

# 2018 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

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## NOMINATION INFORMATION

Title of Nomination: The Emerging HR Leaders Learning Program

State: UT

Contact Person: Rick Hughes

Contact's Title: Director of Learning and Development

Agency: Department of Human Resource Management

Mailing Address: State Office Building, Suite 2120, PO Box 141531, SLC UT 84114-1531

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### **ALL SUBMISSIONS MUST:**

Meet all eligibility requirements. • Meet deadline requirements stated on the NASPE website. • Be entered in the correct category and be correctly identified. • Include a complete nomination packet. • Conform to all copyright laws.

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## *Advancing the HR Profession Award*

### NOMINATOR INFORMATION

Nominator: Jeff Mulitalo      Title: Emerging HR Leaders Program

State: UT      Agency: Department of Human Resource Management

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### DETAILS

1. Please provide a brief description of this program.

The Emerging HR Leaders course was designed to develop the capacity of current and future leaders within the Utah Department of Human Resource Management. The course consists of six weeks of classroom instruction, utilizing the small-group instructional method (we only allow up to 14 total persons to attend), and a six-week individual project, using an action learning approach where participants continue to engage in team meetings asking questions and giving feedback on each other's projects, prior to their finally presenting their projects to agency management. (See Appendix for course objectives and schedule).

The course was designed to integrate DHRM's core strategies of operational excellence and utilizing human capital data to improve our services and inform our practices as HR professionals.

A unique aspect of the course is inviting any HR staff member to apply to attend, so long as they have interest in and capacity for serving in leadership positions within the agency. Thus, we had two HR field directors, three HR liability specialists, five HR analysts (recruiters), and three employees with different titles in the initial cohort. This diverse composition leads to a great deal of knowledge sharing and the development of new perspectives, thereby "...facilitating communication and networking between HR at all levels and promoting a sense of community in HR work (see award criteria)."

The course modules are built around readings, discussions, and activities (minimizing lectures), on topics including leadership, operational excellence, organizational development, consulting skills, and workforce planning. These topics are found in our competency model and were selected to transform thinking about what it takes to be an HR leader within Utah state government and to impact the culture of our organization.

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2. How long has this program or effort been operational?

9 months

3. Why was this program/effort created?

The effort was created as part of DHRM's succession planning efforts. Looking out over five years, we realized that 42% of our current HR field directors (i.e. persons who oversee the functioning of our agency-based HR offices) would be eligible to retire. We also felt a need to transform the thinking about the HR field director role, focusing on it becoming more consultative and strategic and less administrative in nature.

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

We purchased about \$500 worth of books as course readings. All facilitation is provided by internal staff so there are no additional costs.

5. How is this program/effort funded?

The program was funded with the agency's general funds.

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

The program's design (from the small-group instructional method, through the projects and presentations), has helped to determine our agency's bench strength in terms of leadership capacity. Through this program we can answer the question: Will DHRM have a sufficient potential leadership pool to draw upon as HR directors retire over the next five years or so? Through the program, we can also ensure that we do in fact have a sufficient leadership pool to draw upon

We solicit feedback from participants and measure the program's impact on promotion readiness. We are delighted that three of thirteen of the first course cohort of employees have been promoted since becoming involved in the program.

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

Moving forward, we are interested in breaking the cohorts down into two or three groups that will work an assigned project, rather than have each participant select their own project to work on. This will allow the projects to focus on department priorities and mitigate the effects of too many unique data requests on our analytics team. We are pursuing enhanced integration of operational excellence principles in both the instructional components the project based learning components of the program.

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APPENDIX: OBJECTIVES AND SCHEDULE FOR EMERGING HR LEADERS COURSE

<b>Week 1</b>	<b>Course introduction, operational excellence and the Center for Excellence (CFE)</b>
Objectives:	1. Understand emerging leaders program, its requirements, and how it fits in with DHRM's overall strategies
	2. Understand the CFE, its roles, and how to partner with it
<b>Week 2</b>	<b>Supervision, leadership and performance management</b>
Objectives:	1. Develop perspectives on how to lead within DHRM
	2. Effectively manage staff member performance and promote their career growth
<b>Week 3</b>	<b>Organizational behavior and personal effectiveness</b>
Objectives:	1. Enhance your interpersonal skills and professionalism
	2. Select and demonstrate conflict management strategies
<b>Week 4</b>	<b>Organizational effectiveness, culture, and development</b>
Objectives:	1. Explain the underlying aspects of organizational effectiveness
	2. Identify the HRD's roles in supporting an effective organizational culture and change management
<b>Week 5</b>	<b>The HR professional as a consultant. Consulting tools and processes</b>
Objectives:	1. Perform the six steps of the internal consulting process
	2. Utilize various consultative skills and tools
<b>Week 6</b>	<b>Workforce planning perspectives and methodologies</b>
Objective:	1. Explain and utilize various workforce planning methodologies
<b>Week 7</b>	<b>Action learning - preparing for project-based learning environment</b>
Objectives:	1. Prepare to engage in active learning groups and complete their individual projects
	2. Hold first active learning group meeting
<b>Weeks 8 - 11</b>	<b>Project based learning using action learning methodology.</b> Sub-groups continue to meet to discuss and refine: problem statements; plans for research; initial research findings; action plans; products; implementation strategies; and evaluation methodologies.
<b>Week 12</b>	<b>Presentations to DHRM executive leadership</b> Each participant made their own presentation to DHRM executive leadership and received feedback.