, which is the official quarterly publication of the Tennessee Government Leadership Council. The publication highlights current leadership activities across the enterprise. The committee seeks to promote and celebrate the great work of leaders who represent excellence in leadership and serving.

Engagement Committee

The Tennessee Government Leadership Council (TGLC) is recognizing employees and teams of employees considered Bright Spots at all levels in every state Department, Council, Board and Commission. Bright Spots are high performing employees or teams creating cultures of engagement in their workplace and through their achievements.

Bright Spots generate transformational work deserving recognition from state leadership. They are committed to efficient and effective state government. They are positive leaders exemplifying servant leadership to customers and stakeholders.

The Leadership Council shares the accomplishments of these employees and teams who have become workplace Bright Spots as stories of inspiration for all. These state leaders are creating change in positive ways.

Forward Focus Committee

The Tennessee Government Leadership Council's Forward Focus Committee recently created a LinkedIn group for alumni. The group will serve as a place for alumni to stay connected by sharing tips, stories, job opportunities and much more. Our hope is the group will also keep alumni updated on the many successes and work our colleagues are doing throughout state government.

LinkedIn is a social networking tool that connects professionals to make them more productive and successful. You must be a member of LinkedIn to join the group. When you join LinkedIn, you get access to people, jobs, news, updates and insights that help you be great at what you do. To find the group, search *Tennessee Government Leadership Alumni* on the website and ask to join. A committee member will then accept your invitation and you will receive notification through LinkedIn.

The Forward Focus Committee is excited to share these two new connection opportunities. We are all stronger if we grow and work together.

Systems-Thinking Committee

The Systems-Thinking Committee focuses on celebrating collaborative accomplishments between state, public, private, and faith-based organizations.

The Systems-Thinking Committee will highlight the creative collaborations that positively impact services, products and processes provided by the State of Tennessee that makes this the greatest state to live, work and play.

Vision Committee

The Vision Committee's focus is the Leadership Black Belt Program. Our primary goal is to review, approve and award leadership belts throughout the year. Participants will be notified of upcoming reviews by the BBP committee. The primary requirement to move from one belt to another is to complete the number of points for each prior belt level.

Tennessee Government Leadership Black Belt Program

The Tennessee Government Black Belt Program (BBP) is a self-directed, structured development opportunity for the Tennessee Government Leadership (TGL) alumni community. Leaders begin their journey upon graduation from one or more of the statewide leadership programs: LEAD Tennessee, Tennessee Government Executive Institute (TGEI) or Tennessee Government Management Institute (TGMI) or a DOHR led or sanctioned agency leadership academy. Alumni may continue their journey of leadership development through participation in the Black Belt Program.

There are six levels of the Black Belt Program: White Belt, Yellow Belt, Orange Belt, Blue Belt, Green Belt, and Black Belt. To advance from one belt level to the next, participants must earn the specified number of points in Strategic Development and in Service. At the initial belt levels, Strategic Development is the more emphasized component because personal learning is fundamental to professional development. As participants advance through the belt levels, Service (both internal to state government and external to the community) becomes the more emphasized component, recognizing the importance of paying it forward and investing and focusing on others.

All TGL alumni are eligible to participate in the Tennessee Government Black Belt Program. To join your colleagues in changing the face of Tennessee leadership, sign up today at http://www.tn.gov/hr/article/bbp.

White Belt	Yellow Belt	Orange Belt	Blue Belt	Green Belt	Black Belt	
Graduate From a DOHR-sponsored leadership development program and register online	Strategic Development Points 60 20 Service Points	Strategic Development Points 55 30 Service Points	Strategic Development Points 50 40 Service Points	Strategic Development Points 45 50 Service Points	Strategic Development Points 40 60 Service Points	 Accumulated Points
TOTAL Points Per Belt	80 Points +	85 Points +	90 Points +	95 Points +	100 Points =	450 Points
					Pay It Forward Project =	50 Points
Total points accumulated for Black Belt Level						= 500 Points

TGL Annual Conference

The TGL Annual Conference has grown to be the largest conference hosted by DOHR. Participants who attend the conference have the opportunity for continuous learning, networking with leadership alumni from all branches of government's leadership programs. Participants hear from national and state leaders on a wide variety of leadership topics throughout the day which they are able to take back to their work environment.

TGL Executive Leadership Certificate

The TGL 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.

TGL Toastmasters

In December 2014 the Department of Human Resources agreed to sponsor the Tennessee Government Leadership Toastmasters club, gaining Club Charter membership December 23, 2014 as charter number 4310000.

The environment in a Toastmasters club is friendly and supportive. Everyone at a Toastmasters meeting feels welcome and valued - from complete beginners to advanced speakers. In a club meeting, you practice giving prepared speeches as well as brief impromptu presentations, known as Table Topics. There is no rush and no pressure: The Toastmasters program allows you to progress at your own pace. TGL Toastmasters is a place where you develop and grow - both personally and professionally; giving better work presentations; leading meetings and participating in them more confidently; speaking more smoothly off the cuff; even handling one-on-one interactions with family, friends and colleagues more positively.

Why is this so important and relevant to the success of TGL Toastmasters and Tennessee's Leaders?

- As professionals chosen to lead Tennessee, good communication skills are necessary; however, outstanding communication skills are expected.
- Lifelong learning is as much a part of a leader's repertoire as our TGL Book Club mantra "Leaders are Readers."
- Realistically looking at one's individual strengths and weakness allows the opportunity to improve and complement each other's abilities thus spreading a stronger wealth of competence across state agencies.

TGL Book Club

Greg Adams, Chief Operating Officer, said during the 2013 TGEI/TGMI class graduation ceremony "leaders are readers". That quote that day inspired the creation of the Tennessee Leadership Book Club. DOHR graciously agreed to sponsor this program and is providing the leadership books. The response to the invitation to join the book club was so overwhelming that the fifty available spots were filled in a little over an hour. In addition to the opportunity for accountability, networking and the ability to read, lead and apply together, this group of leaders have the opportunity to earn as many as twenty points toward their Black Belt in Leadership.

The book club completed four books together in 2014 and six books in 2015. The book club has expanded this year to two groups as interest continues to grow. For those who were not able to make it into the book club, please watch for additional book club opportunities in the future.

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 engage in a variety of activities targeted to meet 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.

Formal mentoring programs are becoming more and more widely implemented in both the public and private sectors. Because successful mentoring programs require proper understanding, planning, implementation and evaluation, the TGLC is designing a state-wide program that is based on mentoring best practices and the state's Leadership Competency Model. Formal mentoring programs have been shown to:

- teach and encourage knowledge sharing and a culture of open communication,
- increase an individual's ability to be successful as a leader, and
- improve the organizational commitment, engagement and retention of key talent.

Mentor Tennessee Program Objectives:

- Build Tennessee's talent pool
- 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

Development Assessments

Selected Department of Human Resources, Strategic Learning Solutions Division staff is certified to administer the following assessment tools.

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. Participate in a DiSC assessment by completing a series of questions that produce a detailed report about 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.

Hartman Value Profile

In an organization, the involvement and interaction of its people, and the myriad of workplace decisions they make, from small everyday tactical decisions to large global strategic decisions, greatly determine the success or failure of that organization. These decisions, most of which are extremely important, are based on many realities, but most importantly on the judgment of the decision maker. Therefore, any process that helps better understand the capacity for judgment and can improve judgment will help improve the organization. The Hartman Value Profile provides real, quantifiable insight into judgment and decision-making capacities. No other assessment tool available today provides such a unique perspective on this important human ability.

Leadership Practices Inventory (LPI)

The Five Practices of Exemplary Leadership approaches leadership as a measurable, learnable, and teachable set of behaviors. The Five Practices are: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart. The Leadership Practices Inventory (LPI) instrument is an observer-based tool for leaders and managers at all levels in an organization that incorporates the LPI Self instrument (completed by the Leader) and the LPI Observer that gathers important insight from managers, co-workers, direct reports, and others who have direct experience of the individual leader in a leadership role. This assessment helps individuals measure their own leadership behaviors while guiding them through the process of applying the Five Practices of Exemplary Leadership® model to real-life organizational challenges and planning a course of action to improve the effectiveness of their performance as leaders.

Lominger – Leadership Competencies

Lominger Competency is an integrated system of leadership competencies for a highly effective talent management solution. 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.

Voices 360 is a competency based assessment using the Lominger competencies. As research has validated, the 360 multi-rater feedback system, drives self-awareness, acceptance, and action in developing leaders.

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."

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 allows them to lead with clarity and empathy, build stronger teams, and more effectively navigate conflict. 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. Employing a "dual-state instrument," meaning it shows the degree and nature of changes from the things-are-going-well state to the conflict state.

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.

Focus Area 2: 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?

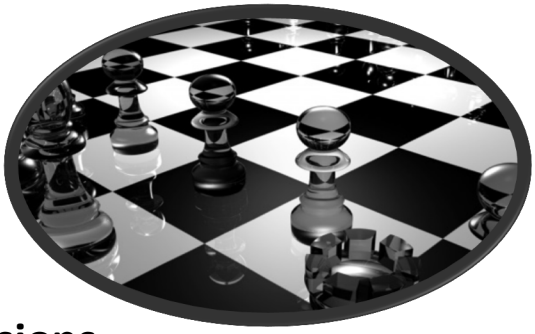
Achieving optimal performance is influenced **more** by preparing workforce members to handle present and future challenges and **less** by the past practice of simply adding more employees. The adoption and implementation of a talent management strategy provides the opportunity for organizational leaders to improve organizational performance **despite** not adding to their workforce. An integrated and systemic talent management strategy 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.

The Urgency for Talent Management in the Public Sector

This dynamic global business environment is at the root of an unprecedented set of talent challenges.

Workforce Challenges	Talent Management Challenges
Shrinking Workforce	• **Heightened competition for talent**
Aging Workforce	• **Loss of experience and intellectual property** • **Leadership gaps**
Globalization	• **Mobile and diverse workforce**
War for Talent	• **Skills shortages in key roles**
Low Employee Engagement	• **Anticipated high turnover of Generation Y** • **Entitlement, complacency, etc.**
Workforces of Generations X & Y	• **Lack of new recruiting/sourcing techniques** • **Public sector reputation and perception** • **Lack of new techniques for employee engagement and motivation**

Talent Management Executive Series At-A-Glance



Four Leadership Discussions

Discussion 1:
The Business Case for Developing a Talent Management Strategy

Key Concepts

- Urgency for Talent Management
- Talent Management Definition
- "Good to Great" Business Concepts
- 10 Talent Management Practices

Resources/Tools

- Talent Management Umbrella
- Mission, Vision, Values
- Brutal Facts
- Level 5 Leadership model
- "Leaders Must" Results

Discussion 2:
The Strategic View of Leading an Organization from a Systems Perspective

Key Concepts

- System-Thinking Model for Performance Excellence
- Baldrige Criteria for Performance Excellence Framework
- Organizational Culture
- Organizational Structure

Resources/Tools

- Systems Model for Performance Excellence
- Traits of a Healthy Organizational Culture Assessment
- Strategic Thinking Model
- Systems SWOT Analysis on Talent

Discussion 3:
The Workforce Planning and Succession Planning Process

Key Concepts

- Workforce Planning
- Succession Planning
- Talent Reviews
- Individual Development Plans

Resources/Tools

- Agency Guide to Workforce Planning
- Talent Review Process Resource Packet

Discussion 4:
Creating an Agency Talent Management Process

Key Concepts

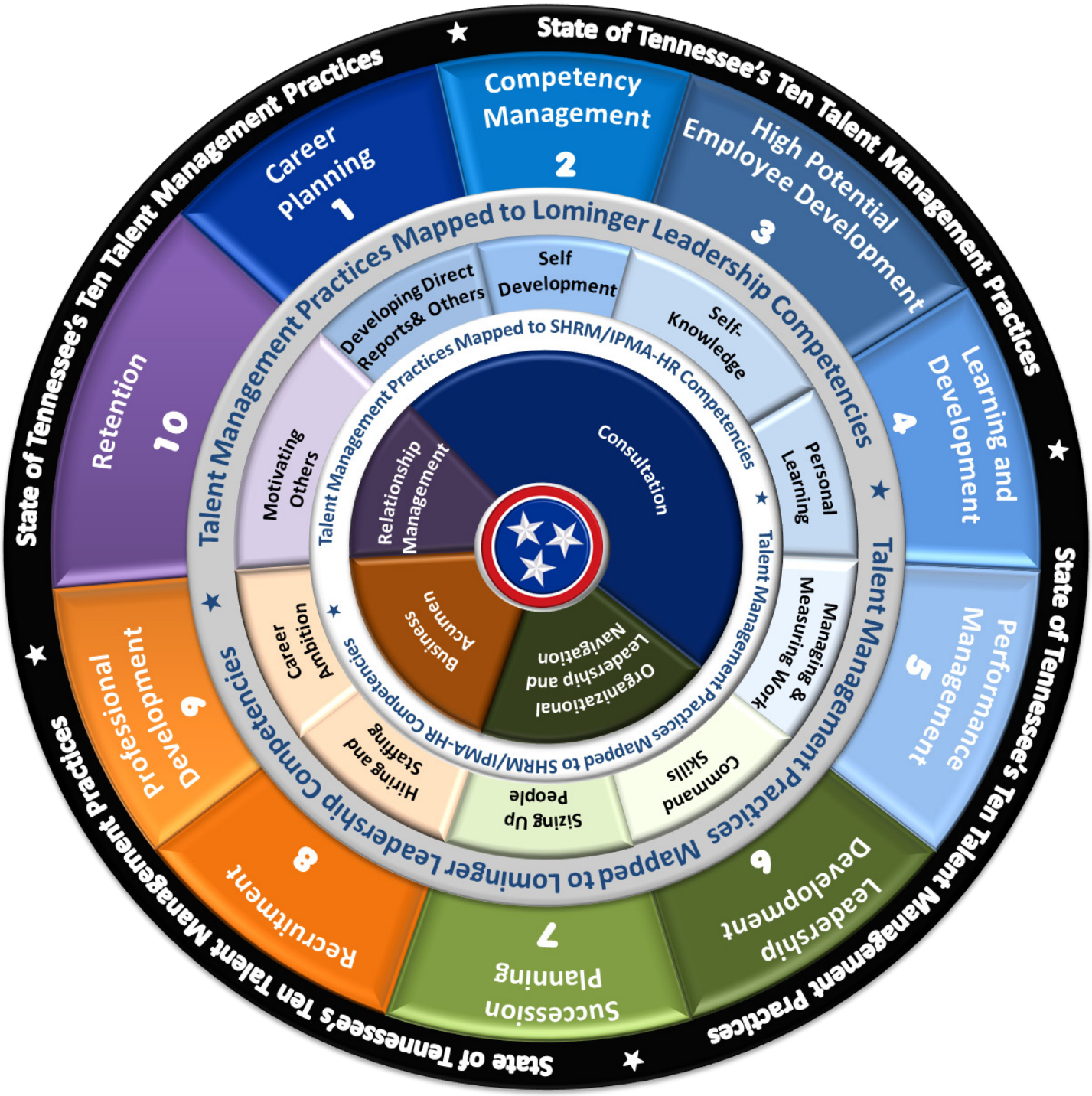
- Development of an Agency Talent Management Strategy
- Identification of Talent Management Practices and Priorities

Resources/Tools

- 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

The state of Tennessee utilizes 10 talent management practices that are aligned with the Lominger Leadership Competencies and the SHRM/IPMA-HR Competencies. The outer ring of the Talent Management Practices and Competency Wheel list the 10 practices corresponding to the appropriate Lominger Leadership Competencies in the ring below them. The center ring indicates the SHRM/IPMA-HR Competencies that align with both the Lominger and State competencies.



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 development 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. 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

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

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

Customized Workforce Planning Model

Workforce Planning is a well-established process used by leaders to manage the staffing levels and skill mix needed to meet an agency's strategic mission by forecasting talent needs. There are five phases in the state's customized workforce planning model, as illustrated below.

Talent Management Metrics

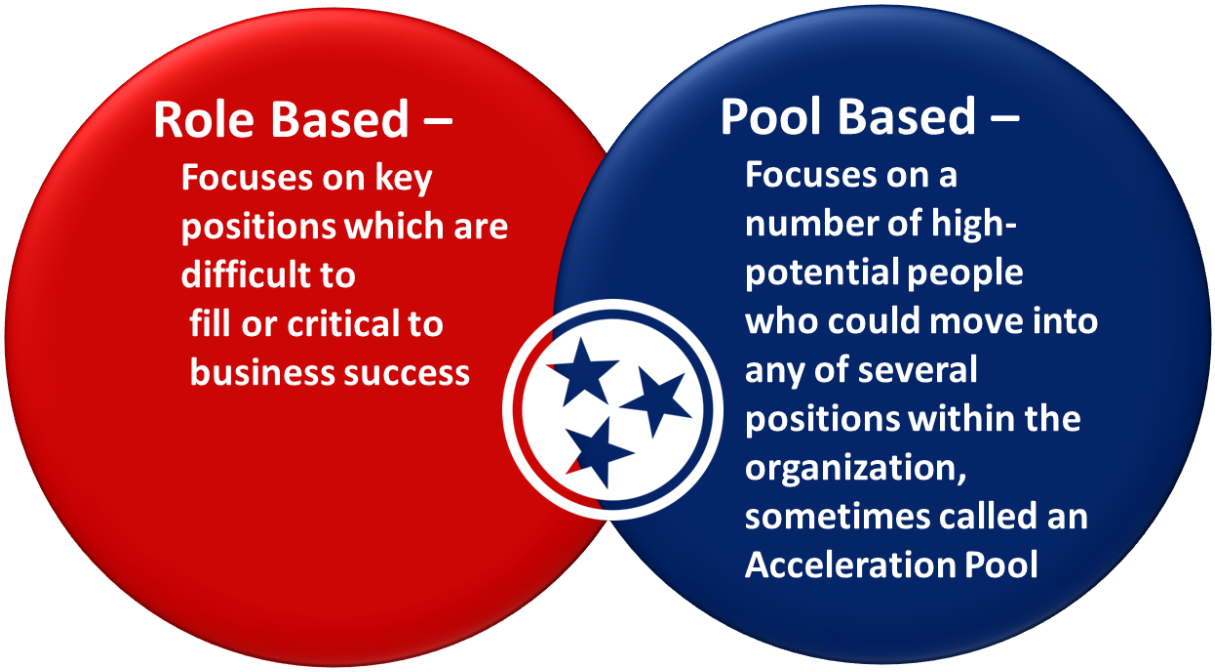
1. Talent management metrics focus on the talent management strategy development and process:
    - Develop a talent management strategy aligned with the strategic and operational goals of the agency
    - Create a set of goals for each of the 10 practices of the talent management model
    - Develop 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

Succession Planning is the process leaders use to ensure that employees are developed to fill key roles. The state focuses on two types of succession planning: Role Based and Pool Base.

The top reasons for succession planning are:

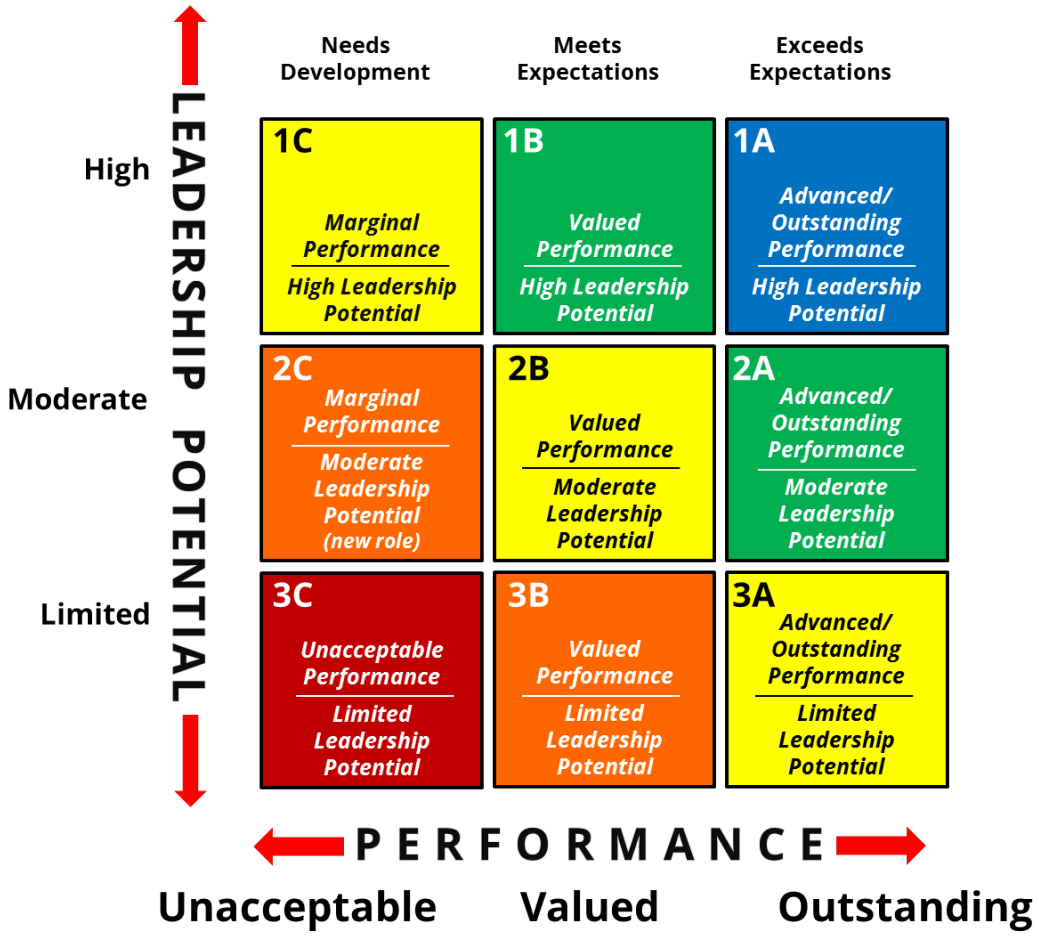
- Retain Key Talent
- Prepare individuals for future challenges, e.g., growth, new strategies, etc.
- Accelerate development of key individuals



Talent Review Process

Nine Box Performance- Leader Potential Matrix

Although the succession planning process continues year-round, annual talent reviews are the primary forum for helping leaders assess talent and invest in growth opportunities that meet the needs of the organization's talent.



Performance:

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

Leadership 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

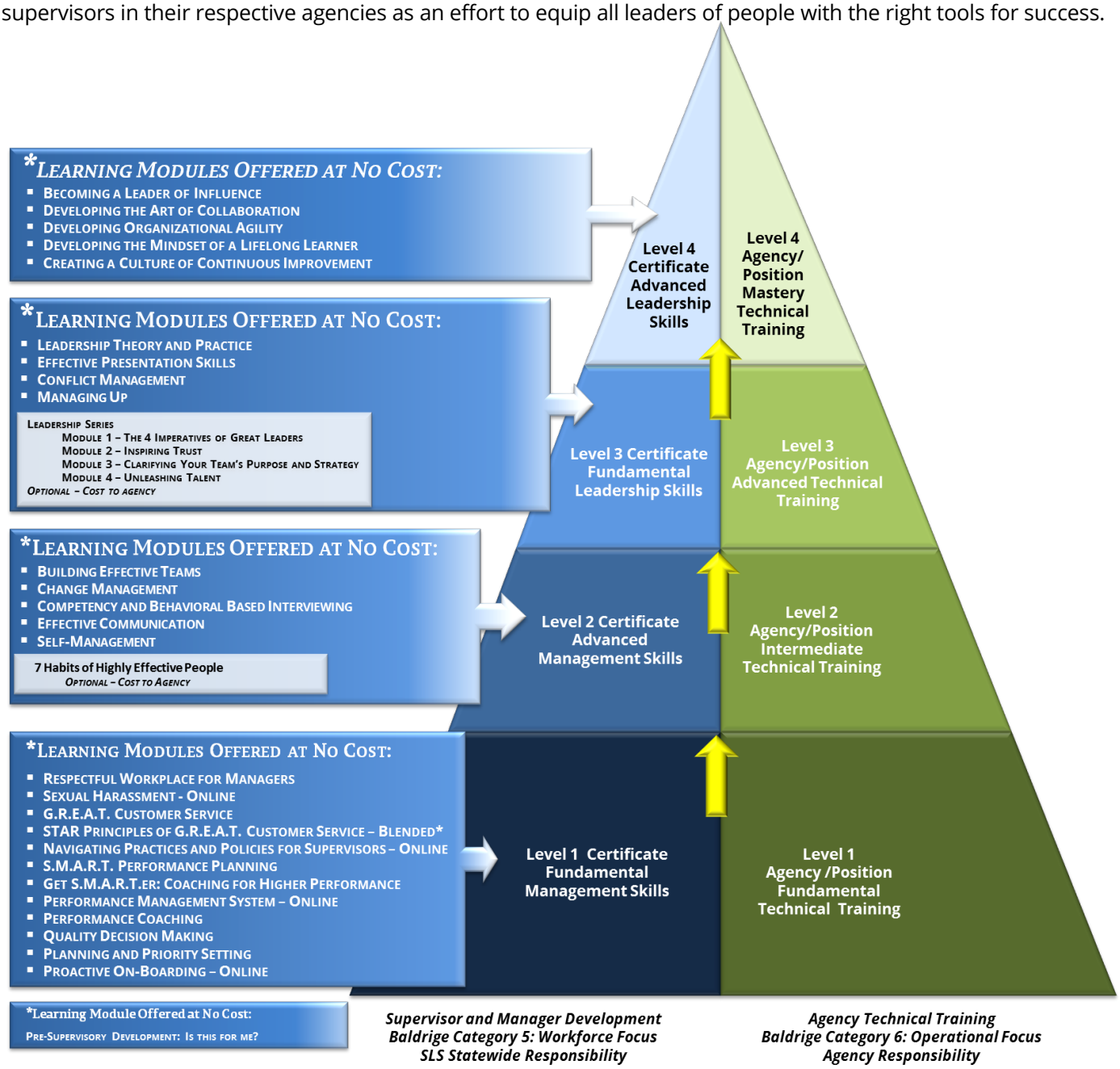
Focus Area 3: Performance Development

Management and Leadership Learning Pyramid

"Equipping Supervisors for Success"

Strategic Learning Solutions, in collaboration with the Statewide Learning and Development Council, implemented learning initiatives designed to create lifelong learners within the state workforce.

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 are empowered to teach managers and supervisors in their respective agencies as an effort to equip all leaders of people with the right tools for success.



***Blended learning workshop consist of an online prerequisite, followed by classroom.**

Management and Leadership Learning Pyramid

Learning Modules Descriptions

Pre Supervisory Development: Is this for me?

The Pre-Supervisory Workshop is designed to help individual contributors make an informed decision about serving in a supervisory role. This workshop is an introductory course for the Statewide Pyramid of Learning Series offered to explore 5 skills to becoming a supervisor, common pitfalls for supervisors and making the transition from team member to supervisor.

Level 1 Certificate Fundamentals Management Skills

Respectful Workplace for Managers (3 ½ hours) – Classroom/Mandatory

During this workshop, participants 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.

Sexual Harassment (2 Hours) – Classroom/Mandatory

During this workshop, participants learn to understand the definition of sexual harassment and the different types of sexual harassment. Participants learn how to effectively deal with sexual harassment based on the State's Policy Statement on Workplace Discrimination and Harassment. Supervisors and managers learn what, and how to prevent sexual harassment, how to handle complaints, and understand retaliation. This workshop can be accessed online on Edison.

G.R.E.A.T. Customer Service (3 ½ hours) - Classroom/Mandatory

During this workshop, participants 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 also review the keys to G.R.E.A.T. customer service related to their job and 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

During this workshop, participants learn how to create a customer focused culture. Behaviors identified are 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. Workshop prerequisite is completion of online STAR Principles of G.R.E.A.T. Customer Service.

Navigating Policies and Practices for Managers and Supervisors (2 hours) - Online

During this workshop, participants are 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 also learn how laws are enacted and the structure of state rules derived from law.

Management and Leadership Learning Pyramid

Learning Modules Descriptions

S.M.A.R.T. Performance Planning (3 ½ hours) - Classroom/Mandatory

The S.M.A.R.T. Performance Planning process is a tool for supervisors to use in setting clear expectations for employees and to hold them accountable for the desired results. The workshop provides guidance to supervisors on how to write individual performance plans that meet the criteria of being Specific, Measurable, Achievable, Relevant, and Time Sensitive. The objectives for this workshop are to review the performance management process steps, learn the S.M.A.R.T. formula and how to use the formula to write work outcomes for an individual performance plan.

Get S.M.A.R.T.er: Coaching for Higher Performance (3 ½ hours) - Classroom/Mandatory

The Coaching for Higher Performance workshop provides supervisors with clear guidance on how to coach employees towards advanced and outstanding performance. The curriculum supports the state's Performance Management Model by providing tools needed to create a culture of continuous feedback and high performance. Supervisors explore the philosophy of higher performance; analyze the performance rating definitions for clarity to effectively evaluate performance; learn the five questions for coaching for higher performance, and practice the skill of coaching for higher performance.

Performance Management System (3 hours) - Online / Mandatory

The Performance Management System online course is an essential tool for supervisors to learn how to use the Edison portal to create and manage performance documents. Supervisors learn the components of individual performance planning, the importance of interim reviews, and the implementation of the performance coaching and feedback sessions. The course includes instruction on preparation for the annual review, the roles and responsibilities of reviewers and raters, and the definitions of performance ratings.

Performance Coaching (3 ½ hours) - Classroom/Mandatory

The Performance Coaching workshop teaches supervisors how effective coaching enhances the performance management process. Supervisors learn the 5-step performance coaching model that provides them with the knowledge and skills needed to reinforce positive behavior and change negative behavior.

Quality Decision Making (3 ½ hours) - Classroom

During this workshop, participants learn critical theory of rational and non-rational decision making. Participants learn the value of both processes and the impact on leading people. Also, they 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 practice making decisions through the use of the non-rational decision making methods.

Planning and Priority Setting (3 ½ hours) - Classroom

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

Proactive On-Boarding (1 hour) - Online / Mandatory

During this workshop, participants learn how to effectively onboard employees as a retention strategy and to enhance performance. They 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 learn the difference between proactive on-boarding and orientation. Finally, participants learn the proactive on-boarding process – timelines, roles and responsibilities. They gain tools and resources to develop an effective on-boarding program in their agency. This workshop can be accessed online on Edison.

Management and Leadership Learning Pyramid

Learning Modules Descriptions

Level 2 Certificate Advanced Management Skills

Building Effective Teams (3 ½ hours) – Classroom

During this workshop, participants learn 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) – Classroom

During this workshop, participants learn how to effectively guide employees through workplace change. Participants 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 also acknowledge the key factors for successful organizational change and become familiar with a model to implement change.

Competency and Behavioral Based Interviewing (3 ½ hours) - Classroom

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

Effective Communication (3 ½ hours) – In Development - Classroom

During this workshop, participants learn how to communicate more effectively. They learn how to facilitate the various aspects of communication. Participants 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 also learn why effective communication is a vital skill required for all employees to ensure all agencies in government are successful.

Self-Management (3 ½ hours) – In Development - Classroom

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

Management and Leadership Learning Pyramid

Learning Modules Descriptions

Level 3 Certificate Fundamental Leadership Skills

Leadership Theory and Practice – Classroom

During this half-day workshop, participants will learn the difference between management and leadership. Participants will have the opportunity to study and compare common leadership theories. Also, they will identify the strengths, weaknesses and application methods for those leadership theories. Finally, they will learn how to use the Five Practices of Leadership to be a more effective leader.

Conflict Management – Classroom

This half-day workshop defines conflict, identifies sources of conflict, and differentiates between productive conflict and unproductive conflict. Participants will learn the five stages of conflict and a process to address and effectively manage conflict. Participants will engage in a self-assessment to help them discover how they respond to conflict and learn strategies for better conflict management.

Managing Up – Classroom

Managing up is described as establishing and maintaining a positive and productive relationship with your manager so that your manager's needs are met and you get what you need from your manager to support your team. In this half-day workshop participants will define managing up, learn behaviors associated with the skilled level of managing up, and explore the employee's role in managing up. Participants will identify obstacles to managing up, be provided strategies for managing up, and an opportunity to apply those strategies through scenario-based activities.

Effective Presentation Skills – Classroom

This half-day 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 process. Participants will build their skill base in effective use of PowerPoint presentations to develop succinct and impactful presentations, and learn how to integrate PowerPoint to building engaging presentations.

Level 4 Certificate Advanced Leadership Skills

Becoming a Leader of Influence – Classroom - In Development

Having a vision is just one aspect of being a leader. Just as critical is the ability to influence others in achieving the vision. During this half-day workshop, participants will gain practical methods to lead others through the art of influencing, resulting in making behavioral change that will align with the agency's mission, vision and values.

Developing the Art of Collaboration – Classroom - In Development -

Today more than ever work is accomplished through the efforts of teams, not just individuals working alone. True teamwork requires leaders to understand what true collaboration is and how to foster it within the workplace. During this half-day workshop, participants will gain applicable tools to help establish rapport and gain trust by finding common ground with others. Participants will be introduced to a practical list of what to do and not do for building mutually beneficial partnerships, and will discover a set of methods for organizing and implementing collaborative efforts. In addition, a set of diagnostic tools for anticipating, assessing, and resolving conflicts and issues will be provided.

Management and Leadership Learning Pyramid

Learning Modules Descriptions

Developing Organizational Agility – Classroom - In Development

The mark of a successful leader in today's work environment is the ability to maneuver within an organization. During this half-day workshop, participants will discover the intricacies of how organizations work, and how to achieve results through a variety of channels. The importance of and reasoning behind policies, practices and procedures will be provided. In addition, the importance of discerning the culture of an organization will be stressed.

Developing the Mindset of a Lifelong Learner – Classroom - In Development

Becoming an exemplary leader is not a once and done event. Truly great leaders realize that to be effective, and to stay effective, one must continue on a path of continual improvement, and this is accomplished by being a lifelong learner. During this half-day workshop, participants will discuss the importance of developing a plan for lifelong learning, gain tips on how to create such a plan, and how to encourage others to embrace such learning.

Creating a Culture of Continuous Improvement – Classroom - In Development

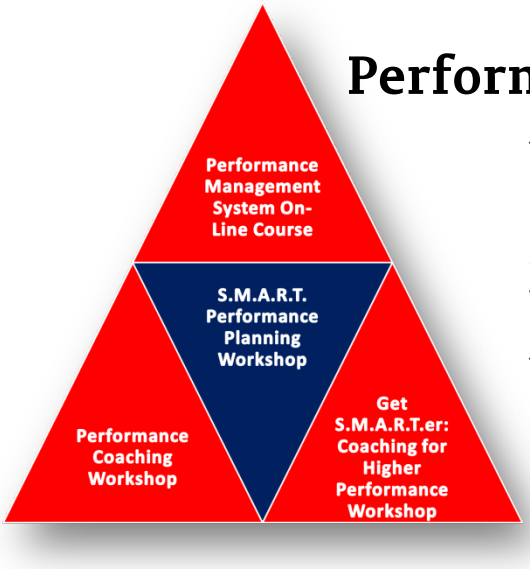
Truly successful organizations have a culture that fosters continuous improvement of its workforce. During this half-day workshop, the importance of leadership creating a learning organization will be discussed. Using the framework presented in The Fifth Discipline: The Art and Practice of the Learning Organization by Peter Senge, participants will be able to design a strategy that leads to developing a culture that encourages employees to continuously improve.

TN Tennessee State Government

Learning and Development Council

The Statewide Learning and Development Council is led by Commissioner Rebecca Hunter and Assistant Commissioner & State Chief Learning Officer Dr. Trish Holliday. The council consists of the number one person responsible for learning and development in each agency. The council exists to ensure a seamless, strategic approach to learning and development enterprise-wide. A significant outcome of the council was the development of the universal How to Facilitate Certification for all state certified facilitators. The council's work has significantly contributed to the transformation of state government into a true learning organization.

Performance Management Model



The State of Tennessee has a comprehensive model for administering performance management that promotes an objective approach to evaluating employee performance. The State's model is specifically designed to accomplish the Governor's goals to recruit, retain, and reward a talented workforce. The State uses the visual of a four component approach where each component of the model represents an essential piece of the process. The four sections consist of the Performance Management System on-line course, the S.M.A.R.T. Performance Planning workshop, the Performance Coaching workshop, and the Get S.M.A.R.T.er: Coaching for Higher Performance workshop. Each component of the model is outlined below.

Performance Management System On-Line Course

The Performance Management System online course is an essential tool for supervisors to learn how to use the Edison portal to create and manage performance documents. Supervisors learn the components of individual performance planning, the importance of interim reviews, and the implementation of the performance coaching and feedback sessions. The course includes instruction on preparation for the annual review, the roles and responsibilities of reviewers and raters, and the definitions of performance ratings.

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

The S.M.A.R.T. Performance Planning process is a tool for supervisors to use in setting clear expectations for employees and to hold them accountable for the desired results. The workshop provides guidance to supervisors on how to write individual performance plans that meet the criteria of being Specific, Measurable, Achievable, Relevant, and Time Sensitive. The objectives for this workshop are to review the performance management process steps, learn the S.M.A.R.T. formula and how to use the formula to write work outcomes for an individual performance plan.

Performance Coaching Workshop

The Performance Coaching workshop teaches supervisors how effective coaching enhances the performance management process. Supervisors learn the 5-step performance coaching model that provides them with the knowledge and skills needed to reinforce positive behavior and change negative behavior.

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

The Coaching for Higher Performance workshop provides supervisors with clear guidance on how to coach employees towards advanced and outstanding performance. The curriculum supports the state's Performance Management Model by providing tools needed to create a culture of continuous feedback and high performance. Supervisors explore the philosophy of higher performance; analyze the performance rating definitions for clarity to effectively evaluate performance; learn the five questions for coaching for higher performance, and practice the skill of coaching for higher performance.

Tennessee State Government

Executive Summary

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

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

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

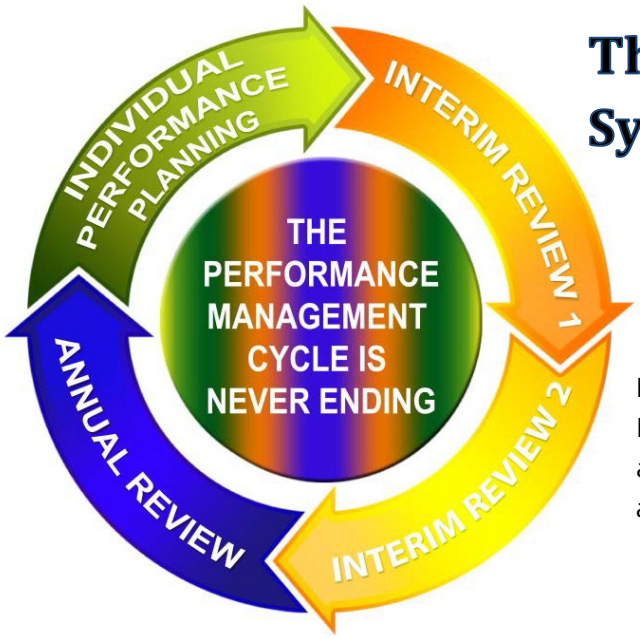
- All supervisors and managers who are responsible for developing S.M.A.R.T. individual performance plans for their employees should participate in learning S.M.A.R.T.

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 System 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?

Tennessee State Government

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: Coaching for Higher Performance, 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: Coaching for Higher Performance 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).

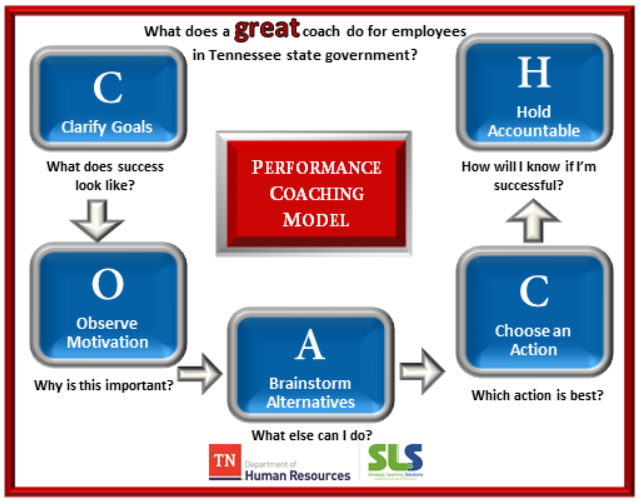
Rusaw, Carol A. Leading Public Organizations: An Interactive Approach, Cengage Learning; 1 edition (July, 17, 2000).

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

Tennessee State Government

Executive Summary

Performance Coaching



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The 5-Step Coaching Model

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

What is Performance Coaching?

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.

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 high performance. Supervisors and managers must also develop the skills necessary to work with their individual employees to determine how to move employees from good to great performers. Coaching is a proven process that engages both supervisors and managers and their employees in achieving the agency's goals, creating a workplace of continuous improvement.

> ***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.

Effective Feedback

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

Effective Feedback is...	Effective Feedback 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 and 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

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

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?"

Tennessee State Government

Executive Summary

Proactive On-Boarding: Creating a State of Success

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 learning and development 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

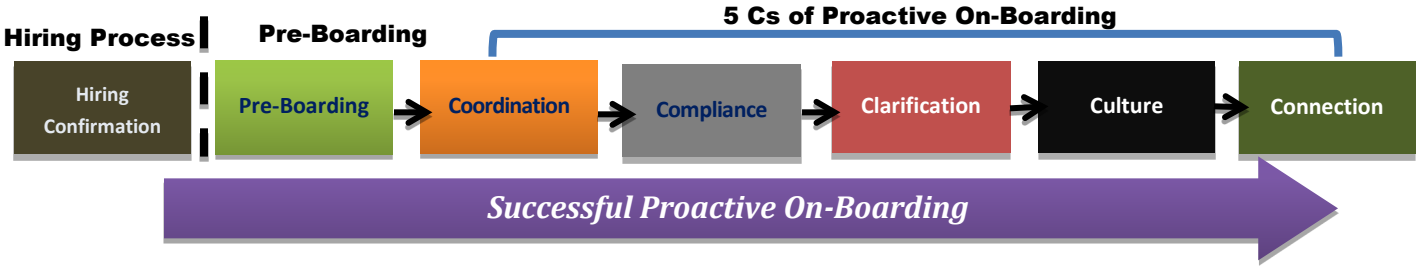
On-Boarding Statistics

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*
■ 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	■ 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 development 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	*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.*	■ 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	*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.*	■ Policy and Procedure Manual ■ Benefits Enrollment ■ Security Access ■ Employee ID
Clarification	*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).*	■ Job Description ■ Job Expectation ■ Realistic Job Preview ■ S.M.A.R.T. Individual Performance Plan
Culture	*Providing employees with an understanding of organizational structure, environmental norms, agency mission, vision, and core values.*	■ Mission, Vision, Values ■ Communication Styles ■ Organization Structure ■ Organization History ■ Three Branches of Government • Executive • Judicial • Legislative
Connection	*Establishing interpersonal relationships and information networks for social integration into the government, agency, division, and business unit.*	■ 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

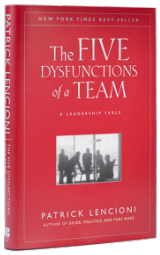
Focus Area 4: Professional and Employee Development

Workforce Learning and Development Workshops

ADAAA for Managers and Supervisors – Classroom

During this 2 hour workshop, participants 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 are 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 are given the procedural steps to follow when faced with issues pertaining to the ADAAA.

Five Dysfunctions of a Team by Patrick Lencioni – Classroom



During this one-day workshop, participants learn the root causes of politics and dysfunction of teams in the workplace, 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

Fundamentals of Facilitation – Classroom

During this half-day workshop participants focus on developing 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 Certification workshop.

How to Facilitate Certification – Classroom

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 panel of Strategic Learning Solutions Learning Facilitators, 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.

Workforce Learning and Development Workshops

Leading a Multi-Generational Workforce – Classroom

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.

During this half-day workshop participants will address 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

Managing in the Alternative Workplace (3 ½ hours) Online /Classroom

During this workshop, participants examine the benefits and challenges of the alternative workplace and best practices for building alternative workplace teams. Topics covered are personnel management requirements for alternative workplace teams, the Tennessee State Alternative Workplace Policy, and best practices designed to build communication, engagement and performance among alternative workplace team members. Participants explore the specific facets of performance management and coaching for alternative workplace teams. Participants take away a clear definition of alternative workplace teams, describe key benefits and challenges of implementing alternative workplace teams, and learn best practices for building employee engagement, communication and productivity as alternative workplace team members. Prerequisite is completion of online AWS awareness information for supervisors.

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 compliance 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 – Classroom/Mandatory

Respectful Workplace for Staff is a required one-half day 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

Three Pillars of HR

The Three Pillars of Human Resources Certificate Program is a competency-based learning 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. Each Pillar workshop is a half-day.

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

Approved for 11.25 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.

Tennessee State Government

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 learning and development programs, instructional events, lunch and learns, conferences, etc., in any of the above four areas are the responsibility of the department and agencies must contact the Department for curriculum development, program planning, and facilitation.

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