



Statewide Learning and Development Portfolio



Learning and leadership development play a critical role in attracting and retaining top talent. The State of Tennessee is intentional about investing in our workforce by providing multiple opportunities and methods to learn and grow.

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Services for Agency Executives and Leadership Teams

1-20

(Facilitated by the Chief Learning Officer)

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Executive Strategic Business Planning

(Facilitated by the Chief Learning Officer)

What is Strategic Business Planning?

DOHR provides appointing authorities expertise and facilitation in developing their department's strategic business plan. The Chief Learning Officer offers a formalized step by step process to connect Mission, Vision, Values, core products and services, and workforce capabilities and capacities to operational and strategic goals.

Strategic Business Planning Methodology

The strategic business planning methodology includes assessing the organization's culture; asking important questions about fundamental purposes and roles; challenging the status quo, reflecting and responding to the public sector environment within which the department operates; engaging employees at every organizational level; being flexible by design; providing a roadmap for going forward; revising and updating in response to emerging information over the life of the plan.

Value for the Enterprise

The value of strategic business planning for the enterprise is the discipline it brings to the agency for systematically guiding deep reflections about state government's future in conducting effective and efficient government for citizens.

Value to the Agency

DOHR's key customer in the strategic business planning process are the appointing authorities and their leadership teams. The value of a systematic strategic business planning process to the agency is that it provides a roadmap that charts a path of how to achieve future operational and strategic goals. Components of the strategic business planning process are:

- Pre-assess program and customer demands
- Clarify and validate mission, vision, values
- Evaluate brutal facts
- Analyze organizational cultural
- Identify core products and services
- Determine key stakeholders and customers
- Complete Balanced Scorecard
- Prioritize strategic and operational goals with action steps

Components of the Strategic Business Planning (SBP) Process



Executive Strategic Business Planning

Program Business Pre-Analysis

In an effort to define future strategic business needs within the division/agency, you have been selected to contribute your perspective and insights to address the changing customer demands and to determine the long-term approach to improving products and services.

Agency/Division: _____

Team Member: _____

Identify and list the key stakeholders for each program in which you have oversight.

Where do I envision my programs evolving in the next 2-4 years?

Where do I envision my programs evolving in the next 5-10 years?

What are the external forces I need to pay attention to in planning for the future of my programs?

What are the future customer demands of my programs?

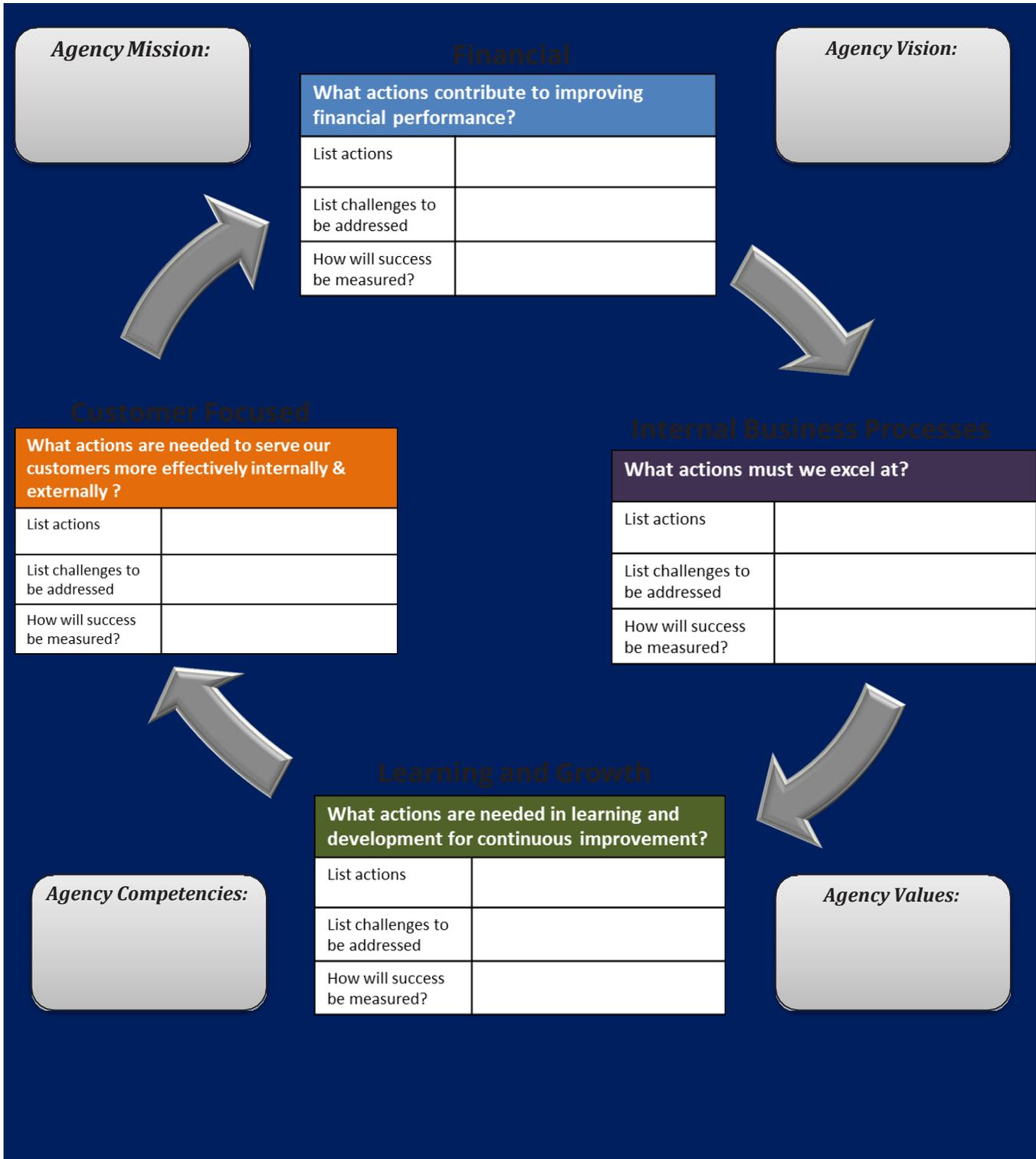
What are potential legislation impacts on my programs?

What are the industry-specific trends relevant to my programs?

What are future financial factors that may impact my programs?

What other influencers are important to consider when planning the future of my programs?

SBP Balanced Scorecard



Talent Management Executive Series At-A-Glance

(Facilitated by the Chief Learning Officer)

Three Executive Leadership Discussions and Agency Assessments

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
- "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

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/Succession Planning
- Talent Reviews
- Individual Development Plans

Resources/Tools

- Agency Guide to Workforce/Succession Planning
- Talent Review Process Resource Packet
- 10 Talent Management Practices with S.M.A.R.T. Goals and Action Planning



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.

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.

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

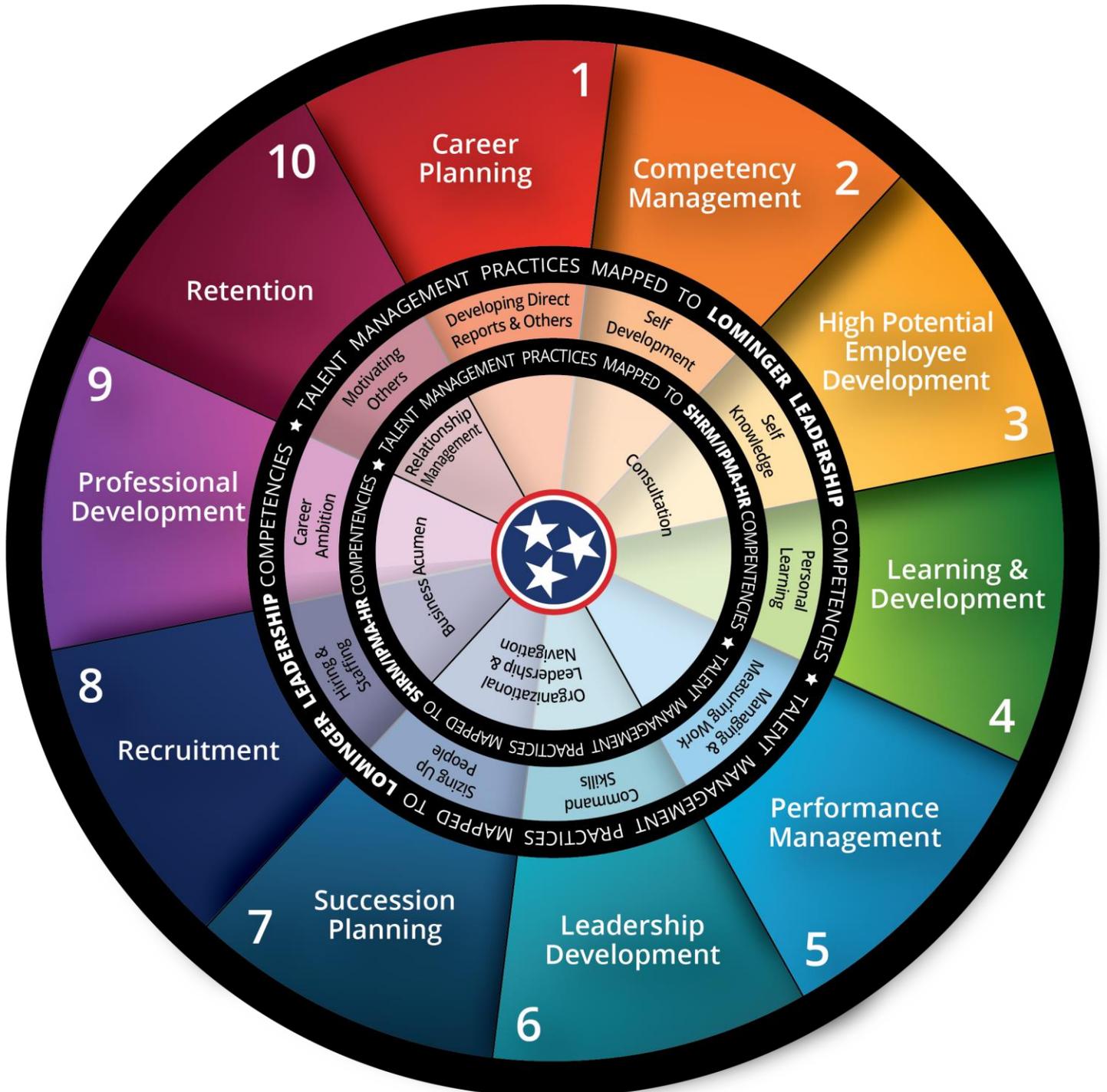
The Urgency for Talent Management in the Public Sector

Workforce Challenges	Talent Management Challenges
Shrinking Workforce	<ul style="list-style-type: none"> • Heightened competition for talent
Aging Workforce	<ul style="list-style-type: none"> • Loss of experience and intellectual property • Leadership gaps
Globalization	<ul style="list-style-type: none"> • Mobile and diverse workforce
War for Talent	<ul style="list-style-type: none"> • Skills shortages in key roles
Low Employee Engagement	<ul style="list-style-type: none"> • Anticipated high turnover of Generation Y • Entitlement, complacency, etc.
Workforces of Generations X & Y	<ul style="list-style-type: none"> • Lack of new recruiting/sourcing techniques • Public sector reputation and perception • Lack of new techniques for employee engagement and motivation

State of Tennessee's Talent Management 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 lists 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

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 longterm 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

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

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

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

Talent Management Agency Roles

	Role of Executive Leaders in the Talent Management Process	Role of Senior Level Leaders in the Talent Management Process	Role of Employees in the Talent Management Process
Workforce Talent Planning	<ul style="list-style-type: none"> • Develops departmental strategies with a clear picture of departmental competencies and talent gaps • Defines roles and competencies critical to success • Identifies future gaps based on planning processes • Supports other leaders to prioritize talent initiatives and investments against the other priorities • Manages risks associated with talent 	<ul style="list-style-type: none"> • Defines critical roles and competencies needed to meet strategic objectives • Identifies talent gaps in current team • Identifies future gaps based on planning processes 	
Role and Pool-based Succession Planning	<ul style="list-style-type: none"> • Develops current and emerging leaders • Conducts and participates in talent review sessions • Shares talent and supports other leaders to share talent across departments • Monitors succession management initiatives to ensure that they are forward focused • Develops leadership pool • Monitors the health of talent pools for critical jobs/roles/skills • Supports rotational assignments • Supports stretch assignments 	<ul style="list-style-type: none"> • Develops current and emerging leaders • Assesses potential of employees • Conducts and participates in talent review sessions • Identifies and supports employees identifying career opportunities • Talks with employees about career aspirations and goals • Develops employees for future roles • Shares talent • Offers stretch assignments • Makes rotational assignments 	<ul style="list-style-type: none"> • Identifies personal and career goals • Communicates career interests and goals • Identifying development needs • Managing career development • Prepares and maintains his/her talent profile (including past work experiences, mobility, special skills, certifications, interests, et al) • Developing career through special assignments, seeking special assignments, feedback, training and development programs, etc.
Learning and Leadership Development	<ul style="list-style-type: none"> • Supports a culture of continuous learning in which risks can be taken and failures are accepted • Communicates the importance of learning and development in the department's strategy • Participates in learning and development programs • Maximizes investment in learning and development to ensure alignment to department priorities and core competency development 	<ul style="list-style-type: none"> • Participates in new employee/team member onboarding programs • Identifies development opportunities for employees • Participates in employee development opportunities • Assesses competence in the areas of knowledge, skill, and ability (K.S.A.'s) and core competencies 	<ul style="list-style-type: none"> • Creates an individual development plan to close gaps • Closes performance and competency gaps through training and development programs • Serves as a coach or mentor to others in the department where appropriate • Develops and interacts with an internal network of peers, experts and mentors

Agency 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

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

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

Workforce and Succession 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.



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 Based.

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

Role Based

Focuses on key positions which are difficult to fill or critical to business success

Pool Based

Focuses on a number of high-potential people who could move into any of several positions within the organization, sometimes called an Acceleration Pool

Succession planning helps build the bench strength of an organization to ensure the long-term health, growth and stability.

—Teala Wilson

Mission-Critical Recruiting Strategy

Mission critical recruitment strategies identify the challenges involved in attracting a high quality workforce. Using the appropriate hiring flexibilities and tools helps to attract and hire applicants who possess needed mission critical competencies for success. The goals of recruiting for mission-critical

roles and competency gap reduction are established and documented in the agency's strategic planning (or workforce planning) process. Recruitment strategies are created to maintain mission-critical competencies at the desired level using business forecasting and workforce analysis results.

Recruiting Mission-Critical Roles for Sustainability Application Tool			
Mission-Critical Roles	Ready Now	Ready 1-2 Years	Recruiting Strategy

Succession Planning Strategy

Advancing the "GROW OUR OWN" Philosophy

Agency Leadership Programs

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 leadership program is designed and delivered by SLS staff to create a learning community to meet the current and future leadership needs within the individual agencies.

Executive Branch

20 Customized Agency Leadership Programs:

- Agriculture – Commissioners Leadership Academy
- Bureau of Workers' Compensation – Leadership Academy
- Children's Services – Commissioner's Cornerstone Leadership Academy
- Correction – Commissioner's Leadership Academy
- Division of TennCare – Leadership Academy
- Economic and Community Development – Commissioner's Leadership Academy
- Environment and Conservation – Green Leadership Academy
- Finance and Administration – Commissioner's Leadership Academy
- Financial Institutions – Commissioner's Leadership Academy
- General Services – Commissioner's Leadership Academy
- General Services – Emerging Leaders Institute
- 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
- Mental Health and Substance Abuse Services – Commissioner's Leadership Academy
- Military – The Adjutant General's Leadership Academy
- Revenue – Commissioner's Leadership Academy
- Safety and Homeland Security – Commissioner's Leadership Academy
- Veterans Services – Commissioner's Leadership Academy

4 Customized Cross-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
- Criminal Justice Leadership Academy (*in design*)
 - Agriculture
 - Correction
 - Mental Health and Substance Abuse Services
 - Revenue
 - TN Bureau of Investigation
 - TRICOR
- 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
 - Veterans Services
- Tennessee Ambassador League Institute
 - Commission on Aging and Disability
 - Economic and Community Development
 - Health
 - Human Services
 - Labor and Workforce Development
 - Housing Development Agency
 - Transportation

Legislative Branch: Customized Agency Leadership Development Program:

Treasury – Treasurer's Leadership Academy

Judicial Branch: Customized Agency Leadership Development Program:

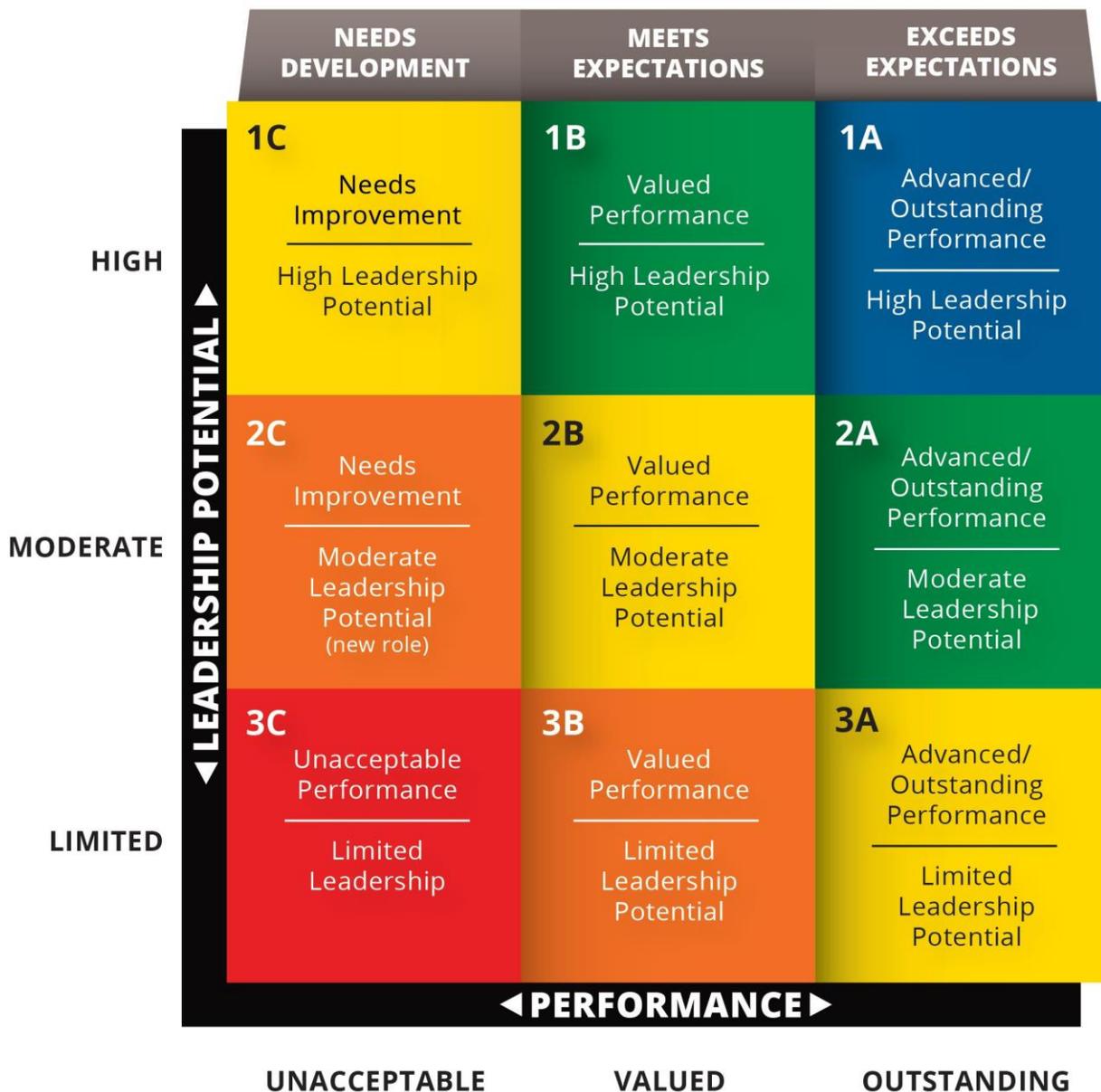
Judicial Leadership Academy

Agency Talent Management 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

Employee Engagement and Climate Strategies

Listening to employees and responding to their interests and concerns are key to effective employee engagement. It is important that organizations

regularly survey their employees to gauge how engaged they are with the organization and its mission.



According to research from Gallup on the concept of employee engagement

33% of employees are engaged

51% are not engaged

16% are actively disengaged

Disengaged employees cost the U.S. \$483 billion to \$605 billion annually in lost productivity

Climate Survey Definition

Provides a picture of the employee's perception of the work environment which includes workplace health and well-being, work-life balance, workplace safety, and workplace compliance and regulations.

Engagement Survey Definition

Provides a snapshot of how well employees are connected to their work, the organization, the mission, and co-workers.

Climate and Employee Engagement Process



How can you enhance your organization's climate and increase employee engagement levels?

Agencies engage with CLO and Director of Talent Management and Employee Engagement to initiate Survey

Measurement of engagement levels through Engagement Survey and Climate Analysis through Climate Survey

Agency leadership debriefs results with the CLO

Action planning sessions

Implementation of customized action plan to increase levels of engagement and enhance the organization's climate



Stay Interview for Retention

Conducting a stay interview is a great way to impact levels of engagement with individual employees. When a leader and an employee participate in a stay interview, it allows the leader to gain insight into challenges an employee may be facing as well as

individual strengths that could be further developed or leveraged. A stay interview will also inform a leader on what motivates and engages employees and answer why employees choose to stay with an organization.

What kinds of exposures and experiences have you enjoyed most/least and what kinds of exposures and experiences would you like to have in the future?
Which projects are examples of the kind of work you enjoy most?
What is gratifying to you about working in this organization?
What has contributed to your success in your role?
What are the challenges you are encountering in your role, and what can your manager do to help you overcome them?
What are the speed bumps you are encountering in your current role?
What is a challenge that motivates you?
How could your manager better challenge and leverage your knowledge, skills and network?
What are some of the most important steps you have taken and goals you have achieved that I may not be aware of?
What is it about your job that is most rewarding to you?
What is your dream job?
What makes for a great day at work?

PM 2.0 Training Portfolio

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. Each training workshop in the portfolio is described below.



PERFORMANCE MANAGEMENT 2.0 ON-LINE COURSE FOR ALL EMPLOYEES

Performance Management 2.0 provides employees tools for owning their performance. It teaches employees a process for documenting and tracking performance. It also teaches employees how to distinguish between work outcome statements and the competency and behavioral standards within the individual performance plan to provide a more comprehensive approach to managing their own results.



PERFORMANCE MANAGEMENT 2.0 ON-LINE COURSE FOR SUPERVISORS

The Performance Management 2.0 online course is an essential tool for supervisors to learn how to use the Edison portal to create and manage performance documents. In Performance Management 2.0 workshop supervisors learn how lead employees to achieve greater results through more communication and empowerment.



S.M.A.R.T PERFORMANCE PLANNING 2.0

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.



GET S.M.A.R.T.ER COACHING FOR HIGHER PERFORMANCE 2.0

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 Portfolio by providing tools needed to create a culture of continuous feedback and high performance.



PERFORMANCE COACHING 2.0

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.



DEVELOPING DIRECT REPORTS AND OTHERS 2.0

Developing Direct Reports is a face-to-face workshop that teaches supervisors how developing direct reports sustains a customer focused government; how developing direct reports is valuable to their team and important to sustaining a high performing workforce; and proven methods for developing direct reports.

S.M.A.R.T. Performance Planning 2.0

What is S.M.A.R.T. Performance Planning 2.0?

- 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 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 2.0?

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.

Importance of S.M.A.R.T. Performance Planning 2.0

- 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 ratings 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 to higher performance through brainstorming potential ideas for achieving ratings above Valued.
- Individual Performance Plans should have 4-6 work outcome statements.
- Work outcomes are all weighted equally.
- 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 Application Tool

SMART refers to an acronym built around the key characteristics of meaningful goals, which can be very helpful in writing performance expectations that can be used to evaluate the effectiveness of work and behaviors.

While SMART goals are generally recognized as a performance management best-practice, writing them is not easy. It takes some practice, but especially vigilance, to ensure that an employee's goals are

effective. When managers and employees know how to write SMART goals, it helps take the subjectivity out of goal setting, and ensures they have a shared set of expectations. The real aim is to specify the who, what, where, when, and why for the goal, and ensure shared understanding and expectations. All of these elements are critical for helping align goals throughout your organization. Remember, the ultimate purpose is always to help the employee, and by extension, the organization, succeed.

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?

Get S.M.A.R.T.er: Coaching for Higher Performance 2.0

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.

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

- Increases ability to coach to higher performance
- Recognizes and reinforces high performance behaviors in the workforce
- Ensures work outcomes and behavioral action steps are as S.M.A.R.T. as possible
- Provides employees the opportunity to strengthen their potential
- Promotes a culture of continuous feedback
- Establishes a culture of accountability.

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?



Rating Scale	Definitions & Key Words
N/A	Not Applicable
Unacceptable Performance	<i>Unsatisfactory</i> work outcomes
Needs Improvement	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

Performance Coaching 2.0

What is Performance Coaching 2.0?

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; thus 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

Performance Coaching 2.0

Managers who are 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.

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?"

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

Statewide Leadership Programs Led by DOHR

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 Excellence award, was created. **In 2017, HR.com ranked LEAD Tennessee 3rd worldwide for Excellence in Leadership Development Programs.**

LEAD Tennessee is a unique leadership development program that disrupts the traditional approach to succession planning! Throughout the 12-month development initiative, participants have an increased exposure and access to experienced leaders. With this type of interaction, participants gain a deeper understanding of how powerful leaders use core skills to lead and how the leadership competencies apply to real work situations, reinforcing the philosophy of learn, apply, and LEAD.

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.

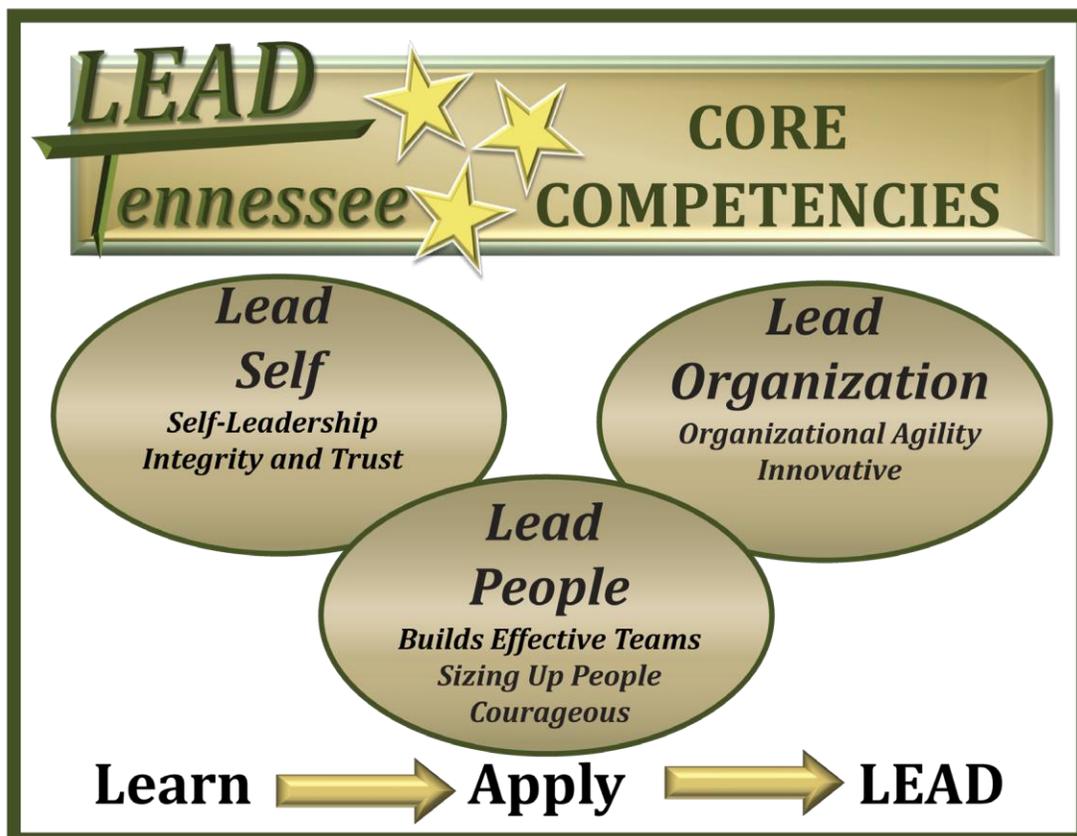
Participants learn leadership competencies through experiential learning that drives effective job performance, and from exposure and access to experienced leaders from a variety of both public and private industries. In addition, each participant is assigned to an experienced coach who assists participants 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 measure their success throughout the program.

LEAD Tennessee is designed for current leaders with state working titles of Deputy Commissioner, Assistant Commissioner, Director, Senior Project Manager, Program Manager, etc.

Program Competencies: Builds Effective Teams, Courageous, Innovative, Integrity and Trust, Organizational Agility, Self-Leadership, and Sizing Up People.

LEAD Tennessee has a pool of 1,100 graduates across multiple agencies who:

- Share language and mindset about great leadership
- Demonstrate 7 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 Developing a sense of who one is, what is one's ability, what is one's vision coupled with the ability to effectively communicate, manage emotions and model the way in reaching one's potential	<ol style="list-style-type: none"> 1. Understands personal opportunities for improvement; capitalizes on personal strengths 2. Establishes networks to stay active in the business of the organization and stay abreast of trends 3. Seeks opportunities to continuously 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	<ol style="list-style-type: none"> 1. Tells the truth regardless of the circumstances and is reliable 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

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

Competency and Definition	Behaviors
Builds Effective Teams Building teams with strong identities that apply their diverse skills and perspectives to achieve common goals	<ol style="list-style-type: none"> 1. Forms teams with appropriate and diverse mix of styles, perspectives, and experiences 2. Establishes common objectives and a shared mindset 3. Creates a feeling of belonging and a strong team morale 4. Shares wins and rewards team efforts 5. Fosters open dialogue and collaboration among the team
Sizing Up People Is a good judge of talent and can articulate the strengths and limitations of people inside or outside the organization that meets current and future business needs	<ol style="list-style-type: none"> 1. Attracts and selects diverse and high caliber talent 2. Finds the right talent to meet the group's needs 3. Closes talent gaps with the right balance of internal and external candidates 4. Projects accurately what people are likely to do across a variety of situations
Courageous Demonstrates understanding of concerns; takes responsibility and addresses them with fortitude and composure	<ol style="list-style-type: none"> 1. Identifies tough feedback situations and demonstrates ability to give clear 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, makes bold transformational changes 5. Demonstrates the ability to effectively manage conflict

Lead an Organization: *Guides overall strategic and operational direction*

Competency and Definition	Behaviors
Organizational Agility Maneuvering comfortably through complex policy, process, and people-related organizational dynamics	<ol style="list-style-type: none"> 1. Know how organizations work 2. Knows how to get things done both through normal channels and informal networks 3. Anticipates land mines and plans approach accordingly 4. Deals comfortably with organizational politics 5. Steers through the organizational maze to get things done
Innovative Demonstrates flexible thinking while producing creative thought processes; open to suggestions of others	<ol style="list-style-type: none"> 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

Statewide Leadership Programs Led 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: Composure, Dealing with Paradox, Drive for Results, Emotional Intelligence, Interpersonal Savvy, Negotiating, Political Savvy and Strategic Agility.

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: Conflict Management, Decision Quality, Managing Diversity, Managing Through Systems, Managing Vision and Purpose, Motivating Others, Presentation Skills, and Self-Knowledge.

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

- Belmont University
- Lipscomb University
- Middle Tennessee State University
- Tennessee State University
- Trevecca University
- University of Tennessee Institute for Public Service
- Vanderbilt University

Statewide Leadership Programs Led by DOHR

Accelerated Leadership Institute (ALI)



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. 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: Customer Focus, Dealing with Ambiguity, Drive for Results, Interpersonal Savvy, Learning on the Fly, Personal Learning, Presentation Skills, Political Savvy, Time Management, Written Communication

HR Master Series

HR MASTER SERIES: UNLOCKING THE DOORS TO HR LEADERSHIP



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 Mode



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.

Statewide Learning and Development Council

The Statewide Learning and Development Council is led by the Assistant Commissioner and State Chief Learning Officer Dr. Trish Holliday with the Talent Management Administrator Antonio Meeks. 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.

Development Assessments Offered by Certified SLS Staff

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.



Korn/Ferry International 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.



Development Assessments Offered by Certified SLS Staff

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.

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.”

ISTJ Responsible, sincere, analytical, reserved, realistic, systematic. Hardworking and trustworthy with sound practical judgment.	ISFJ Warm, considerate, gentle, responsible, pragmatic, thorough. Devoted caretakers who enjoy being helpful to others.	INFP Idealistic, organized, insightful, dependable, compassionate, gentle. Seek harmony and cooperation, enjoy intellectual stimulation.	INTJ Innovative, independent, strategic, logical, reserved, insightful. Driven by their own original ideas to achieve improvements.
ISTP Action-oriented, logical, analytical, spontaneous, reserved, independent. Enjoy adventure, skilled at understanding how mechanical things work.	ISFP Gentle, sensitive, nurturing, helpful, flexible, realistic. Seek to create a personal environment that is both beautiful and practical.	INFP Sensitive, creative, idealistic, perceptive, caring, loyal. Value inner harmony and personal growth, focus on dreams and possibilities.	INTP Intellectual, logical, precise, reserved, flexible, imaginative. Original thinkers who enjoy speculation and creative problem solving.
ESTP Outgoing, realistic, action-oriented, curious, versatile, spontaneous. Pragmatic problem solvers and skillful negotiators.	ESFP Playful, enthusiastic, friendly, spontaneous, tactful, flexible. Have strong common sense, enjoy helping people in tangible ways.	ENFP Enthusiastic, creative, spontaneous, optimistic, supportive, playful. Value inspiration, enjoy starting new projects, see potential in others.	ENTP Inventive, enthusiastic, strategic, enterprising, inquisitive, versatile. Enjoy new ideas and challenges, value inspiration.
ESTJ Efficient, outgoing, analytical, systematic, dependable, realistic. Like to run the show and get things done in an orderly fashion.	ESFJ Friendly, outgoing, reliable, conscientious, organized, practical. Seek to be helpful and please others, enjoy being active and productive.	ENFJ Caring, enthusiastic, idealistic, organized, diplomatic, responsible. Skilled communicators who value connection with people.	ENTJ Strategic, logical, efficient, outgoing, ambitious, independent. Effective organizers of people and long-range planners.

Tennessee Government Leadership Alumni Programs

Tennessee Government Leadership Council (TGLC)

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.



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.

Engagement Committee

The Engagement Committee is responsible for monthly Lunch and Learn with a Leader Series, Coffee with a Leader Series, and the engagement survey.

Personal Development Committee

The Personal Development Committee is responsible for the TGL Book Clubs and Toastmasters Club.

TGL Conference Committee

The TGL Conference Committee is responsible for planning the annual TGL Alumni Conference.

Black Belt Committee

The Black Belt Committee is responsible for the Leadership Black Belt Program. The primary goal is to review, approve, and award leadership belts throughout the year.

Executive Committee

The Executive Committee is responsible for the TGL Executive Dinner, TGL Gala, and the TGL Annual Report.

Tennessee Government Leadership Alumni Programs

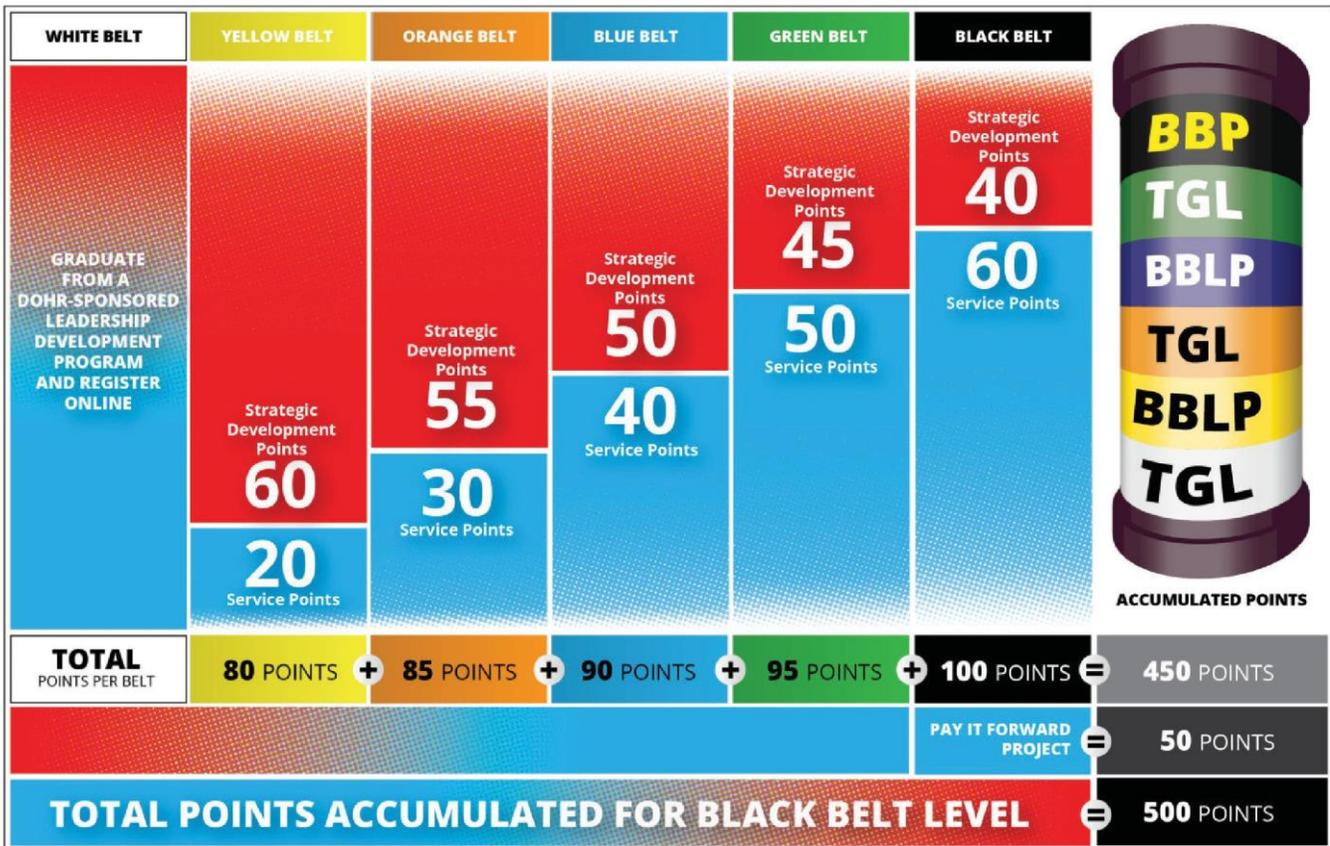
The Tennessee Government Black Belt Program (BBP)

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 graduating 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>.



Tennessee Government Leadership Alumni Programs

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 Toastmaster's 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?ww

- 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 weaknesses allows the opportunity to improve and complement each other's abilities, thus spreading a stronger wealth of competence across state agencies.

TGL Book Club

The TGL Book Club promotes the motto that "leaders are readers". This motto 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 has expanded this year to three groups across the three grand divisions 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.



Tennessee Government Leadership Alumni Programs

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.



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, DOHR 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

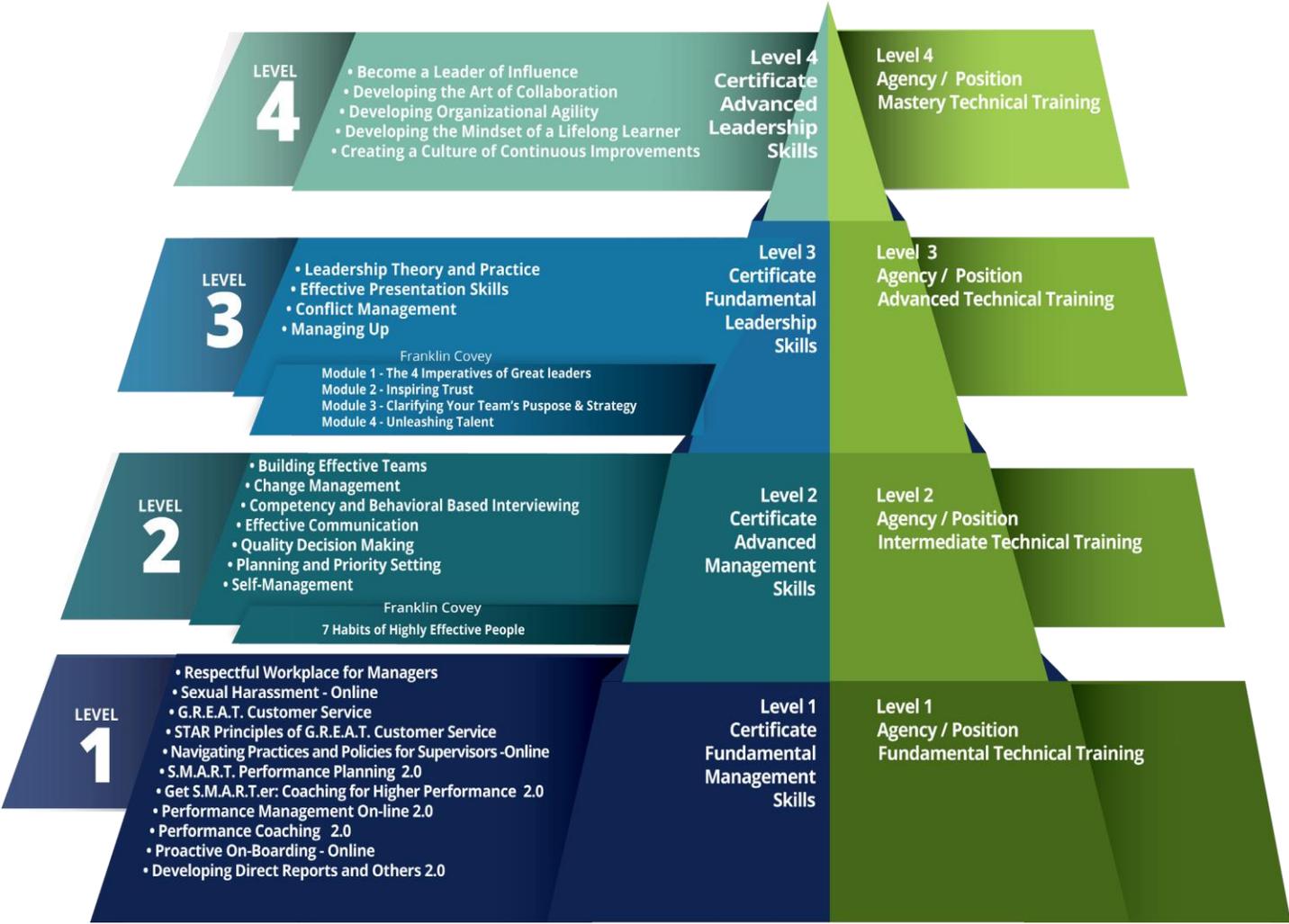
Management and Leadership Learning Pyramid

“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. Certificates of completion are awarded in sequential order. Certified agency trainers are empowered to teach managers and supervisors in their respective agencies in an effort to equip all leaders of people with the right tools for success.



Management and Leadership Learning Pyramid

Course Descriptions



Level 1 Certificate Fundamental 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 - ONLINE/MANDATORY

During this online video participants learn how to create a customer focused culture. 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.

STAR PRINCIPLES OF G.R.E.A.T. CUSTOMER SERVICE - CLASSROOM (2 HOURS) - OPTIONAL

The 5 keys to G.R.E.A.T. customer service and mission critical service behaviors for the agency are discussed in the classroom workshop. 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/MANDATORY

During this online video participants learn how to create a customer focused culture. 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.



Level 1 Certificate Fundamental Management Skills

S.M.A.R.T. PERFORMANCE PLANNING 2.0 (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 2.0 (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.

DEVELOPING DIRECT REPORTS AND OTHERS 2.0 (4 HOURS) - CLASSROOM/MANDATORY

Developing Direct Reports and others is a face-to-face workshop that teaches supervisors how developing direct reports sustains a customer focused government; how developing direct reports

is valuable to their team and important to sustaining a high performing workforce; and proven methods for developing direct reports.

PERFORMANCE MANAGEMENT 2.0 - ONLINE/MANDATORY

Performance Management 2.0 provides employees tools for owning their performance. It teaches employees a process for documenting and tracking performance. It also teaches employees how to distinguish between work outcome statements and

the competency and behavioral standards within the individual performance plan to provide a more comprehensive approach to managing their own results.

PERFORMANCE COACHING 2.0 (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.

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.



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) - 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.

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.

SELF-MANAGEMENT (3 ½ HOURS) - CLASSROOM

During this workshop, participants learn that self-development 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-development techniques to become more productive in their workplace. As a result of having attended this workshop, supervisors learn to describe how using self-development practices can make a positive impact on their team and their career.



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 - ONLINE

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 one-hour 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 - ONLINE

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 one-hour 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.

DEVELOPING ORGANIZATIONAL AGILITY - ONLINE

The mark of a successful leader in today's work environment is the ability to maneuver within an organization. During this one-hour 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 - ONLINE

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 one-hour

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 - ONLINE

Truly successful organizations have a culture that fosters continuous improvement of its workforce. During this one hour 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.

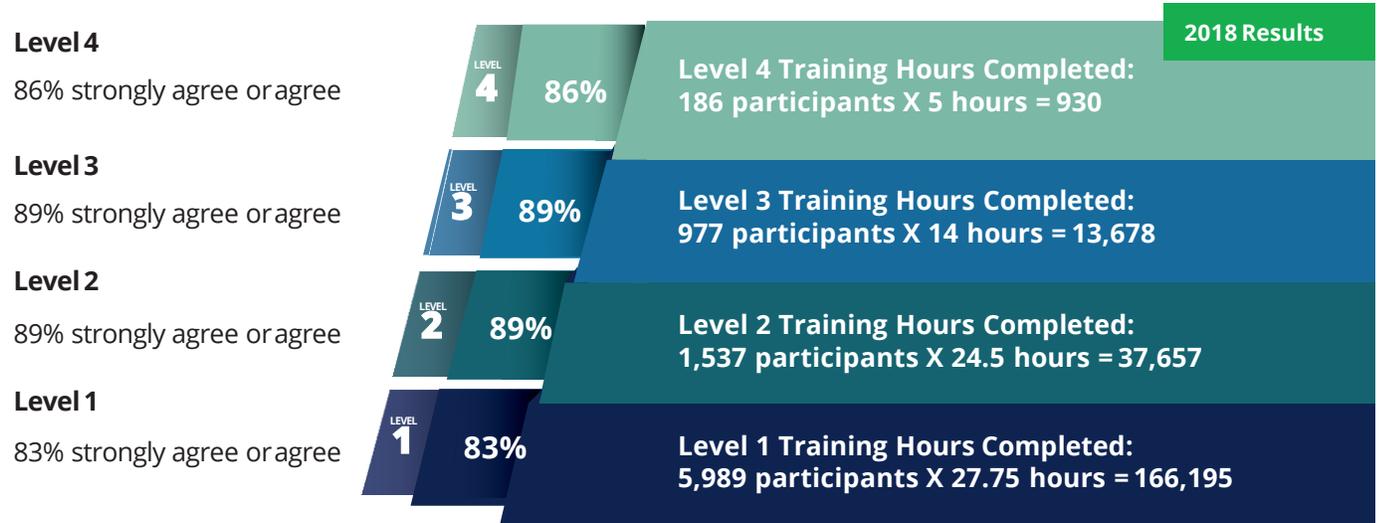
Pyramid Learning 2018 Workshop Results

Relevancy to Supervisors

Research says the number one reason why employees leave is their relationship with their supervisor. In collaboration with the Statewide Learning and Development Council, SLS implemented the Management and Leadership Learning Pyramid, an enterprise-wide learning initiative supported by LDC to help state supervisors improve their relationships with their team. The Learning Pyramid is a four-level

certificate program for all State supervisors with 28 learning modules representing 90 learning hours offered to all agencies at no charge.

There are 7,800 supervisors in State government who are participating in the Management and Leadership Learning Pyramid working toward a goal of 100% Level One completions.



Additional Supervisor Development Workshops

ALTERNATIVE WORKPLACE SOLUTIONS (AWS) LEARNING PORTFOLIO

Within the various training modules in the AWS learning portfolio, participants will examine the benefits and challenges of the alternative workplace along with discovering best practices for building alternative workplace teams. Topics within the different courses are personnel management requirements for AWS teams, the Tennessee State AWS policy, and best practices designed to build stronger communication, increased engagement and strengthen performance among AWS team members.

The various training courses explore specific facets of performance management and coaching within the different types of AWS working environments. Upon completion of the training courses, participants will clearly understand what AWS means, the key benefits and challenges of implementing alternative workplace strategies, and best practices for increasing employee engagement, communication, and productivity as AWS team members.

Mandatory training for everyone participating in AWS:

- AWS Awareness Information for Supervisors – **ONLINE**
- AWS Awareness Information for Employees – **ONLINE**
- Change Management for Supervisors – **CLASSROOM**
- Effective Communication – **CLASSROOM**
- Teaming and Engaging in the AWS Culture for Supervisors – **CLASSROOM**
- Change Leadership for AWS Supervisors – **CLASSROOM**

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 STAGES OF DEVELOPING HIGH PERFORMING TEAMS - CLASSROOM

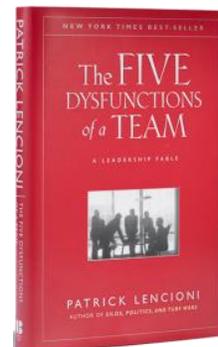
The world of work is a team sport. However, effective, high-performing teams are built in stages, not all at once. This facilitated experience will help teams set the ground rules for how the team will operate, understand

the dynamics that make up that team, and what behaviors are evidenced at various stages of team-building.

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.



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.

SUPERVISOR ESSENTIALS - CLASSROOM

Building effective supervisory skills that can help you and your agency succeed starts with this 2-day highly interactive, micro learning approach, skills workshop. Supervisor Essentials introduces the Six Foundations of Managing People. Each foundation introduces supervisors to foundational practices and policies for

managing others and the moment of impact explores the skills necessary for success. This workshop ensures supervisors are grounded in the essentials which make a positive difference for themselves, their teams, and the State of Tennessee.

All Employee Learning and Development Workshops

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.

G.r.e.a.t Customer Service (3½ 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.

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.

PerFormance ManAgement 2.0 For EmPloyees - Online/Mandatory

Performance Management 2.0 provides employees tools for owning their performance. It teaches employees a process for documenting and tracking performance. It also teaches employees how to distinguish between work outcome statements and

the competency and behavioral standards within the individual performance plan to provide a more comprehensive approach to managing their own results.

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

All Employee Learning and Development Workshops

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 Staffface-

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

Pre-Supervisory Development: Is this For me? - Classroom

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.

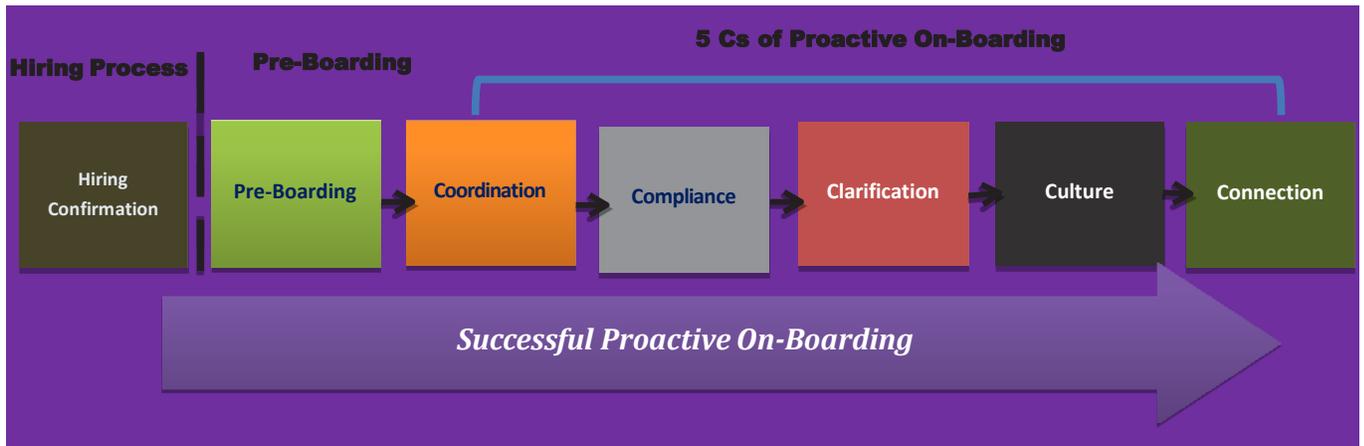


Proactive On-Boarding: Creating a State of Success

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.



Five Cs	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.	<ul style="list-style-type: none"> ■ HR, Edison, OIR and Benefits working to initiate key functions ■ Managers working with existing employees to prepare for the newly hired, transferred or promoted employee's transition
Compliance	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.	<ul style="list-style-type: none"> ■ 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).	<ul style="list-style-type: none"> ■ 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.	<ul style="list-style-type: none"> ■ Mission, Vision, Values ■ Communication Styles ■ Organization Structure ■ Organization History ■ Three Branches of Government <ul style="list-style-type: none"> • Executive • Judicial • Legislative
Connection	Establishing interpersonal relationships and information networks for social integration into the government, agency, division, and business unit.	<ul style="list-style-type: none"> ■ Opportunities for networking both inside and outside the agency ■ Introductions to co-workers, managers, senior management, and executive leadership ■ Introductions to key stakeholders, internal and external customers

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)
- ADA (Americans with Disabilities Act Amendments Act)
- USERRA (Uniformed Services Employment and Reemployment Rights Act)
- ADEA (Age Discrimination in Employment Act)
- Workplace Safety

Pillar 3: The Role of Human Resources in the Public Sector

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 Interview Skills
- Applications and Announcements
- Orientation and On-boarding of Employees
- Classification and Compensation
- Separations – Voluntary and Involuntary





Department of
Human Resources

Tennessee Executive
Assistant Leaders

Executive Assistant Conference



Tennessee Executive Assistant Leaders

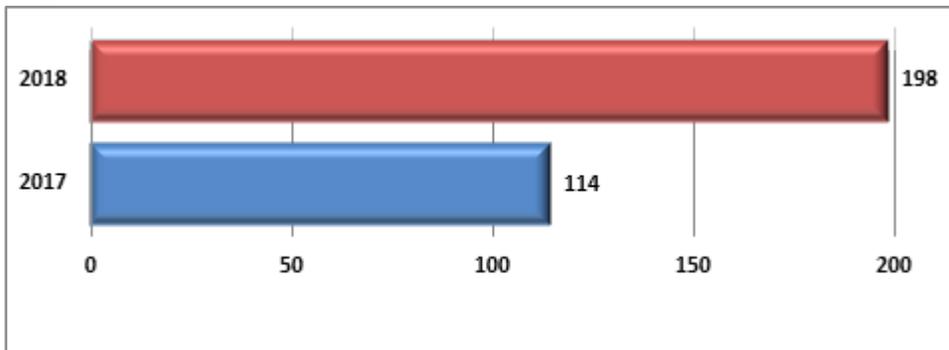


Mission: To Empower, Equip and Educate the community of Assistants who are Leaders in Tennessee State Government.

TN Department of Human Resources Tennessee Executive Assistant Leaders



Executive Assistant Conference
Number of Attendees



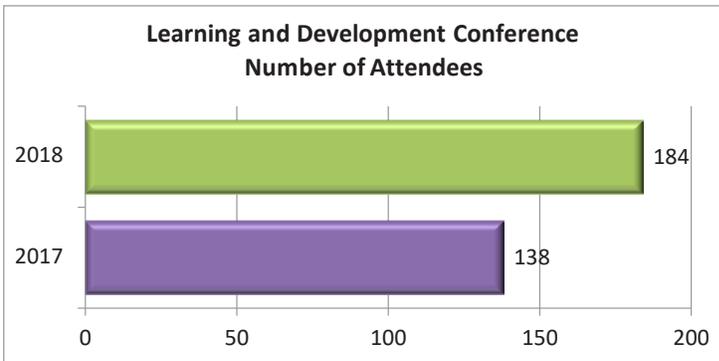
2018
100% Overall
Conference
Effectiveness
Rating

Learning and Development Conference

“Learning Facilitator to Learning Leader”

The Learning and Development Conference is the signature event of the statewide Learning and Development Council (LDC). The council helps to ensure a seamless, strategic approach to learning and development enterprise-wide. The council is made up of the persons

responsible for the learning and development in each agency of the Executive Branch. A significant outcome of the council was the recognition of the need to raise the level of expertise in delivering learning workshops to state employees through the How to Facilitate Certification.



2018
100% Overall
Conference
Effectiveness
Rating

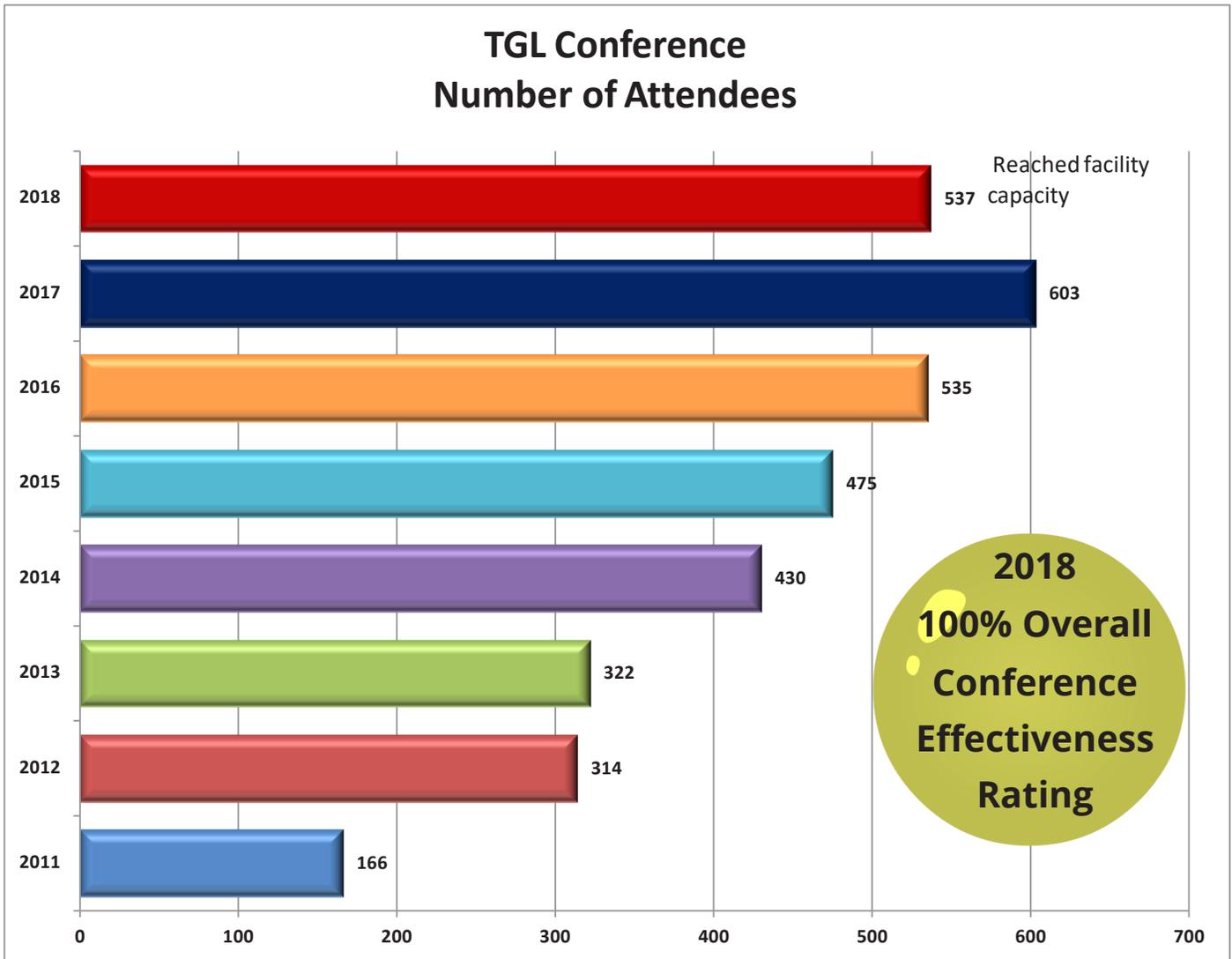




Tennessee Government Leadership (TGL) Conference

Inspired by the State’s commitment to recruit, retain, and reward top talent, the TGL Conference is designed to bring insights and ideas on how to lead in the public sector.

The conference offers leaders the opportunity to gather new insights, network with peers, exchange ideas, and re-energize as an enterprise leadership community.

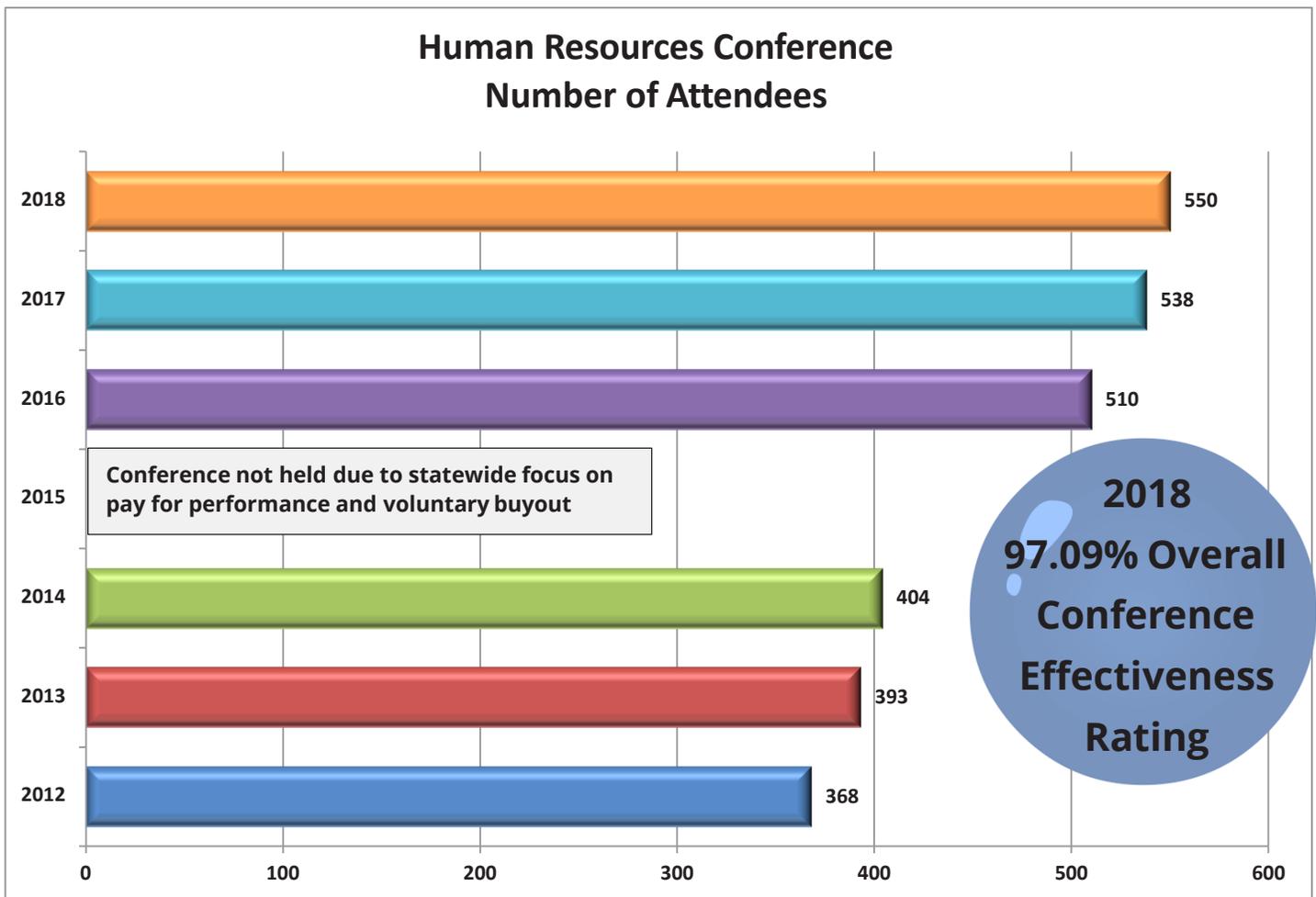




Human Resources Conference | *Walking the Talk*

The HR Conference features exciting and motivating learning and development sessions and a lineup that develops HR professional skills, improves the ability to connect with like-minded HR professionals, and creates an environment to succeed in the public sector! The

conference is designed to highlight career development as an HR professional in public service, and establish relationships within the HR community while placing a focus on equipping individuals to lead both now and in the future.





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.



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



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