

Staff and Leadership Development

FY09 Year-end Report

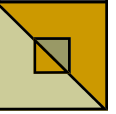


Minnesota
STATE COLLEGES
& UNIVERSITIES



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INTRODUCTION

Guided by the action plan in the 2006 report, significant progress was made during fiscal year 2009 toward our mission of providing system leadership to promote and support staff development within the Minnesota State Colleges and Universities.

This effort is sponsored by Vice Chancellor Bill Tschida and Associate Vice Chancellor Linda Skallman and led by a systemwide Staff and Leadership Development Steering Committee. The work is supported by 2.5 full-time human resource development staff members, one administrative support staff member, and numerous volunteers from throughout the system. For a full list of committee and task force volunteers, see page 12.

GOALS

The goals for FY09 are articulated in the February 2006 Staff and Leadership Development Report and Action plan and include specific system-level recommendations for addressing the following five priorities:

- Priority 1: Articulate a Development Philosophy
- Priority 2: Implement Effective Performance Management Systems
- Priority 3: Develop Leaders at all Levels
- Priority 4: Provide Systemwide Training
- Priority 5: Provide Campus-based Training and Leadership Development Programs

ACCOMPLISHMENTS

Here are highlights of progress made on each of the five priorities over the last fiscal year:

Articulate a Development Philosophy

- Developed a communication plan framework to increase awareness of the employee development philosophy, in addition to development opportunities at the campus and system level. The communication framework can be found at: http://www.hr.mnscu.edu/training_and_development/staff_development_ne.html (Communications Subcommittee)

Implement Effective Performance Management Systems

- Continued integrated performance management concepts into all lab classes for supervisory training so that supervisors practice coaching employees, managing conflict, and delivering effective performance evaluations. (Jeff Hudson/Advisory Group)

ACCOMPLISHMENTS (cont.)

- Continued research of web-based tools for conducting performance evaluations. Created grid for discussion with HR directors. (*Performance Evaluation Tool Committee*)

Develop Leaders at all Levels

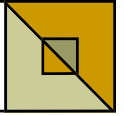
- Developed a manual for using leadership competencies as a framework for hiring, performance evaluation, development, and succession planning. See: http://www.hr.mnscu.edu/training_and_development/staff_development_ne.html (*Leadership Competency Task Force, Steering Committee*)
- Enhanced New Administrator Orientation in 2008 to include greater networking and development opportunities. (*Jeff Hudson, Anita Rios*)
- Launched new program offerings for the Administrator Development Program on the following topics: Managing Unsolvable Problems (Polarity Management), Introduction to Educational Lean, and Finance for the Non-financial Administrator. (*Jeff Hudson, Anita Rios*)
- Completed 4th cohort of the Leadership Academy with 52 mid-level leaders participating in 2007-2008; conducted action learning

projects to provide an experiential development opportunity for the 4th cohort; hosted mid-year development session in March 2009 for all participants. (*Anita Rios*)

- Began needs assessment process for vice presidents and provosts in the system. Conducted interviews and prepared a survey for distribution to all vice presidents and provosts. See Appendix I for the executive summary; full interview summaries can be found here: http://www.hr.mnscu.edu/training_and_development/staff_development_ne.html (*Executive Development Task Force II*)
- Conducted two Executive Development Dinner Meetings for presidents, using a roundtable discussion structure. (*Larry Litecky, Anita Rios, HR Committee, Leadership Council*)

Provide Systemwide Training

- Maintained and updated web resources for new employees and current employees, with training resources, professional development opportunities, etc. (*Anita Rios, Cindy Schneider*)
- Consulted with subject matter experts to support job-specific or specialized classroom training throughout the system. (*Anita Rios, Jeff Hudson*)



- Supported discipline-specific development for administrators and presented at systemwide conferences and meetings (*Jeff Hudson, Anita Rios*)
- Continued support of systemwide staff development efforts; Anita Rios and Jeff Hudson delivered training and development sessions upon request throughout the system. Clients included: Alexandria Technical College, Metropolitan State University, Dakota County Technical College, Hennepin Technical College, Lake Superior College, Minnesota State University, Mankato; Southeast Technical College, St. Cloud State University, and Winona State University.

Provide Campus-based Training and Leadership Development Programs

- Seeded 22 innovative campus-based development programs through a Staff Development Grant Fund. (*Steering Committee*)
- Enhanced functionality of STARS, a systemwide training and registration site and provided training to campus administrators. For return on investment (ROI) information, see Appendix II. (*STARS team*)
- Supported campus-based leadership development efforts by providing customized workshops upon request. (*Anita Rios, Jeff Hudson*)

IMPACT ON THE SYSTEM

Three major efforts are highlighted below from FY09. They include: e-learning initiatives, capacity-building initiatives, and leadership development efforts.

E-learning Initiatives

Since fall 2007, there has been a significant investment in developing learning opportunities in alternative formats. This work has been funded through an Initiative grant to support e-learning development for both staff through Staff and Leadership Development and faculty through the Center for Teaching and Learning.

During this past year, three significant e-learning modules have been designed for staff.

They include:

- Code of Conduct Training
- Sexual Harassment Prevention
- Finance for the Non-financial Administrator

Code of Conduct

This e-learning course has two parts and helps employees understand their responsibilities for complying with state statute, board policies, and Minnesota State Colleges & Universities procedures.

Designed in cooperation with subject matter experts throughout the system, it was rolled out as a joint effort between Human Resources and the General Counsel's Office in fall 2008 to employees at all campuses within the system. As of July, 7,994 employees have been enrolled in Part One and 7,713 employees have been enrolled in

Part Two. Completion rate for these employees is above 50% to date.

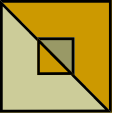
Finance for the Non-financial Administrator

This e-learning course provides basic information to administrators about how revenue and expenditures are managed within the MnSCU system. It was developed in coordination with the Finance Division and was rolled out in July 2009.

Sexual Harassment Prevention

This e-learning course provides additional information and instruction to employees on MnSCU's IBI Board policy on reporting procedures for sexual harassment and discrimination. It has been designed in cooperation with the Diversity and Multiculturalism Division and will be rolled out in summer 2009.

The return on investment for these types of e-learning is excellent, since they have the capacity to deliver consistent, high-quality training resources to employees throughout the system. Centralized e-learning also reduces the need for campuses to create their own e-learning resources or create instructor-led solutions that are very cost prohibitive and often require travel from both the instructor and participant.



Capacity-building Initiatives

In order to leverage limited system resources and campus resources in providing development opportunities for employees throughout the system, we have undertaken the following efforts to mine talent in our the system.

Art of Supervision Train-the-trainer

To increase the number of those prepared to facilitate our core supervisory training program in the system, last fall we held a train-the-trainer workshop for Human Resources Directors who were interested in co-facilitating the program. The Art of Supervision is a 3-day, 24 hour, intensive program that uses multiple learning methods to help supervisors hone their soft skills and focuses on building relationships, managing performance from the hiring process through separation, and includes managing change, conflict, and decision making. Participants in the workshop completed individual development plans for improving their facilitation skills and worked with Jeff Hudson individually to prepare for co-facilitating a three-day program.

In December 2008, January 2009, and March 2009, three of the participants in the train-the-trainer workshop successfully co-facilitated the program with Jeff Hudson. They included:

- Lori Lamb, Director, Human Resources, MSU, Mankato

- Sue Appelquist, Director, Human Resources, North Hennepin Community College
- Mary Nienaber, Director, Human Resources, Lake Superior College

All co-facilitators received consistently positive evaluation feedback. Supervisors benefitted from the new co-facilitators' campus experiences, which they were able to share during the three days.

Staff Development Grant Fund

In order to encourage campus-based employee development efforts across the system and to level funding disparities from institution to institution, the Human Resources Division awarded a total of \$100,000 to 17 colleges and universities for 22 projects that would meet campus staff development needs. Applications for the grant awards were reviewed by a staff development grant task force and were selected based upon criteria that met one or more priorities in the staff development action plan.

Projects that included workshops, development days, or courses impacted more than 2,300 employees in the system. Some projects focused on developing programs that will eventually impact a larger number of employees. On the next page are some comments from the project reports. To see the staff development grant summary, go to Appendix III.

“This annual event allowed employees to gather together to become a campus family again. We cannot overlook how important that is...employees were enjoying themselves...lots of laughter during sessions, good conversations during breaks and more than one person thanked us for organizing the event. A couple of people made a point of telling us how good it was to just get away from the stresses at work what with budget problems and talk of layoffs.” —Ed Choate, Minnesota State University Moorhead

“This training was very valuable in that it provided insight and an increased comfort level to some of our employees to know that they can now communicate (although at a very minimal level) with our Spanish-speaking customers.”

—ATC Staff Development Team,
Alexandria Technical College

“By providing monthly exposures to employee personal and professional success principles, we elevated the quality of staff development at ARCC. Participation was tremendous with 81% (166 of 205) staff members attending. As leaders for this project, we witnessed the strength of staff empowerment. We also witnessed an evaluation of and enhanced hunger of leadership qualities, as well as, an improved climate in our institutional culture.”

—Darla McCann & Jan Pomeroy,
Staff Development Committee Co-chairs,
Anoka-Ramsey Community College

“We have been able to share improvement success stories, help others learn to see symptoms of non-value, and introduce a quality methodology that can help MnSCU on its continuous improvement journey. In return, we have learned about the great work happening on Minnesota campuses. This grant has been instrumental in helping us launch a new certificate program aimed at teaching others to become strong Educational Lean facilitators.”

—Theresa Waterbury, Ann MacDonald,
Winona State University

“This project confirmed that our employees are excited to have opportunities to develop their skills. It also confirmed that they are excited about being a part of WSU, but need to receive more recognition for the part they play in the university’s success.”

—Lori Reed, Winona State University

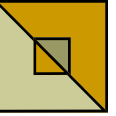
“Feedback received from the participants indicates that LSC Leaders has been an incredibly valuable experience. In various meetings, it is common to hear participants discussing a concept introduced to them through the LSC Leaders Program. LSC Leaders felt that the time they committed was “worth every second.” The mix between faculty and staff helped to build community and was evident in other committee work at LSC.”

—Rody Bowers-Hughes and Sonda Strom-Larson,
Lake Superior College

“This project gave supervisors ideas to go back and get a better handle on performance management. They were given ideas, tools, and motivation to return to their departments and “Make Their Day” by recognition and feedback.”

—Laural Kubat, South Central Community College

The training has given the college a common language for talking about issues of conflict and of reminding each other how we can engage in that dialogue constructively. —Joan Costello, Liz Newberry
Inver Hills Community College



Systemwide Leadership Development Programs

Art and Science of Supervision

The system's supervisory training program, called the "Art and Science of Supervision" served a total of 202 employees during FY09. A total of 57 employees completed both programs, which meets the statutory requirement for all classified supervisors.

Here are totals attending each of the programs:

Art of Supervision: 101
Science of Supervision: 101
Supervisory Lab classes: 108

Feedback from participants continues to be positive. Here are a few quotes:

"I can't even express how timely and applicable all this information is to my current situation. Even the case study is almost identical to what I'm currently experiencing. While called the "Art," you still infused enough practical skill application to make it real learning for me."

"While I have a lot of information swimming around in my head, I really appreciate how organized it was and the wonderful resource I have available to me when I go back to work.."

"The overall content of the program has been great. All the material will be very useful in my position. I will recommend this to other supervisors at my campus."

"Excellent – I was interested, intrigued, and stimulated during the entire program."

Luoma Leadership Academy

This program is targeted for mid-level leaders throughout the system. The 4th cohort of 52 employees completed their year-long program in July 2008. During their last week-long session, 11 action learning teams, presented their project reports to their executive sponsors and the rest of the participants. For a full list of action learning reports, see: http://www.hr.mnscu.edu/training_and_development/Leadership_Academy/actionLearningProject.html

Feedback from evaluations regarding participant's experience included:

"The experience has helped me to be more effective in working in an organization where I work with peers and get things done through relationships. In my previous career I was a shift supervisor and getting task accomplished was easy (in the management sense). Working at a University requires more knowledge of self and others. It is my belief that the Academy has helped me a great deal in this work environment."

"I went on for a doctoral degree because of the Chair Academy experience. I also thought the networking with others in the system was very valuable."

"I really enjoyed the opportunity to participate in the academy early in my administrative career. I have found networking of meeting other MNSCU employees very beneficial."

During the year, a study was conducted by an action learning team on the return on investment for leadership development efforts. The team focused their inquiry on the Luoma Leadership Academy experience. Their executive summary is attached in Appendix IV.

In addition, an analysis of all Luoma Leadership Academy participant's careers before and after their academy experience revealed that 33% of all participants are experiencing promotions in their institutions or within the system. And more importantly, we are realizing excellent retention among those leaders who participate in the Academy. See Appendix V for a copy of the analysis report.

Administrator Development Program

Last year, we began new and expanded offerings as a part of a development program for administrators. The program included:

- Expanded New Administrator Orientation
- Seminars and e-learning resources on relevant topics such as: managing unsolvable problems and Educational Lean, Finance for the Non-financial Administrator
- Executive Coaching

During the year, 82 staff participated in the new administrator orientation. Nearly 100 administrators participated in seminars and

over 50 administrators are now enrolled in the finance e-learning course.

Executive Coaching was made available to new administrators on a limited basis during the year where they could apply for up to 3 free coaching sessions with an external coach. During the year, 12 administrators took advantage of this opportunity. Issues addressed most often with coaches included:

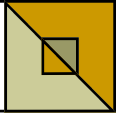
- Focusing energy on what matters
- Dealing with performance issues
- Managing change
- Navigating difficult conversations
- Working constructively with my boss

Feedback from the coaching sessions was highly positive and included:

"Gaining a much better perspective on my role has allowed me to feel much more comfortable and confident, enhancing many elements of my relationships inside and outside the college."

"I feel I have a much clearer understanding of where to focus my energy when faced with an overwhelming and stressful situation."

"This was an excellent opportunity that allowed me to be more comfortable in my new role. Having someone I could talk to confidentially and who guided me in exploring issues I didn't even think of was extremely valuable."



CONTINUING CHALLENGES

The challenges below were first articulated in the 2007 year-end report. They are repeated here, because they are long-term challenges which require concerted and continuing attention.

Funding

Funding for employee development is uneven from campus to campus, which results in excellent development opportunities for those staff on well-funded campuses, and little or no development opportunities for staff on those campuses that have not invested in employee development.

One way to alleviate the disparity is through the use of the \$100,000 Staff Development Grant fund which was made possible the last years by the Office of the Chancellor Initiative Funds. Over the past two years, a total of 43 projects were funded at institutions across the system.

Also, the implementation of system-wide training events and programs, such as the AFSCME Frontline Conference, The Art and Science of Supervision, New Administrator Development Program, Labor Relations Contract Training, etc., helps alleviate some of the disparity among campuses, but should not substitute for campus-based efforts.

Technical Training

There continues to be a lack of systemic technical training for ISRS users, which has caused numerous challenges for users and raises questions about user competence and data integrity. Lack of appropriate training for all ISRS users has caused much frustration on campuses and has been cited as a reason for both employee dissatisfaction and turnover in some colleges. Current staffing for technical training (six FTE, whose primary roles are to provide technical support) continues to be under par when compared to similar organizations. User competence testing is also critical to ensure data integrity.

Increased Demand

Due to the increased focus on training and development within the Minnesota State Colleges and Universities in the last few years and the demonstrated success of training efforts at the system level, there continues to be a higher demand for training and development services.



Supporting additional training and development professionals at the campus level and/or the system level need to be considered. A philosophy on how to balance hiring internally to meet needs vs. outsourcing should also be considered.

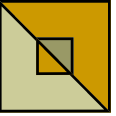
Measuring Return on Investment

Assessing the impact of training is a continuing need as we work toward greater accountability and transparency within the system. While we are working on increased measurement at the system level, this also needs to be addressed at the campus level as well.

NEXT STEPS

During FY2010, the following steps will be taken to meet employee development needs across the system.

- Plan implementation efforts for FY10 guided by 5-year action plan and guidance from the system plan and Chancellor's goals.
- Continue implementing system-wide training (in-person, synchronous and asynchronous e-learning) where employees would benefit from a consistent curriculum and where it is economically feasible.
- Implement communications strategies and branding to help employees access training and development opportunities throughout the system.
- Continue to work with the STARS team on enhancements to Systemwide Training and Registration Site.
- Continue to encourage HR professionals to use STARS for their campus professional development activities
- Continue to leverage expertise in the system to create back-up facilitators for supervisory training and other programs
- Continue to define priorities for training and development in the system
- Request that system leaders explore an approach for addressing employee development needs (balance of external contractors and developing internal expertise)



COMMITTEES, TASK FORCES, AND WORK TEAMS

Many thanks are due to the hardworking employees who have volunteered their time and effort to work on the following committees, task forces, and teams:

Staff and Leadership Development

Steering Committee:

Keith Balaski, MCTC
Cathy Bisser, OOC
Mary Bongers, St. Cloud State
Ed Choate, MSU Moorhead
Beth Fondell, Riverland CC
Todd Harmening, OOC
Jeff Hudson, OOC
Ray Jenson, Hibbing CC
Lori Lamb, MSU, Mankato
Ann MacDonald, Winona State U
Betty Mayer, Century College
Don Mercado, OOC
Anita Rios, OOC, (facilitator)
Tina Royer, Mesabi Range CTC
Cindy Schneider, OOC (recorder)
Trish Schrom, MSCTC
Gary Simon, Metropolitan State U
Julie Smendzuik-O'Brien, OOC
Representative from HR Committee: Anne Temte, President, Northland CC

Communications Subcommittee:

Keith Balaski, MCTC
Ann MacDonald, Winona State U
Don Mercado, OOC
Anita Rios, OOC (chair)
Cindy Schneider, OOC
Julie Smendzuik-O'Brien, OOC

Executive Development Task Force II:

Beth Fondell, Riverland CC
Todd Harmening, OOC
Larry Litecky, Century College (liaison to HR Committee, Leadership Council)

Jan Mahoney, St. Paul College
Bette Midgarten, MSU Moorhead
Anita Rios, OOC (facilitator)
Tina Royer, Mesabi Range CTC
Julie Smendzuik-O'Brien, OOC

Online Employee Orientation

Implementation Team

Bilal Dameh
Anthony Miller
Anita Rios

Supervisory Training Advisory Group:

Sue Appelquist, NHCC
Carrie Brimhall, MSCTC
Patti Delich, Mesabi Range CTC
Jeff Hudson, OOC (facilitator)
Sharon Mohr, Hennepin Tech
Jane Nicholson, Century
Paula Theisen, RCTC

Administrator Development Advisory Group:

Jan Anderson, Metro State University
Mark Felsheim, Century College
Jeff Hudson, OOC (facilitator)
Christine Imbra, St. Cloud State
Kristina Keller, St. Cloud Tech
Jan Mahoney, St. Paul College
Shari Maloney, Alexandria Tech
Julie Smendzuik-O'Brien, OOC
Jessie Stumpf, Minnesota SE Tech

Leadership Competencies Task Force

Ed Choate, MSU Moorhead
Lori Lamb, MSU, Mankato
Ann MacDonald, Winona State U



Planning Subcommittee

Todd Harmening, OOC (chair)

Keith Balaski, MCTC

Succession Planning Subcommittee

Cathy Bisser, OOC (chair 2008)

Todd Harmening, OOC (chair 2009)

Jeff Hudson, OOC

Betty Mayer, Century College

Performance Evaluation Tool Committee

Mary Bongers, St. Cloud State U (chair)

Betty Mayer, Century CC

Nancy Paulson, Central Lakes

Steve Fudally, Lake Superior College

**Staff Development Grant Selection
Committee**

Keith Balaski, MCTC

Mary Bongers, St. Cloud State U

Ed Choate, MSU Moorhead

Beth Fondell, Riverland CC

Ray Jensen, Hibbing CC

Cindy Schneider (staff coordinator)

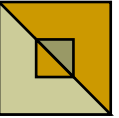
STARS Team

Anita Rios, OOC

Cindy Schneider, OOC

Jerry Jeffries, MSU Mankato

Tedmund Johnson, MSU Mankato



SERVICE/PROGRAM EXPENDITURES DATA AT-A-GLANCE

Services

(performed by Anita Rios and Jeff Hudson for the system)

Type of Service	People Served	Contact Hours	Development Hours
Consulting	92	54	30
Referrals	24	12	—
Training	1406	983	1155
Coaching	8	20	8
Totals	1530	1051	1193

Program Expenditures

Program	Expenditures	Revenue (registration fees)
Luoma Leadership Academy	\$97,226	\$46,500
Online Employee Development Effort	\$90,000 (shared w/CTL)	N/A
STARS Registration and Tracking Tool	\$2,500 (maintenance fee)	N/A
Other program expenditures	\$725.00	N/A
Supervisor training program	\$20,859	\$21,462
<i>New Administrator Development</i>		
Orientation	\$3,975	N/A
Coaching Program	\$8,958	N/A
Seminars	\$326.09	\$3050
Totals	\$224,569	\$71,012



APPENDICES

APPENDIX I

EXECUTIVE DEVELOPMENT INTERVIEWS

with College and State University Vice Presidents and Provosts

Executive Summary

BACKGROUND

In early 2009, the Executive Development Task Force II, charged with identifying executive development needs of vice presidents and provosts throughout the Minnesota State Colleges and Universities, conducted a series of 19 one-on-one interviews.

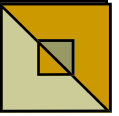
A total of six state university vice presidents and provosts and 13 college vice presidents were interviewed. During the interviews task force members asked the following questions:

- What professional development opportunities do vice presidents and provosts need to effectively lead within their institutions?
- What professional development opportunities do vice presidents and provosts need on a personal level to feel equipped to do their jobs?
- What professional development events are working well at your campus or at the system level to meet your development needs (e.g., CFFO, CAO, HR, CIO meetings)? How can we leverage those successes and build upon them?
- What is your career goal?
- Do your future career plans include pursuing a presidential position? If yes, what kinds of career development assistance would be helpful to you?
- Given the current economic climate, is this the right or wrong time to address professional development needs for vice presidents and provosts within the system?
- What would be your ideal vision of the future with regards to professional development opportunities for vice presidents and provosts within the Minnesota State Colleges and Universities?
- What question do you wish I had asked?

FEEDBACK SUMMARY

The full aggregated interview summaries for both college and university vice presidents and provosts are available on the Web at http://www.hr.mnscu.edu/training_and_development/staff_development_ne.html

To a person, all respondents said that executive development at this level is critical. One respondent commented, “VPs come to us with great abilities, but the MnSCU learning curve is so high! Others added that a process is needed so that vice presidents and provosts can identify their ambitions and interests and then obtain career development assistance within the system. It was acknowledged that “good employees leave the system, because there isn’t a natural progression or pipeline approach.”



APPENDIX I, page 2

Prior to focusing on specific professional development opportunities, the respondents discussed the context for the need. The following observations emerged:

- Every person brings a unique background to the specific position at his/her institution. There are gaps in the fit and in the preparation which need to be filled by professional development. Professional development needs change with experience.
- Often the reality of the job differs from the position description (e.g. personnel challenges, union constraints, budget dilemmas, etc.) Professional development is needed to address these realities.
- Learning and growth matter, especially in learning institutions.

These observations led respondents to comment on the core/mandatory nature of some development and the individualized, unique preference nature of other types of development.

Lastly, another interviewee commented,

“I’m glad that people are asking about executive development in a systematic way. We have power as a system that we as an individual campus can’t do. Power together is better than sitting on my campus trying to figure out what to do here.”

APPENDIX II

STARS

Now in its second year of operation, the Systemwide Training and Registration Site (STARS) has demonstrated an exceptional 208% return on investment, just for the time savings alone in setting up course registration online. Other benefits of STARS include:

- Tracking employee development courses at the campuses and systemwide
- Individual Employee Development Records for all employees
- Easy communication tool for instructors to send registrants information prior to and following employee development events

In the past year, 22 campuses actively used STARS to track registration for campus-based employee development. All combined, campuses hosted a total of 1243 employee development offerings, drawing 13,197 registrants and 10,922 recorded attendees during FY09.

ROI Calculation for the STARS Registration Function

Cost to set up one online course registration web page without STARS:

- 1 hour support staff time at an average salary of \$16.84 (mid-range for an OAS Senior position) x 1243 courses = \$20,932
- 1 hour IT tech assistance to set up web page (ITS 2 mid-range salary: \$22.87) x 1243 courses = \$28,427

Time to set up one course in STARS: 15 minutes support staff time = \$5,233

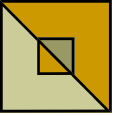
Cost of STARS for Year One: \$19,000 (start-up costs)

Cost of STARS for Year Two: \$2,500 (maintenance fee)

Time savings (calculated from estimated salary dollars) in year one: \$22,126

Time savings (calculated from estimated salary dollars) in year two: \$44,126

$$\text{ROI} = \frac{66,252 - 21,500}{21,500} = 2.08 \times 100 = 208\%$$



APPENDIX III

FY09 Staff Development Grant Report

Overview

The Staff and Leadership Development Steering Committee applied for and received \$100,000 in Initiative Fund money to seed campus-based staff development efforts in FY09. Staff from colleges, universities, and the Office of the Chancellor, were invited to apply for up to \$5,000 to be used for a variety of staff development efforts throughout the Minnesota State Colleges and Universities system. A total of 22 grants were awarded. Project leaders included 15 human resources staff and 17 other campus employees.

Impact

Projects included both event-based and process-oriented initiatives, allowing campuses to host workshops and other development sessions and also to develop on-going systems or new procedures focused on development. Over 2,300 employees participated in these programs during FY 2009 and the impact will continue to grow as the new processes and systems are fully implemented. A full list of the projects and their final reports can be found here: http://www.hr.mnscu.edu/training_and_development/2007_Staff_Dev_Reports/2008_staff_dev_grant.html

Examples of projects by priorities:

1. Articulate a development philosophy

Anoka-Ramsey Community College: “Attitude is Everything” brown bag series and D2L application was designed to nurture a climate and philosophy of professional development available to all staff and on-going development.

Bemidji State University/Northwest Technical College: Conducted an employee engagement survey and used the results to enhance the employee development climate at their institutions. The results were shared with senior leadership teams, faculty and staff at both campuses, and at the meet and confer committees at BSU. They have helped articulate a consistent and employee engaged development philosophy.

2. Implement effective performance management systems

South Central College: Staff survey feedback identified an opportunity to improve the quality of performance feedback. The grant allowed the school to deliver a day long program focusing on performance management and performance feedback. Following the workshop they implemented monthly follow-up supervisory learning lunches where supervisors shared best practices and applications of the workshop content.

APPENDIX III, page 2

3. Develop leaders at all levels of the system

Alexandria Technical College: ATC Tomorrow Pathways Leadership Cohort III – Introduction to Strengths and Discovering Your Talent. Supervisory Core Training program developed.

Lake Superior College: LSC Leaders - cohort-based leadership program dedicated to the development of extraordinary leaders.

Northland Community & Technical College: Campus leadership development program based on Strengths-Based Leadership philosophy. Program is aligned with and reinforces overall Minnesota State Colleges and Universities leadership development approach.

4. Provide system-wide training

Winona State University: Applications of Lean in Higher Education. Developed and delivered a program for administrators, directors and supervisors throughout the system on how to use Lean principles in higher education and on their campuses.

5. Provide campus-based training and leadership development programs

St. Cloud Technical College: Year-long series of cultural awareness and diversity events offered on a wide range of topics, in a variety of formats, including performances, jazz/spoken word ensemble, panel discussions and lectures.

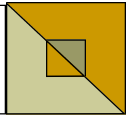
Minnesota State Community & Technical College: Behavior intervention training to enable staff to deal with difficult situations involving students and/or guests on campus. Training was offered to staff on all four MSCTC campuses as well as MSU Moorhead

Southwest Minnesota State University: Delivered a professional development program for all staff based on the LeaderFISH program/philosophy. Helped staff appreciate their role in the success of their campus and demonstrated the value and importance of all employees.

Evaluation of Effectiveness:

All proposals were asked to evaluate their effectiveness and reflect on opportunities for improvement. Methods of evaluation varied from participant reaction and satisfaction measures to on-the-job measures and surveys of employees. Many projects established benchmarks that set the stage for future measurement and assessment of effectiveness and improvement.

Projects also focused on getting the most “bang for their buck” – offering training and information to as many staff as possible utilizing alternate delivery methods already available on campus, including D2L, ITV and WebEx.

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This year's grant awards recipients focused on directly impacting employees at all levels through development and communication with all stakeholders. Of note were comments on how developing staff paid off with a morale boost and increased employee engagement.

“We continue to look for ways to make the techniques learned a part of our college culture”

“The level of participation in the survey reflects the desire of faculty and staff to be asked for their input...to enhance the learning climate and employment climate ...”

“Through our project, we learned that college staff value the opportunity to seek professional development via “ready access”.

“People started to realize this was an actual benefit to every day decision making, delegation of work, work completion, etc.”

“The positive outcome has also gained the attention of many supervisors and administrators who see value in offering additional development opportunities...”

“This annual event allowed employees to have the opportunity to gather together and become a campus family again. We cannot overlook how important that is.”

*7/21/09- Staff and Leadership Development Steering Committee
Minnesota State Colleges and Universities*

APPENDIX IV

Project Six Team Study Measuring the Return on Investment (ROI) of Leadership Development & an Assessment of Past Participant Satisfaction An Executive Summary

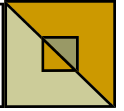
This report addresses a study carried out for the purpose of finding a way to measure the return on the investment made in support of the Luoma Leadership Academy (LLA). The study, facilitated by the Project Six Team members from the 2007-2008 LLA participants, was first approached by collecting data through readings, interviewing training managers from business and industry, and facilitating a small focus group of past LLA participants to identify their sense of accomplishment and satisfaction with their Academy experience and to gather best practices information. The goal of this phase of the study was to find a formula whereby ROI (Return on Investment) could be measured. The study activities were redirected after discussing the topic with a Minnesota State Colleges & Universities (MnSCU) Board of Trustee (BOT) member who was among several BOT members who had proposed the original study. It was determined that it would be very difficult for an educational entity to secure ROI results from a formula. It was further determined that the more important task would be to identify the level of satisfaction and training results experienced by former LLA participants. The study activities were redirected toward the establishment of a survey document that would be submitted to all past LLA participants in order to gather information related to their LLA experience and satisfaction.

Some findings of the satisfaction study suggest that many of the past LLA participants continued to work for the MnSCU system at some level of a leadership. Other study findings indicated, however, that few past participants experienced a change in their original roles, suggesting that the Academy experience did not influence their ability to move into a stronger leadership position. The study results did show, however, that the majority of participants were very pleased with the leadership knowledge they had gained and that they put that knowledge to use in their current roles. The knowledge base skills involving leading and managing teams and understanding work style behaviors rated the highest with the respondents. The survey respondents suggested that they would like more skill development in the areas of managing conflict and strategic planning.

The business interviews and readings indicated that those entities studied used soft data to understand the ROI of their programs. The data collection examples they provided included reviewing participant feedback; reviewing participant goals with their supervisor; securing anecdotal feedback from participants, supervisors, and other employees; and, observing changed behaviors of those who participated in their leadership training.

Link to full Action Learning Report (#6):

http://www.hr.mnscu.edu/training_and_development/Leadership_Academy/actionLearningProject1.html



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The study found that the content and delivery of leadership training within the system was consistent with the best practices of outside organizations. The study also found, however, that while the MnSCU system has established leadership competencies in line with outside entities, MnSCU does not link its leadership training with strategic priorities, position advancement, and job expectations and performance. Leadership training is not integrated into the fabric of the system.

In view of the study and findings, recommendations suggested by the team include sharing the past participant survey study with everyone, using the survey results as a baseline for future data collection and tracking, surveying the nominators as well as the participants to identify if goals and intents are met, using Kirkpatrick's model of evaluation, securing presidential support for the Academy, and using the report results to address on-going leadership training efforts.

Based on the work of this project and the 96% good-to-excellent satisfaction level indicated by the past participants, the benefits of participating in leadership training appear to support the continuing need for this level of training for future leadership development.



APPENDIX V

.Luoma Leadership Academy Return on Investment Executive Summary

The Luoma Leadership Academy was initiated in fall 2004 to develop mid-level leaders in the Minnesota State Colleges and Universities. It is a formal leadership development program, designed to provide the leadership theories, practices, and skills needed to support current mid-level leaders, and those faculty and staff aspiring to leadership positions. Participants have included department and faculty deans, human resource directors, business managers, chief financial officers, as well as faculty and staff. As of June 2009, 214 employees have been admitted into the program, in cohorts of 53-54 participants each. Four cohorts have completed the Luoma Leadership Academy. The next cohort begins their session in July 2009. Data for this report was collected in December 2008.

Rationale for Developing Leaders

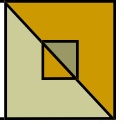
1. Formal leadership development programs serve the following purposes in an organization
2. Equip *recently promoted leaders* with the skills and knowledge needed to succeed in a new position
3. Build skills and knowledge base for *employees currently in leadership positions* and improves their effectiveness
4. Prepare *high potential, high performing employees* for new leadership positions

Recently Promoted Leaders

Targeting recently promoted leaders (those who are taking on new managerial tasks), for formal leadership development programs is absolutely critical. This is where employees need immediate help with new skill development and an expanded network and knowledge base to lead effectively in the new job. Research shows that development efforts have the greatest impact for those individuals who are just experiencing a new transition and are ready to apply what they've learned in their new job.

Participants who were promoted within a year before entering the Luoma Leadership Academy, represented the following percentage of their cohort:

2004-205 Cohort	2005-2006 Cohort	2006-2007 Cohort	2007-2008 Cohort
9%	26%	21%	8%



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Transfers within the System

Growing our own within the system means that we need to encourage transfers from one institution to another, so that mid-level leaders can gain useful experience as they develop in their careers, especially if those opportunities don't exist within their home institution. While there has not been a great degree of movement within the system, there is some evidence of it as the chart below shows.

	2004-2005 Cohort	2005-2006 Cohort	2006-2007 Cohort	2007-2008 Cohort
2-yr to 2-yr institution	2% (1)	6% (3)	8% (4)	---
2-yr to 4-yr institution	2% (1)	---	2% (1)	2% (1)
4-yr to 4-yr institution	— -	2% (1)	---	---
4-yr to 2-yr institution	--	---	---	---

Retention

Leaders who are promoted from within tend to stay with the organization longer than those who are recruited externally. They also are able to “hit the ground running,” as they are already accustomed to navigating the environment, as opposed to new hires. Development programs such as the Luoma Leadership Academy tend to have a positive effect upon retention. As you can see from the chart below, an average of 93% of participants have stayed within the system.

	2004-2005 Cohort	2005-2006 Cohort	2006-2007 Cohort	2007-2008 Cohort
Retention Rates	89% (3 terminations, 1 restructuring effort, 2 resignations)	91% (5 resignations – one of those currently works with a foundation assoc. w/MnSCU)	94% (3 resignations)	98% (1 resignation)

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Watson Wyatt reports that total turnover costs including hard dollars and lost productivity are approximately 48% – 61% of salary. Minnesota State Colleges and Universities has an already low turnover rate of 7-8%, in line with local and state government. With 2,205 employees in the pool we've identified, that means approximately 154-176 leave per year. With an average salary of \$50,000, our annual turnover costs for mid-level leaders are between \$4M and \$5M. For each person retained within the system, we save approximately \$24,000 to \$30,000.

Additionally, organizations that continue development efforts, become known as desirable places to work, or employers of choice. While this already may be true in parts of greater Minnesota, where Minnesota State Colleges and Universities may be a major employer in the area, commitment to development efforts has a stronger impact in areas where we may compete for talent with other major employers, such as the metro area.

Conclusion

The Luoma Leadership Academy continues to provide excellent return on investment by equipping current and recently promoted leaders and preparing high performing, high potential employees for leadership opportunities. On average, 33% of Luoma Leadership Academy participants have either received promotions or interim leadership opportunities after participating in the program.



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JULY 2009



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