

Create a Systematic Employee Development Process

AQIP Project



Final Report

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Goal 1 of Michigan Tech's strategic plan is to attract, retain and support a world-class and diverse faculty, staff and student population. A subgoal states that the University will provide an outstanding professional and cultural environment for all members of the Michigan Tech community, supporting professional development and collaborative activities. Moreover, it is important to the mission and vision of the University to have employees who are prepared to meet the needs of students, departments and the institution as a whole.

To address this goal, the purpose of this project was to develop, implement and continuously evaluate a system that supports and encourages professional development and provides all employees with opportunities to improve their knowledge, skills and abilities. It was anticipated that employee development will result in better service to students, faculty and staff and improved departmental operations.

This project identified several needs and developed and implemented multiple training programs to systematically improve employee development.

a. Supervisor Training

Human Resources instituted required Supervisor Training for all staff supervisors. The series includes six modules – Services and Functions of HR and Affirmative Programs, Bullying/Generational Differences and Violence Prevention (Second City), Recruiting and Hiring, Maximizing Performance, Day-to-Day Supervising, and Continuous Improvement Using Lean Principles. It is expected that supervisors will complete all six modules within two years.

Vice Presidents, Deans, Directors, and academic department Chairs are invited to a one-hour overview session so they know what is being covered in each of the training sessions. To date, of the 147 staff supervisors, 110 attended module 1 and 130 attended module 2 of the Supervisor Training.

Since the first phase of the Supervisor Training project was to focus on Human Resources policies, procedures, and practices, the department partnered with the Affirmative Programs, as well as other departments (Center for Diversity and Inclusion, Office of Institutional Diversity, Dual Career Office, and Career Programs) in the planning and implementation of the training sessions.

Feedback has been collected from participants in the Supervisor Training sessions to focus on continuous improvement, both in delivery and material presented. Those who have attended sessions have a better understanding of the HR hiring process and the I-9 form compliance

We will continue with offering mandatory staff HR/Affirmative Programs Supervisor Training, as well as facilitating the sharing of best practices among departments relative to decentralized HR efforts. We will also develop additional sessions for supervisors to assist with other aspects of supervision, such as team building, delegation, time management, conflict management, customer service, etc. as resources allow.

Human Resources has developed an effective process for the development and delivery of sessions offered as part of the Supervisor Training series.

b. Professional Development Program

The eight-person cohort of the first Professional Development Program completed the 21-month training. In March of 2010, the program was launched in order to prepare individuals to step into the role of departmental coordinators or executive assistants to aid in succession planning. A second cohort is slated to begin in late 2012 or early 2013. Individuals from more than 25 departments across campus were involved in the delivery of Professional Development Program sessions. One of the goals of the program was to provide participants with broad vision of what departments do and how they work together to achieve the mission of Michigan Tech. See a more detailed discussion of the Program below.

c. Human Resources Transactional-Related Processing and Compliance Training

HR has instituted training for Electronic Personnel Action Forms and Form I-9 (Employment Eligibility Verification) for personnel in academic and non-academic departments. We will continue to offer processing and compliance training sessions for new employees and advance training as needed.

d. Getting to Know You/Keeping It All Together/HR Creating Connections

In order for departments on campus to become more familiar with Human Resources and associated processes, informational sessions were held to introduce departmental HR contacts to staff and provide procedural and policy updates on changes that have taken effect and reported on accomplishments of HR, along with next steps and upcoming changes. We will continue to offer sessions for departments across campus.

e. Supervisors of UAW employees

The Vice President for Administration provided informational sessions to supervisors of UAW employees about changes to the contract that impact supervision. We will continue to offer sessions for supervisors as changes are made to the contract.

Since resources are now available within Human Resources that are dedicated to providing training to employees, a standard rotation of HR offerings will be developed.

The original plan for the Professional Development Action Project was to develop a systematic employee development process. About six months into the project, it was determined that the scope of the project was too large and varied to take on without additional resources. At that point, the project was scaled back to focus on supervisor training since that appeared to be the area of greatest need based on a survey that had been conducted in 2009. It was hoped that a Leadership Academy (to also aid in succession planning) would be developed but resources are not currently available to move this forward.

PROFESSIONAL DEVELOPMENT PROGRAM

In March of 2010, Michigan Tech's Executive Team was informed that a development program was being launched in order to prepare individuals to step into the role of departmental coordinators or executive assistants to aid in succession planning.

Purpose of the Program

The purposes of the program were to:

1. Work with current coordinators and assistants to discover what duties and expectations are
2. Determine skills needed and share with cohort
3. Provide cohort with an introduction to departments on campus with whom they would likely interact

Program Applicants

Entrance to the program was through an application process. Those interested in the program were required to submit a one-page resume, an application, and two references. Criteria were established for selection; the union was part of the selection process. 24 applied; 10 were accepted into the program.

Selected program Participants

Shannon Brodeur, VanPelt and Opie Library
Alane Isaacson, General Athletics
Amie Ledgerwood, Geological and Mining Engineering and Sciences
Patti Myllyoja, Rozsa Center
Renee Ozanich, Human Resources
Lois Sedar, Student Development Complex Facilities and Operations
Ginger Sleeman, Housing and Residence Life
Alexis Snell, Chemical Engineering
Heather Suokas, Graduate School
Danielle Treadeau, Alumni Relations

Participants who completed the program

Shannon Brodeur, Kinesiology and Integrative Physiology
Alane Isaacson, General Athletics
Amie Ledgerwood, Geological and Mining Engineering and Sciences
Patti Myllyoja, Rozsa Center
Renee Ozanich, Human Resources
Lois Sedar, Athletic/Recreation Facility Operations
Ginger Sleeman, Housing and Residence Life
Heather Suokas, Graduate School

To develop a strong curriculum, a survey was sent to members of the Executive Team and selected directors and department chairs to determine what they felt was important to have covered over the course of the program (see Appendix A). The purpose of the survey was to identify what areas should be developed. This information was instrumental in determining the curriculum for the program.

A 'get-to-know' you session was held September 2010. Regular sessions were held monthly October 2010 – July 2011 and September 2011 – May 2012. Session topics follow.

Date	Topics	Speaker
October 2010	Getting the most out of your student employment experience	Theresa Coleman-Kaiser Heidi Reid Ernie Beutler
	Functional Supervision	Ellen Horsch
November 2010	Principles of Quality Improvement using Lean Principles	Wendy Davis Bonnie Roth Laura Harry
December 2010	General information about higher education accounting and budgeting in departments	Sue Laajala Julie Hendrickson Mary Ellen Stevens
January 2011	Business Writing	Dennis Walikainen Kara Sokol
	How to write professional biographies	Ann Kitalong-Will
February 2011	Presentation skills and introduction to PowerPoint	Becky Christianson
March 2011	Presentations by participants	
April 2011	Public Safety and Police Services	Dan Bennett
	Counseling and Wellness Services	Don Williams
May 2011	<i>Canceled due to power outage in community</i>	
June 2011	Human Resources Overview	Anita Quinn Bobby Escobar Renee Hiller Bonnie Roth Gina Engler-Burton Tim Scullion Becky Christianson
July 2011	Dean of Students Office	Gloria Melton
	Alumni Relations	Brenda Rudiger
	Important things for an Executive Assistant or Department Coordinator to know	Ellen Horsch
September 2011	Facilities Management	John Rovano
	Accounting Information Systems – Banner and Oracle reporting	Bobbie Dalquist
	Registrar's Office	Theresa Jacques
October 2011	Working with others in the office – personality inventory	Jim Turnquist
	Conducting internet research and benchmarking	Becky Christianson
November 2011	Presentations by participants	
December 2011	Panel discussions with current Coordinators/Executive Assistants	Patty Asselin Mary Ellen Stevens Michele Wirtanen Julie Hendrickson Allyson Jabusch Paula Zenner
January 2012	Student Affairs	Student Affairs staff
	Advancement	Shea McGrew
February 2012	Government Relations, Board of Control, and Risk Management	Dale Tahtinen Janet Hayden

	Sponsored Programs	Sponsored Programs Staff
	FERPA	Theresa Jacques
March 2012	Important Topics	Ellen Horsch
April 2012	Resumes, Cover Letters and Interviewing Skills	Becky Christianson
	Improving Workplace Communications	Becky Christianson
May 2012	Graduate School	Nancy Byers-Sprague
	Affirmative Programs	Jill Hodges
	Faculty Hiring Process	Renee Ozanich

Participants were expected to complete homework – read articles appropriate to the topic(s) covered/kind of work and/or situations participants could expect in the future and answer questions and share their thoughts on the articles. The first assignment was to write a Professional Development Plan. These Plans were regularly reviewed by participants over the course of the program to determine what changes needed to be made. Participants also requested to have sessions that included public speaking. The curriculum was modified to provide each participant with the opportunity to make two formal presentations with PowerPoint slides. They also completed business writing exercises and activities. Participants completed an evaluation form at the conclusion of each session and results were compiled and reviewed.

Required Reading (Articles)

- Continuous Improvement Using Lean Principles – “Bringing Lean to the Office”
- “10 Truths about Multi-Tasking”
- “10 Common Time Management Mistakes”
- “Great Executive Assistants”
- Articles selected by group members
- “15 Steps to Cultivate Lifelong Learning”
- “Career direction”
- “Eight common goal-setting mistakes”
- “Get ready for promotion”
- “Active listening”
- “Assertiveness”
- “Building Self-Confidence”
- “How Self-Confident Are You?”
- “The Cost of Bad Project Management”
- “How to Run a Successful Project”
- “Do People Trust You”
- “Career Plans are Dangerous”
- “Backtiming”
- “14 Lessons from Benjamin Franking about Getting What You Want in Life”

Final thoughts from participants

- Great, great, great program! I’ll miss it – thanks for the opportunity
- Thanks.
- This has been a priceless opportunity and I have gained years of knowledge in a 2-year timeframe.
- Can’t believe this is it. This opportunity has been wonderful; I learned a lot about myself, different areas of the University and gained self-confidence. It will be exciting to see where everyone ends up. Even though the homework was dreaded, all the articles were beneficial. A faculty member recently asked if we’ve done a lot of writing as he thought mine had improved.

- It went fast! It was a great program and I learned a lot. The friendships we've made will last a long time.
- This was a great experience! This class will be missed. It is hard to believe how fast the time went. I learned a lot and have developed professionally from this experience. I am excited to continue learning.
- What a wonderful experience! Thank you for this opportunity of growth. I can honestly say that I learned something at every single session and appreciate the time that everyone took to help us develop professionally.
- The time spent in this class has been enjoyable and very beneficial. I've learned so much and feel that I've grown in my position. I've made friendships in this class and I will definitely miss everyone! I hope there will be another group selected and if I can be of any help with that, please let me know. I truly appreciate this opportunity and promise to use the knowledge I've gained.

As facilitator of the program, I saw growth in all of the participants, in the questions they asked, in their writing and presentations, and in their professional demeanor. There isn't much I would change for subsequent cohorts.

Appendix A – Executive Survey

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	Ave	# of Resp
Budget management	4	1	3	2		4	8	10	2	1	1	3	1	5	5	3	2	4	1	5	5	2	9	2	3		4	3		1	3	5	3	3.50	30	
Customer service	7	2	1	1	2		2	8	5	8	6		8	10	2	6	2	3	10	6	1	10		4	6	1	5	8	7	3	4			4.93	28	
Problem-solving skills	6		5	9	6	3	8	2	5			7	2	2	2	7	5	7		2		9	5	7	6	6	1	6	10	10	6	7	7	5.59	27	
Organizational skills		6		2	5	10	10	3	8		6		8	4	9	3	6	1	3		3	2	6	2	6				2	4	6	4	4	4.92	25	
Administrative support			1	3				6	1	6	2	4	6			1	3	5	2		1	4	3	4		3	7	4	1	2	2	2	3.17	23		
Conducting research	8	10		5	7		5			3	3	4	1		7	6	5	4		7	6	7	5					2	6	3	5	7	5.27	22		
Project management	7		6				4		7			2	9	1	1	8		8	4	1		7	1	8	2	7	3			5	6	9	5.05	21		
Critical thinking	9		3	4	8	2	1	1		6	2		5	10	3	8			10	8			4	1		9				9	5	5.40	20			
Time management	5	3		8	10			6	3		8	5	3				9	7		10			4	8			5	5	7	7		6	6.26	19		
Business writing					4	6	7	1	5	4				4	7				1		7	3	3					9	2	4	10	8	5.00	17		
Management/Supervisory			4	7	4	9	3				3		8	4					9	4						10	4		9	9	2	1		5.63	16	
Business skills					9	8		5	9	4		10	5	6					9						8	3			8	3		1	6.29	14		
Dealing with difficult people	10	5		6		7	7	10				9													3	5	10		7	9	9	10	7.64	14		
Embracing change	3	2	8				9					9	7			10					8	10	7	10	6					8			7.46	13		
Stress management		9									7					9				9	10					7	5	10	8			8	8.20	10		
Helping others bring new people on board	4	7	10		6		7	9		6									8						8								7.22	9		
Working with students		8	1						10	10									6	6						1	8						6.25	8		
Leadership			9			5	9																	6	5								6.80	5		
Planning for the future																			5	9						9	10				10	8.60	5			
Integrity	2																														1	1.50	2			
Ethics	1																																1.00	1		
NCAA Compliance Procedures				1																														1.00	1	
Accounting/Budget Policies & Procedures																											1						1.00	1		
Faculty appointments - policies/procedures																											2						2.00	1		
Academic processes/univ policy (general intro)								4																									4.00	1		
Understanding curricular matters																	8																8.00	1		
Fundraising - supporting role																										8							8.00	1		
Working with Registrar																	9																9.00	1		
Coaching			10																														10.00	1		
Multi-tasking												10																					10.00	1		
Research Accounting																	10																10.00	1		