

# **Initiative White Paper / Budget Request Form (at)**

## **Goal Six Initiative Three**

### **Introduction/Background – What will you do?:**

**Action:** Continue offering NEW (New Employee Welcome) Orientation

The ISUNEW (New Employee Welcome) program was implemented on January 3, 2011.

### **Proposal/Purpose/Justification – Why will you do it?:**

The purpose of the NEW (New Employee Welcome) orientation program is as follows:

- Exposes staff to the big picture of how the University operates
- Provides staff with an understanding of the value of their role within the University and of their contribution to the Mission, Vision, and Values
- Provides staff an opportunity to become more involved and connected to the University
- Fosters increased communication across departments and divisions
- Leverages new perspectives in generative new ideas and solutions for the University
- Promotes employee engagement

The orientation program is important for the employee's successful transition into the Indiana State University campus community and culture. A well-planned and executed orientation will result in a better understanding of what is expected of the employee, supervisor, department, and University.

### **Work Plan – Action Steps –**

#### **How will you do it – brief work plan – please point to Benchmark Goals?**

New employees and their supervisors are sent surveys to gain feedback on their satisfaction with the new orientation program. The new employee is surveyed at the conclusion of the orientation, and during their 60-day follow-up meeting with Human Resources. Additionally, the supervisor is sent a survey during the same time. This will help us determine over time if the program was beneficial in:

- Decreasing turnover
- Decreasing anxiety
- Decreasing recruiting and training costs
- Increasing productivity
- Increasing employee morale
- Increasing positive employee commitment

The above factors should indicate a positive correlation in reaching the University's employee retention goal of 60% of staff after 6 years of service as outlined in the University's benchmark initiative.

### **Reporting and Deliverable Schedule – When?:**

In FY 2012-2013 we will continue to employ the following action items:

1. Distribute surveys to obtain feedback to measure the effectiveness of the NEW Orientation program in the workplace and to determine if the program is producing the intended results.
2. Collect, evaluate and measure the data to assess the NEW program.

3. Make necessary modifications based on feedback from supervisors, new employees, and collaborative partners.

### **Budget – How Much will it cost?:**

The following budget request for FY 2012-2013 with an estimated 200 new employees (not including Faculty):

Fact Finder Binder Costs for 200 Employees - \$2,500.00

Food (light breakfast items and lunch) - \$3000.00

Total amount requested for NEW (New Employee Welcome) program: **\$5,500.00**

### **Management Plan – Who (by name if possible) will do the work?:**

Scott Walden; Training and Development Specialist

Graduate Assistant (currently open position)

Erica Myers; Employee Relations and Training and Development Specialist

Beatrice Momyani; Recruiter

Linda Overby; Recruiter

Currently Open; Director of Affirmative Action

Elonda Ervin; Director of Diversity

Candy Barton; Director of Staff Benefits

Missy Hawthorne; Payroll Assistant Manager

Tami Weinzapfel-Smith; Director of Employee Relations, Employment, Immigration, and Training and Development

### **Outcome Assessment & Future Testing – How well did we do?**

#### **How will we know that we have moved us toward our benchmarks goals?**

There have been 139 new employees that have participated in the New Employee Welcome program since July 2011. We have retained 97% of those new employees. The University's benchmark goal is retaining 60% of staff after 6 years of service.

**\*\*Note for Future Testing:** The focus of our FY 2012-2013 training will be in enhanced employee development programs. We are focusing our resources this year on ISU Supervisor Certification, Management Leadership programs, and the implementation of new program developments such as Basic Computer Skills Training (in collaboration with BCOE) and General Education Diploma (GED) certification. This level of program enhancements will allow us to further develop our current employees for retention and future promotion possibilities.

## **Budget Narrative for Goal 6 Initiative 3**

**1.**

**2.**

**3.**

**4.**

**Etc.**

**DRAFT**

# Initiative White Paper / Budget Request Form (at)

## Goal Six Initiative Three

### Introduction/Background – What will you do?:

**Action:** Continue implementation of the Training and Development Curriculum.

The Professional Development and Supervisor Certification course curriculum for FY2012-2013 includes:

**Effective Discipline** - Introduces you to learning effective techniques for addressing problem behavior. Using communication skills, you will learn how a manager works to preserve the individual's self-respect and encourage the best kind of discipline - self-discipline.

**Essential Skills of Communicating** - Helps you learn the latest techniques in developing effective communication skills-improving their performance and increasing the productivity of the team and the organization.

**Essential Skills of Leadership** - Focuses on building a foundation that enables team leaders to manage their team toward to a shared goal: achieving the organization's strategic objectives. Throughout the workshop participants will review case studies, participate in group discussions, practice new skills and receive immediate feedback.

**FMLA/ADA/Workers Compensation Overview** - As a supervisor, or potential supervisor of the University, you are responsible for knowing basic legal information that may affect your employees' well-being. This course gives you a brief policy overview of three very important topics to help you make necessary decisions and act accordingly to the immediate needs of your employees.

**Sexual Harassment and Diversity in the Workplace** - Indiana State University has long been committed to the principles of nondiscrimination and is firmly and unequivocally committed to the creation of a culturally diverse community. In preventing discrimination, The Offices of Affirmative Action, Diversity and Human Resources strive to provide the ISU community with proactive training and tools that eliminate potential harm and prevent workplace disruption.

**Sycamore Service; ISU's Approach to Exceptional Service** - In this ISU exclusive customer service course, you'll learn ways to instill your team with a sense of pride and passion that is certain to help exceed expectations. Quality service is an aspect of business integral to our University, and that's because we all share a common trait: every one of us has needs, wants, and emotions. The ability of your employees to anticipate and react to these traits is a major step towards providing great quality service. Topics covered include: Leadership Excellence, Vision, Structure and Process, Involvement and Partnering, Commitment, Organizational Culture, ISU's Quality Standards, and the Customer Approach.

**Supporting Change** - Helps you learn to understand and to interpret change. By understanding it, managers can more clearly communicate change to their team. This clear communication helps to reduce misunderstanding and anxiety. It also helps the change initiative gain acceptance more quickly - minimizing lost productivity and decreased performance.

**Coaching Job Skills** - Designed to help you learn how to effectively coach individuals through a process of observation, analysis and communication. By carefully planning one-on-one discussions, managers can have the greatest impact and gain individual commitment to achieving results.

**Communicating Up** - Learn the importance of effective communication as a leader so that a desired result is achieved with your team.

**Delegating** - Helps you master the skills needed to effectively assign work to others. By clearly communicating expectations and encouraging participation and involvement, you can use delegating to develop team members' skills and abilities.

**Developing Performance Goals and Standards** - Unless managers and team leaders are successful in spelling out the organizations specific goals, their team members are not going to know how to meet those objectives. This module shows trainees how to establish specific, measurable, attainable, results-oriented, and time-framed performance goals. It then illustrates the steps that gain team member agreement and commitment to those performance goals.

**Discovering Diversity Mastery Profile** - Designed to help individuals look honestly at themselves to identify attitudes and behavior that stand in the way of teamwork, the Discovering Diversity Profile provides a safe way to explore the complex, powerful issues surrounding diversity.

**Improving Work Habits** - Helps new leaders learn to clearly and specifically communicate the nature of the problem. It provides a process for working with the individual to develop a plan for addressing the issue while maintaining self-esteem.

**Managing Complaints** - As the leaders on the front line, managers and team leaders are often the first to hear team member complaints. Though sometimes they may seem unimportant, each complaint should be addressed and resolved. This module shows how to resolve simple complaints and identify the hidden agendas that so often underlie the chronic grievances.

**Providing Performance Feedback** - This module shows the way evaluation is done by the experts. First, relevant performance standards are established. Then the team member's own performance evaluation is solicited. This accomplished, the stage is set for a summary evaluation that will be clear and credible to the team member.

**Time Mastery Profile** - Time Mastery Profile is a unique tool that provides people with a complete, self-directed assessment of their current time management effectiveness. Learners then use the built-in workbook as a framework to develop customized strategies for skills improvement

The majority of these courses can be experienced in the classroom setting or in an e-learning format that can be accessed from any computer.

## **Proposal/Purpose/Justification – Why will you do it?:**

Our training and development programs are designed to improve individual and organizational performance in addition to assisting Indiana State University in achieving its overall institutional goals. These programs are designed to assist employees in gaining greater knowledge of the university's operations and how their work affects the university's mission, vision, and values.

## **Work Plan – Action Steps –**

### **How will you do it – brief work plan – please point to Benchmark Goals?**

All employees are surveyed at the conclusion of a training workshop. This will help us determine over time if the program was beneficial in:

- Decreasing turnover
- Decreasing recruiting and training costs
- Increasing productivity
- Increase customer service levels

- Increasing positive employee commitment
- Decrease in employee relations issues

The above factors should indicate a positive correlation in reaching the University's employee retention goal of 60% of staff after 6 years of service as outlined in the University's benchmark initiative. Furthermore, by offering this curriculum, we will reinforce the University's commitment to enhance the ability to recruit and retain great faculty and staff in order to realize its goals and fulfill its mission.

### **Reporting and Deliverable Schedule – When?:**

In FY 2012-2013 we will continue to employ the following action items:

- Evaluate training needs assessment survey results and analyze data
- Meet with Training and Professional Development Advisory Committee to discuss data results
- Training program delivery
- Launch the Passport Program and Training and Development curriculum to the ISU community
- Work with campus partners to facilitate and promote various training programs within the curriculum

### **Budget – How Much will it cost?:**

The following budget request for FY 2012-2013 with an estimated two blended learning (e-learning and classroom training) classes per month:

Estimated Training Program Costs - \$50 (workbooks, materials, etc.) for 25 employees per class x 2 classes per month = \$30,000

Food (light breakfast or snacks) - \$1,500

Total Amount Request for Training Program Costs = **\$31,500**

### **Management Plan – Who (by name if possible) will do the work?:**

Scott Walden; Training and Development Specialist

Graduate Assistant (currently open position)

Erica Myers; Employee Relations and Training and Development Specialist

(Currently Vacant); Director of Affirmative Action

Elonda Ervin; Director of Diversity

Candy Barton; Director of Staff Benefits

Jon Glick; Controllers Office

Tami Weinzapfel-Smith; Director of Employee Relations, Employment, Immigration, and Training and Development

Other training partners as needed

### **Outcome Assessment & Future Testing – How Well did we do?**

### **How will we know that we have moved us toward our benchmarks goals?**

There have been 811 employees that have participated in the Sycamore Service program since its implementation in February 2011.

In addition to Sycamore Service, employees have participated in other various training workshops offered by the Department of Human Resources, such as Staff Council Grievance Training, Webinar Wednesdays, and ATS Performance Evaluation Training.

To assist in the continued development of our employees, we are requesting additional resource dollars in the following areas:

1. Customer Service- To develop a follow-up customer service class called; “Sycamore Service Too!”. This program will reinforce the need for superior service that we provide for our internal and external customers.
2. Supervisor/Leadership- To increase participation in the Supervisor Certification program by offering more opportunities to take additional courses in the traditional classroom setting and E-learning (online) format.
3. Basic Computer Skills/GED – We will be collaborating with the Bayh College of Education to offer employees an opportunity to learn basic computer usage skills. In the future, we will be requesting funding to develop a scholarship program to assist employees in obtaining a General Education Diploma (GED). We have a volunteer student working on the research on this program during the summer 2012 session.
4. Graduate Assistant- We have requested a Tuition Fee Waiver and Stipend for a Grad Assistant who has a concentration in analytical curriculum. The GA will act as a supplemental resource to continue research, development, and implementation of the GED program. The person will also help in the development of other programs to meet our benchmark goal. We did not use a Graduate Assistant this past fiscal year. We anticipate at least \$3,000 of this past years budget being utilized to pay for a student we have working over the summer. They are doing research on the Sycamore Service Too! Program.

At the conclusion of FY2012-2013 we will analyze the data to determine if our work is making a positive impact on the University’s benchmark goal in retaining 60% of staff after 6 years of service.

### **Budget Narrative for Goal 6 Initiative 3**

**1.**

**2.**

**3.**

**4.**

**Etc.**

# **Initiative White Paper / Budget Request Form (at)**

## **Introduction/Background – What will you do?:**

**Action:** Continue offering NEW (New Employee Welcome) Orientation

The ISUNEW (New Employee Welcome) program was implemented on January 3, 2011.

## **Proposal/Purpose/Justification – Why will you do it?:**

The purpose of the NEW (New Employee Welcome) orientation program is as follows:

- Exposes staff to the big picture of how the University operates
- Provides staff with an understanding of the value of their role within the University and of their contribution to the Mission, Vision, and Values
- Provides staff an opportunity to become more involved and connected to the University
- Fosters increased communication across departments and divisions
- Leverages new perspectives in generative new ideas and solutions for the University
- Promotes employee engagement

The orientation program is important for the employee's successful transition into the Indiana State University campus community and culture. A well-planned and executed orientation will result in a better understanding of what is expected of the employee, supervisor, department, and University.

## **Work Plan – Action Steps –**

### **How will you do it – brief work plan – please point to Benchmark Goals?**

New employees and their supervisors are sent surveys to gain feedback on their satisfaction with the new orientation program. The new employee is surveyed at the conclusion of the orientation, and during their 60-day follow-up meeting with Human Resources. Additionally, the supervisor is sent a survey during the same time. This will help us determine over time if the program was beneficial in:

- Decreasing turnover
- Decreasing anxiety
- Decreasing recruiting and training costs
- Increasing productivity
- Increasing employee morale
- Increasing positive employee commitment

The above factors should indicate a positive correlation in reaching the University's employee retention goal of 60% of staff after 6 years of service as outlined in the University's benchmark initiative.

## **Reporting and Deliverable Schedule – When?:**

In FY 2012-2013 we will continue to employ the following action items:

1. Distribute surveys to obtain feedback to measure the effectiveness of the NEW Orientation program in the workplace and to determine if the program is producing the intended results.
2. Collect, evaluate and measure the data to assess the NEW program.
3. Make necessary modifications based on feedback from supervisors, new employees, and collaborative partners.



## **Budget – How Much will it cost?:**

The following budget request for FY 2012-2013 with an estimated 200 new employees (not including Faculty):

Fact Finder Binder Costs for 200 Employees - \$2,500.00

Food (light breakfast items and lunch) - \$3000.00

Total amount requested for NEW (New Employee Welcome) program: **\$5,500.00**

## **Management Plan – Who (by name if possible) will do the work?:**

Scott Walden; Training and Development Specialist

Graduate Assistant (currently open position)

Erica Myers; Employee Relations and Training and Development Specialist

Beatrice Momyani; Recruiter

Linda Overby; Recruiter

Currently Open; Director of Affirmative Action

Elonda Ervin; Director of Diversity

Candy Barton; Director of Staff Benefits

Missy Hawthorne; Payroll Assistant Manager

Tami Weinzapfel-Smith; Director of Employee Relations, Employment, Immigration, and Training and Development

## **Outcome Assessment & Future Testing – How well did we do?**

### **How will we know that we have moved us toward our benchmarks goals?**

There have been 139 new employees that have participated in the New Employee Welcome program since July 2011. We have retained 97% of those new employees. The University's benchmark goal is retaining 60% of staff after 6 years of service.

**\*\*Note for Future Testing:** The focus of our FY 2012-2013 training will be in enhanced employee development programs. We are focusing our resources this year on ISU Supervisor Certification, Management Leadership programs, and the implementation of new program developments such as Basic Computer Skills Training (in collaboration with BCOE) and General Education Diploma (GED) certification. This level of program enhancements will allow us to further develop our current employees for retention and future promotion possibilities.

**1.**

**2.**

**3.**

**4.**

**Etc.**

DRAFT

# Initiative White Paper / Budget Request Form (at)

## Goal Six Initiative Three

### Introduction/Background – What will you do?:

**Action:** Continue implementation of the Training and Development Curriculum.

The Professional Development and Supervisor Certification course curriculum for FY2012-2013 includes:

**Effective Discipline** - Introduces you to learning effective techniques for addressing problem behavior. Using communication skills, you will learn how a manager works to preserve the individual's self-respect and encourage the best kind of discipline - self-discipline.

**Essential Skills of Communicating** - Helps you learn the latest techniques in developing effective communication skills-improving their performance and increasing the productivity of the team and the organization.

**Essential Skills of Leadership** - Focuses on building a foundation that enables team leaders to manage their team toward to a shared goal: achieving the organization's strategic objectives. Throughout the workshop participants will review case studies, participate in group discussions, practice new skills and receive immediate feedback.

**FMLA/ADA/Workers Compensation Overview** - As a supervisor, or potential supervisor of the University, you are responsible for knowing basic legal information that may affect your employees' well-being. This course gives you a brief policy overview of three very important topics to help you make necessary decisions and act accordingly to the immediate needs of your employees.

**Sexual Harassment and Diversity in the Workplace** - Indiana State University has long been committed to the principles of nondiscrimination and is firmly and unequivocally committed to the creation of a culturally diverse community. In preventing discrimination, The Offices of Affirmative Action, Diversity and Human Resources strive to provide the ISU community with proactive training and tools that eliminate potential harm and prevent workplace disruption.

**Sycamore Service; ISU's Approach to Exceptional Service** - In this ISU exclusive customer service course, you'll learn ways to instill your team with a sense of pride and passion that is certain to help exceed expectations. Quality service is an aspect of business integral to our University, and that's because we all share a common trait: every one of us has needs, wants, and emotions. The ability of your employees to anticipate and react to these traits is a major step towards providing great quality service. Topics covered include: Leadership Excellence, Vision, Structure and Process, Involvement and Partnering, Commitment, Organizational Culture, ISU's Quality Standards, and the Customer Approach.

**Supporting Change** - Helps you learn to understand and to interpret change. By understanding it, managers can more clearly communicate change to their team. This clear communication helps to reduce misunderstanding and anxiety. It also helps the change initiative gain acceptance more quickly - minimizing lost productivity and decreased performance.

**Coaching Job Skills** - Designed to help you learn how to effectively coach individuals through a process of observation, analysis and communication. By carefully planning one-on-one discussions, managers can have the greatest impact and gain individual commitment to achieving results.

**Communicating Up** - Learn the importance of effective communication as a leader so that a desired result is achieved with your team.

**Delegating** - Helps you master the skills needed to effectively assign work to others. By clearly communicating expectations and encouraging participation and involvement, you can use delegating to develop team members' skills and abilities.

**Developing Performance Goals and Standards** - Unless managers and team leaders are successful in spelling out the organizations specific goals, their team members are not going to know how to meet those objectives. This module shows trainees how to establish specific, measurable, attainable, results-oriented, and time-framed performance goals. It then illustrates the steps that gain team member agreement and commitment to those performance goals.

**Discovering Diversity Mastery Profile** - Designed to help individuals look honestly at themselves to identify attitudes and behavior that stand in the way of teamwork, the Discovering Diversity Profile provides a safe way to explore the complex, powerful issues surrounding diversity.

**Improving Work Habits** - Helps new leaders learn to clearly and specifically communicate the nature of the problem. It provides a process for working with the individual to develop a plan for addressing the issue while maintaining self-esteem.

**Managing Complaints** - As the leaders on the front line, managers and team leaders are often the first to hear team member complaints. Though sometimes they may seem unimportant, each complaint should be addressed and resolved. This module shows how to resolve simple complaints and identify the hidden agendas that so often underlie the chronic grievances.

**Providing Performance Feedback** - This module shows the way evaluation is done by the experts. First, relevant performance standards are established. Then the team member's own performance evaluation is solicited. This accomplished, the stage is set for a summary evaluation that will be clear and credible to the team member.

**Time Mastery Profile** - Time Mastery Profile is a unique tool that provides people with a complete, self-directed assessment of their current time management effectiveness. Learners then use the built-in workbook as a framework to develop customized strategies for skills improvement

The majority of these courses can be experienced in the classroom setting or in an e-learning format that can be accessed from any computer.

## **Proposal/Purpose/Justification – Why will you do it?:**

Our training and development programs are designed to improve individual and organizational performance in addition to assisting Indiana State University in achieving its overall institutional goals. These programs are designed to assist employees in gaining greater knowledge of the university's operations and how their work affects the university's mission, vision, and values.

## **Work Plan – Action Steps –**

### **How will you do it – brief work plan – please point to Benchmark Goals?**

All employees are surveyed at the conclusion of a training workshop. This will help us determine over time if the program was beneficial in:

- Decreasing turnover
- Decreasing recruiting and training costs
- Increasing productivity
- Increase customer service levels

- Increasing positive employee commitment
- Decrease in employee relations issues

The above factors should indicate a positive correlation in reaching the University's employee retention goal of 60% of staff after 6 years of service as outlined in the University's benchmark initiative. Furthermore, by offering this curriculum, we will reinforce the University's commitment to enhance the ability to recruit and retain great faculty and staff in order to realize its goals and fulfill its mission.

### **Reporting and Deliverable Schedule – When?:**

In FY 2012-2013 we will continue to employ the following action items:

- Evaluate training needs assessment survey results and analyze data
- Meet with Training and Professional Development Advisory Committee to discuss data results
- Training program delivery
- Launch the Passport Program and Training and Development curriculum to the ISU community
- Work with campus partners to facilitate and promote various training programs within the curriculum

### **Budget – How Much will it cost?:**

The following budget request for FY 2012-2013 with an estimated two blended learning (e-learning and classroom training) classes per month:

Estimated Training Program Costs - \$50 (workbooks, materials, etc.) for 25 employees per class x 2 classes per month = \$30,000

Food (light breakfast or snacks) - \$1,500

Total Amount Request for Training Program Costs = **\$31,500**

### **Management Plan – Who (by name if possible) will do the work?:**

Scott Walden; Training and Development Specialist

Graduate Assistant (currently open position)

Erica Myers; Employee Relations and Training and Development Specialist

(Currently Vacant); Director of Affirmative Action

Elonda Ervin; Director of Diversity

Candy Barton; Director of Staff Benefits

Jon Glick; Controllers Office

Tami Weinzapfel-Smith; Director of Employee Relations, Employment, Immigration, and Training and Development

Other training partners as needed

### **Outcome Assessment & Future Testing – How Well did we do?**

### **How will we know that we have moved us toward our benchmarks goals?**

There have been 811 employees that have participated in the Sycamore Service program since its implementation in February 2011.

In addition to Sycamore Service, employees have participated in other various training workshops offered by the Department of Human Resources, such as Staff Council Grievance Training, Webinar Wednesdays, and ATS Performance Evaluation Training.

To assist in the continued development of our employees, we are requesting additional resource dollars in the following areas:

1. Customer Service- To develop a follow-up customer service class called; “Sycamore Service Too!”. This program will reinforce the need for superior service that we provide for our internal and external customers.
2. Supervisor/Leadership- To increase participation in the Supervisor Certification program by offering more opportunities to take additional courses in the traditional classroom setting and E-learning (online) format.
3. Basic Computer Skills/GED – We will be collaborating with the Bayh College of Education to offer employees an opportunity to learn basic computer usage skills. In the future, we will be requesting funding to develop a scholarship program to assist employees in obtaining a General Education Diploma (GED). We have a volunteer student working on the research on this program during the summer 2012 session.
4. Graduate Assistant- We have requested a Tuition Fee Waiver and Stipend for a Grad Assistant who has a concentration in analytical curriculum. The GA will act as a supplemental resource to continue research, development, and implementation of the GED program. The person will also help in the development of other programs to meet our benchmark goal. We did not use a Graduate Assistant this past fiscal year. We anticipate at least \$3,000 of this past years budget being utilized to pay for a student we have working over the summer. They are doing research on the Sycamore Service Too! Program. The remainder of this year’s budget of \$6,500 will be applied towards the salary of the Grad Assistant for this coming year.

At the conclusion of FY2012-2013 we will analyze the data to determine if our work is making a positive impact on the University’s benchmark goal in retaining 60% of staff after 6 years of service.

### **Budget Narrative for Goal 6 Initiative 3**

**1.**

**2.**

**3.**

**4.**

**Etc.**