2021 NASPE AWARDs
Advancing the HR Profession Award

Nominations from dues-paying states are considered for eligibility. Nominated leaders and programs should have a positive effect on the administration of state human resource programs. A state's central human resource department or line agency human resource operations may administer nominated programs.

Programs and projects must have been operational for at least six months and must be transferable to other states. Selection criteria are based on the questions asked on the award application. Included in this packet are the specific criteria for each award and their categories. Nominations are encouraged in all areas of human resource management administration.

Additionally, please provide the project initiative in one of the following formats:
- Web link
- Snapshot
- PDF

NOMINATION INFORMATION

Title of Nomination: State Certified HR Professional (SCHRP)   State: OR

Contact Person: Brandy Meng

Contact's Title: Statewide Workforce Development Consultant

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NOMINATOR INFORMATION

Nominator: Madilyn Zike   Title: Chief Human Resource Officer

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DETAILS

1. **Please provide a brief description of this program.**

    Program Website https://www.oregon.gov/das/HR/Pages/schrp.aspx

The State Certified HR Professional (SCHRP) credentialing program gives HR professionals in Oregon state government mastery of state specific HR knowledge and skills. The Department of Administrative Services – Chief Human Resources Office (DAS-CHRO) promotes a workforce culture of lifelong learning, professional recognition, and personal growth. SCHRP is a vehicle for professional growth for HR professionals spread throughout the three branches of government (Executive, Judicial, and Legislative).

SCHRP focuses on the professional development of the HR community within public service. SCHRP recognizes HR professionals' abilities, experience, and commitment to human resources, reduces barriers across human resources functions and agencies, and creates a sustainable and agile human resources workforce, thereby advancing Oregon state government in an ever-changing environment. SCHRP represents CHRO's promise to develop HR professionals in support of Oregon state government.

The program consists of 11 in-class sessions or 13 virtual classroom sessions spread over five months. Each cohort has approximately 25 students who work together on a change management project, attend classes, and participate in team activities. Participants also write an individual development plan tied to the Society for Human Resource Management competencies, they implement one of the goals on their development plan over the five months and they conduct informational interviews with other HR professionals. To receive certification students must attend all the sessions, complete all homework assignments, and participate on a change management project.

The program is broken up into the following sections:
- Human Resource Management
- The Role of HR in the Public Sector
- Legal Considerations in Human Resources
- Self-Awareness and Relationship Management
- Human Resources as a Strategic Business Partner

Program Website https://www.oregon.gov/das/HR/Pages/schrp.aspx

2. How long has this program or effort been operational?
SCHRP was first offered beginning in February 2016. The first cohort was a pilot where we had a good cross-section of agencies from different program areas, different sizes of agencies and HR departments, all three branches of government, and participants at all four career levels (early level, mid-level, senior level, and executive level). Originally, the program was 10 classroom sessions over a year. Based on the pilot feedback there were substantial changes to the program and then we piloted it again in February 2017 and condensed it to a 5 month program with 11 classroom sessions. After the second pilot, the program was rolled out statewide and is offered twice per year. Due to the pandemic we were only able to offer one cohort in 2020 and had to move the delivery to be done virtually. As of June 2021, there have been 202 people who have completed the program and there are 28 people registered in the next cohort starting July 2021.

3. Why was this program/effort created?
State HR leadership recognized the need to strengthen the HR workforce, not only in the technical process arenas, but also by developing state HR professionals as strategic business partners and change champions to the organizations they serve. A requirement of the program is for participants to complete a change management capstone team project, applying change management frameworks to align a HR transaction or process with the organization's business strategy.

Creating and implementing the SCHRP program fosters a pool of talented up-and-coming HR professionals prepared to step up to leadership and administrative roles, as career civil servants begin to retire. Incorporating the Society for Human Resource Management competencies into the SCHRP curriculum better prepares HR individual contributors to promote into HR management roles.

Cohorts are chosen to span all three branches of government, multiple agencies, and career levels, allowing for networking and knowledge sharing. Furthermore, certification is incorporated into the state HR classification specifications as a minimum qualification furthering the career paths and options for both current and potential state HR professionals.

4. What are the costs of this program/effort?

The direct costs (external trainers, supplies, rooms, etc.) are approximately $11,000 to run each cohort. We offer 2 cohorts per year. There are indirect costs for running this program that are not captured because we use internal staffing resources. For instance, there is one Senior Workforce Development Consultant who is the program manager and facilitates all the sessions; manages all logistics (homework, tracking, student and speaker coordination, scheduling, etc.); and maintains and updates all the content and materials for the program. This position dedicates up to 20% of their time towards running the program. We also have internal subject matter experts who present some of the sessions. The program is entirely funded through the Chief Human Resources Office budget.

5. How is this program/effort funded?

See response in question 4.

6. How do you measure the success of this program/effort?

In our drive toward data-driven decision making, we researched evaluation models and measures in order to select the one with the most effective evidence base. Ultimately, we settled on using the Kirkpatrick Evaluation Model to measure the success of the program. Our goals for the program fall into the four levels of the Kirkpatrick Evaluation Model: reaction, learning, behavior, and results. After we had identified these goals, we operationalized how to best achieve these goals with data that we currently collect. Additionally, in our research, we found the Society for Human Resource Management's publication "Advanced Analytics: Using Data to Drive HR Excellence" to also be a helpful guide for selecting specific measures to achieve our goals.

We have established the following goals and measures to determine the success of the program:

- **Goal 1**: All Oregon state government HR professionals will complete the SCHRP program.
  - o **Measure 1**: Number of cohorts offered per year and since program inception.
  - o **Measure 2:** Cumulative percentage of HR professionals who complete and do not complete the program per year and since program inception.
- **Goal 2**: Trainees will rate each session satisfactorily.
  - o **Measure:** Number of participants who rate each session evaluation questions as strongly agree or agree.
- **Goal 3**: Trainees will increase proficiency levels in the eight behavioral competencies in the Society for Human Resource Management competency model.
  - o **Measure**: The degree to which participants competency acquisition has increased after completing the program.

Program Results

Based on the program goals and measures, below are the results of the measures from the inception of the program to December 2019.

Goal 1

Measure 1. Since the initial pilot in 2016, there have been a total of eight cohorts. Of the eight cohorts, one-hundred fifty-four participants graduated from the program and received their certification. Of the 154 participants, ninety-six of those individuals are in a HR job classification. The other 58 participants were in training, management, or other job classifications not specific to HR but may be doing an HR function within the scope of their responsibilities. This typically happens in agencies under 100 employees who have to combine the HR function with other business functions (i.e. accounting, payroll, etc.).

Measure 2. Ninety-six of the 316 (30%) HR Professionals statewide have completed the training program.

Goal 2

Measure. Overall, 97% of trainees rated the training sessions with favorable responses. *See chart below.*

When asked if they will be able to immediately use what they learned in each session, one-hundred thirty-six (97%) of trainees strongly agreed or agreed with this statement.

When asked if the program material will contribute to their future success, one-hundred forty-two (100%) of trainees strongly agreed or agreed with this statement.
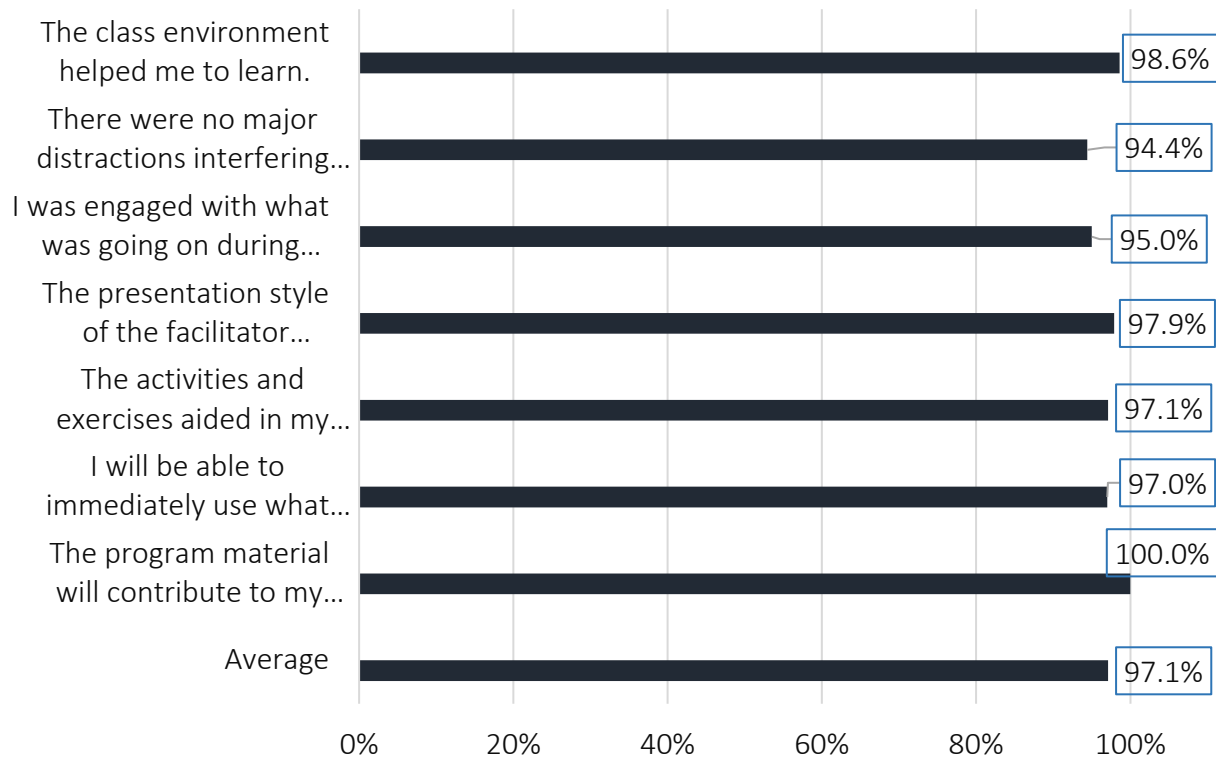
Trainees Selecting Agree or Strongly Agree

Goal 3

Measure. In January 2018, we began using a competency assessment based on the SHRM competencies (i.e. Leadership and Navigation, Ethical Practice, Business Acumen, Relationship Management, Consultation, Critical Evaluation, Cultural Effectiveness, and Communication). For each of the competencies on the assessment, there are several behavioral statements that cover a variety of behaviors related to the competency. The trainee, their manager, and their co-workers complete the assessment. Assessment-takers are asked to rate both the importance of the behavior for an individual's job and an individual's proficiency in the behavior. An example item is: *How effectively do you champion change management initiatives within the organization*? Internally, we validated the competency assessment by analyzing discrepancies between self- and other-ratings as well examining common assessment reliability and validity metrics, such as internal consistency reliability. The measure proved both valid and reliable.

Starting in 2018, we began using a pre-and post-test design with the competency assessment. Specifically, we ask individuals going through the training program to take the competency assessment before the training program starts (pre) and, then again, two weeks after the trainee graduates from the program (post). We analyzed the difference in pre and post scores. While
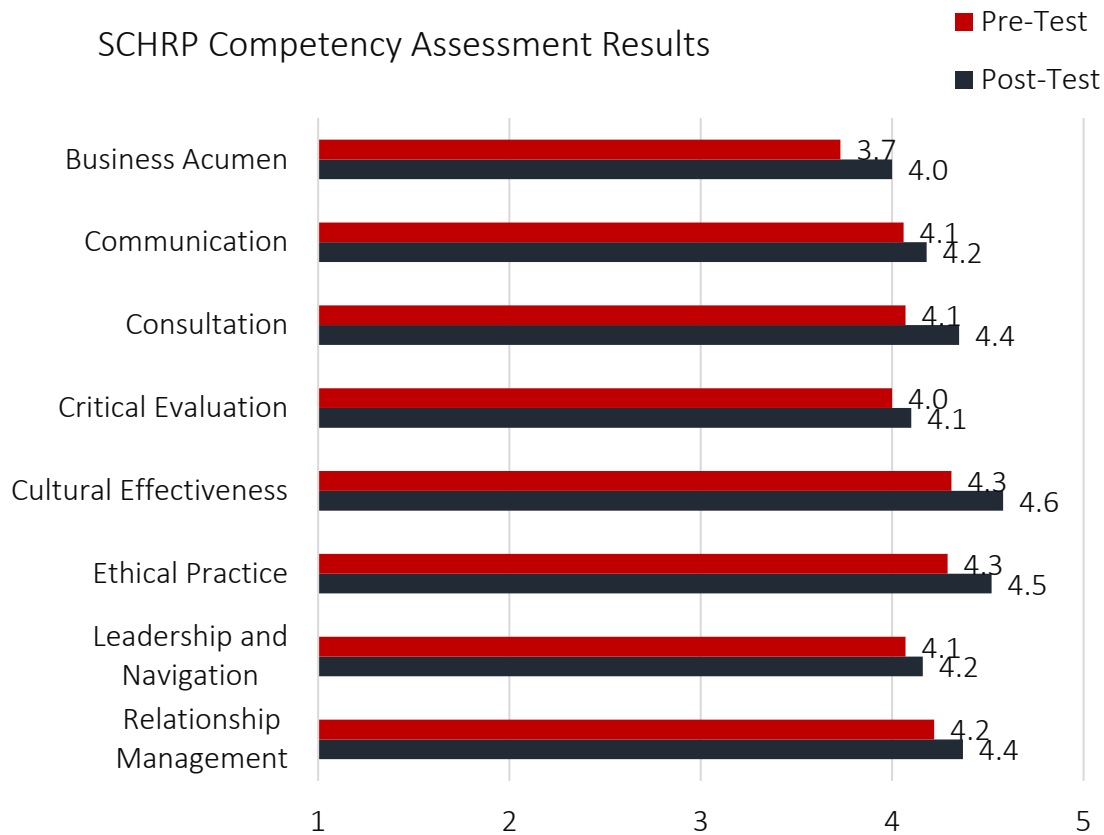
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there was not a statistically significant difference in scores pre and post, the difference trended toward significance. *See the chart below.* Our analysis is limited by a small sample. We plan to carry out this analysis again as we have more graduates from the program.

SCHRP Competency Assessment Results

Legend: Pre-Test (red), Post-Test (dark)

Competency	Pre-Test	Post-Test
Business Acumen	3.7	4.0
Communication	4.1	4.2
Consultation	4.1	4.4
Critical Evaluation	4.0	4.1
Cultural Effectiveness	4.3	4.6
Ethical Practice	4.3	4.5
Leadership and Navigation	4.1	4.2
Relationship Management	4.2	4.4

(Horizontal axis: 1 2 3 4 5)

7. How has the program/effort changed since its inception?

With the first cohort, the program was a year-long with ten sessions. Since then, it has been revised to a five-month program with eleven sessions, expanding the content with more subject matter expert presenters and more sessions on the administrative expert and employee advocate sections. These changes were based upon feedback from cohort graduates.

In 2020, due to the pandemic, we had to redesign the program to be conducive to an online environment by integrating Canvas as the virtual classroom for sharing content, having virtual discussions, turning in homework, working on the change project, and we migrated the in-class sessions to be delivered virtually via Zoom. With the migration to virtual delivery we changed the session durations to be four to five hours in length. Therefore, the number of sessions increased from ten to thirteen virtual classroom sessions. The cohort that started in February 2020 was originally in-person, but in March we put it on hold and then restarted it virtually in July 2020.

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