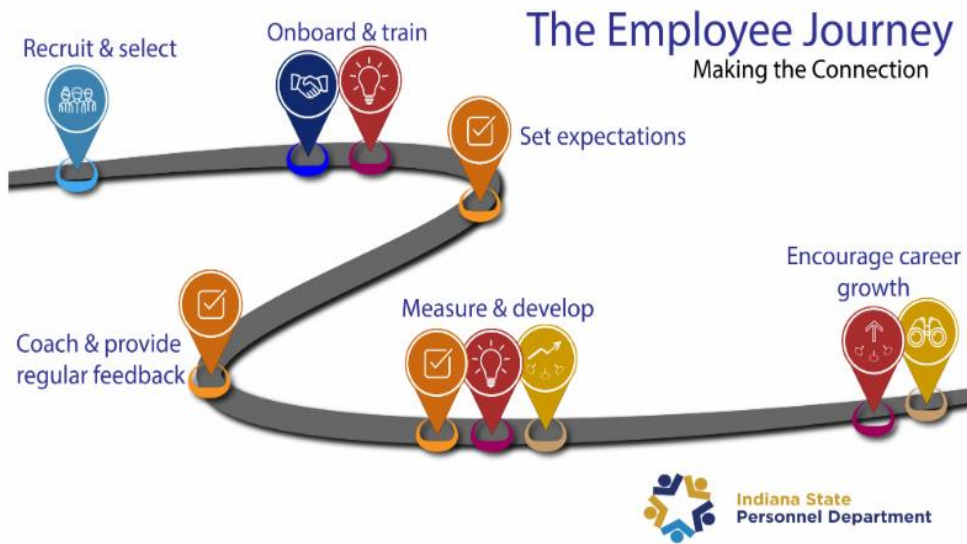




HR MONTHLY RESOURCE



The Nerve Center: Human Resources

Did you know you can also find several helpful topics based on our most frequently asked questions via The Nerve Center including IDOH HR contact information? Check it out [here](#).

Reminder: Extended Leaves of Absence Requirements

31 IAC 5-8-7 / 31 IAC 5-8-2 (e)

Authorized leave in excess of 30 calendar days is available whenever such leave is deemed to be in the best interest of the State service. The leave request should be submitted in writing and **requires written approval by your Assistant Commissioner AND the State Personnel Director.**

Should your employee have a need for a leave of absence longer than 30 calendar days, even if they are using accrued leave:

1. The employee's supervisor should send an email for approval through their supervisory chain of command up to the Assistant Commissioner. This email should include a justification as to why this leave of absence is in the best interest of the division, the specific dates of requested leave, and the forecasted leave balance.
2. Once all internal approvals are complete, forward the email chain to [Heather Whitaker](#) to request approval of the INSPD Director.
3. Heather will notify all appropriate parties of the response when it's received as well as further instruction for the employee.

If the leave is for medical purposes, follow the [FML process](#). However, this does apply to new staff who may not qualify for FML.

Performance & Goals Upcoming Deadlines:

2/12: Appointing Authority Review
TBD: Appraisal discussions with staff
3/5: 2023 IDOH goal setting deadline

IDOH HR Contacts

HR Nerve Center
[Employee Resources](#)

General HR Inbox
isdhHRmail@spd.IN.gov

Heather Whitaker
HR Director
(317) 605-4323
hwhitaker@spd.in.gov

Nicholas Phillips
Senior HR Business Partner
(317) 233-7620
nphillips@spd.in.gov

Megan Bierl
HR Business Partner
(317) 233-7522
mbierl@spd.in.gov

Andre Wallace
Talent Acquisition Consultant
(317) 233-3320
awallace2@spd.in.gov

Performance Appraisals: Conclusion and Next Steps

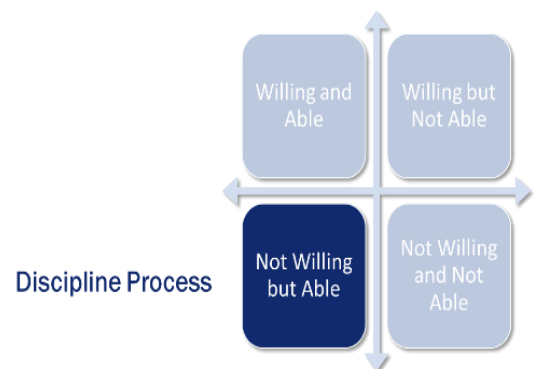
By now Self-Appraisals, Manager and 2nd Level Manager Reviews have been completed. In the next month the 1:1 Appraisal Review Meetings will be scheduled and take place. As the supervisor, you can determine whether you would like to send the review form to the employee before the 1:1 meeting, during the 1:1 meeting as a guide to walk through, or after you have conducted the meeting. To send the form to the employee, you will click "Confirm 1:1 Meeting". Here's a video that can help: [How to decide if you should share the review in advance](#). The employees will have the opportunity to acknowledge the appraisal form, enter any comments regarding the appraisal content, and send their acknowledgement/comments to you. If your employee shares that they are dissatisfied with their rating, they can utilize the comment section to enter a rebuttal statement. Here's a video that can help navigate employee reactions: [Defensiveness, surprise, anger, or tears during reviews](#). To assist in the facilitation of the 1:1 meeting, before you conduct the meeting, you can utilize the [Performance Appraisal Discussion Guide](#). This guide is formatted to lay out different areas of the employees' performance and will allow you to provide the most effective feedback possible to the employee. Through this LinkedIn Learning course, [Virtual Performance Reviews and Feedback](#), you can find additional helpful tips regarding the appraisal discussion process, including [Get the setting right for a good virtual discussion](#), [Use examples to demonstrate your key points](#), and [How to discuss grades and compensation](#). This training is geared towards virtual discussions but most of the information presented is applicable to in-person conversations as well.

Many of our employees have done a great job at achieving their goals this year and provided the best service possible to IDOH and the people we serve. Unfortunately, there may have been some employees who were not able to achieve their goals. It is important as supervisors you take this time to continue to direct and coach those employees so they may continue to grow and work towards successful completion of their goals. In the event you have an employee whose performance was not successful or needs improvement, you must look at whether this employee's work was due to an inability or an unwillingness. This will help determine if the employee needs a Performance Improvement Plan (PIP) or if we need to issue discipline. Below, we have provided some helpful tips in determining next steps in these cases.



Inability: You cannot discipline a skill/ability into an employee, so disciplinary action is ineffective when the problem is an INABILITY to perform the task correctly. In situations where there is an inability, performance management is the appropriate course of action. Performance management includes, coaching, teaching, training, and/or performance improvement plans. An example of an inability would be an employee that is required to type 100 words per minute, but only has the skill to type 50 words per minute. To issue a PIP, consult these [PIP resources](#) and partner with Human Resources.

Unwillingness: You cannot train willingness into an employee, so a performance improvement plan is ineffective when the problem is an UNWILLINGNESS to perform the task correctly. In situations where there is an unwillingness, discipline is the appropriate course of action. Discipline includes notice of the problem and/or correction action if not corrected. Examples of an unwillingness could be (not all inclusive) insubordination, unwillingness to behave as an effective team member, a failure to perform assigned duties, attendance and punctuality, or failure to report time correctly.



Not sure? Contact [Human Resources](#). We're happy to help!

Performance Goal Setting: Goal Setting for 2023

You should have already begun thinking of any potential changes to your goal plans for the next year and now it is time to put those plans into action.

Remember, when creating goals:

- Collaborate with employee for goal suggestions.
- Consider desired outcomes for your team and IDOH.
- Consider how these goals are measured.
- Consider any changes in roles on your team.
- Are you including goals to advance our [Strategic Plan](#)?



Ideally, when you meet with each employee about their 2022 performance, you can also discuss their 2023 goals. However, the IDOH goal setting **deadline is March 5, 2023**.

Training Spotlight: Goal Setting and Managing Performance

View the full [Performance Management Training Schedule](#) from the INSPD Performance Management team. The following are just a couple of options to help develop goal plans this year.

Successful Goal Setting

Discover how to scope out and define your career goals, removing anything that isn't quite right for you. Learn how to refine your objectives by identifying barriers and determining the steps you need to take to work towards your goal. To wrap up, Aimee shares strategies that can help you stay on track.

Performance & Goals: Creating SMART Performance and Development Goals & Action Plans

This training is designed to help individuals create SMART development goals and an action plan to achieve successful outcomes. At the end of this session, participants will be able to create SMART Development Goals, acceptable tools, Success Measures, to measure the standard of completion/acceptance, and action plans to achieve successful outcomes. Click [here](#) to register for a virtual workshop led by the INSPD Performance Management division meant to help you develop SMART and developmental goals and create action plans. ***You will need to [register for this course online](#) selecting a date from the options provided to attend***





Professional Development: Focus on Management Competencies

As you know, all supervisors are expected to successfully exhibit the following supervisor-specific competencies: Managing Performance and Developing Talent. On this page and the next, we provide the definition, suggested actions, and learning resources for both competencies. **Managers:** If you have supervisors who are not assigned these competencies, but they supervise state employees, you can/should assign them as goals. Go to Add Goal > Library Goal > Management > Supervisor Competencies > [select one, then do this again for the other].

Competency: Managing Performance

Definition

Has an authentic interpersonal style that engages others and encourages high performance. Uses personal influence to encourage and support.

Suggested Actions

- ✚ Provide constructive and timely feedback to your team concerning both positive and negative performance. Confer with the individuals of the team in one-on-one settings to create a plan dedicated to further developing knowledge and skills to improve future performance.
- ✚ Create performance metrics that can be used as tools to identify high, middle, and low-level performances. Celebrate team members who meet or exceed performance goals by showing recognition (card, lunch, etc).
- ✚ Allow team member participation in the process of setting performance goals. Create an interactive performance monitoring system and ensuring it is a positive growth experience for each team member.
- ✚ Create an open-door policy within the work environment and encourage your team members to speak up.
- ✚ Seek to identify learning resources for your team, such as books, manuals, job aids, stretch assignments, or other training. Help your team to create development plans that take advantage of these resources.

Learning Resources

All can be found within SuccessFactors Learning. Just search the title within the "Find Learning" section.

- ✚ Building High-Performance Teams
- ✚ Managing High Performers
- ✚ Creating a High-Performance Culture
- ✚ Managing Employee Performance Problems
- ✚ Performance Management: Improving Employee Performance
- ✚ Performance Management: Setting Goals and Managing Performance



Professional Development: Focus on Management Competencies (continued)

As you know, all supervisors are expected to successfully exhibit the following supervisor-specific competencies: Managing Performance and Developing Talent. On this page and the page above, we provide the definition, suggested actions, and learning resources for both competencies.

Competency: Developing Talent

Definition

Values the difference that each employee makes and connects their role to organizational and team success. Provides direction and guidance in team and collaborative settings. Provides timely guidance and feedback to help others strengthen specific knowledge and develop skill areas to accomplish tasks or solve problems.

Suggested Actions

- ✚ Serve as a coach to your team, or set up a coaching system, to encourage team members how to do something that he or she has little familiarity with.
- ✚ Explore opportunities for the individuals on your team to connect with role models and mentors who possess the skills they are trying to develop.
- ✚ Spend 20 minutes a day checking in with four members of your team for five minutes every single day. Stop by a team member's desk and check in. You can accomplish a lot in those five minutes: sharing information on project updates, burning questions, industry trends, important customer issues, etc.
- ✚ Allow team members to take turns running team meetings.
- ✚ Maintain a development file on each member of your team tracking successes, failures, development needs, and follow through with appropriate feedback.
- ✚ Pair new team members with a "buddy" to ease their transition into the organization.
- ✚ Personalize your approach. Get to know your team members as individuals so you can tailor your coaching efforts appropriately. One member may need reassurance, while another may respond to being challenged. Learn how to reach each one.

Learning Resources

All can be found within SuccessFactors Learning. Just search the title within the "Find Learning" section.

- ✚ Building High-Performance Teams
- ✚ Leading and Working in Teams
- ✚ Talent Management

Stay tuned for Succession Planning training! Succession planning is directly related to this competency too.

HR Metrics: Data Driven Look at IDOH and the State of Indiana

Professional Development: Keep promoting the **WHOLE policy** and encourage a culture of learning.

*Updated training metrics will be available in the March newsletter.

Linkedin Learning	2019	2020	2021	2022	YTD
# Completed Courses	133	566	485	928*	TBD
% Staff Participation	7.6	9.4	16.2	27.1*	TBD

<u>LEAD: Leadership Education & Development</u>	Supv	Non-Supv
# Staff Enrolled	34*	51*
# Staff Completed	26*	47*

Time To Hire (goal <20 days/mo)

Definition: Application Date to Initiate Offer Approval.

This is called the "candidate experience."

	Jan	Feb	Mar	April	May	June
IDOH	35					
SOI	24					
	July	Aug	Sept	Oct	Nov	Dec
IDOH						
SOI						

Vacancy Rate (goal <25%/mo)

Definition: Percentage of Positions Vacant

	Jan	Feb	Mar	April	May	June
IDOH	13.1					
SOI	18.2					
	July	Aug	Sept	Oct	Nov	Dec
IDOH						
SOI						

YTD Turnover (goal <18% annual, voluntary)

Definition: percentage of voluntary resignations, retirements, transfers out as compared to hires and rehires

	Jan	Feb	Mar	April	May	June
IDOH	0.48					
SOI	1.05					
	July	Aug	Sept	Oct	Nov	Dec
IDOH						
SOI						

	2019	2020	2021	2022
IDOH	16.34	15.1	24.2	21.1
SOI	12.9	12.63	19.18	17.25

Recognition (YTD)

Spot Bonus (budget \$81,800/FY)	118 bonuses / \$69,600
Remote Work (excl. field staff)	282 participating
Education Reimbursement (CY)	6 reimb / \$15,548.17
Referral Bonus (Apr 2022 - current)	2 reimb / \$1,000

Performance Mgmt: 2019-2021

	2019	2020	2021
Exemplary	15	24	37
Exceeds	144	248	284
Successful	545	456	394
Other	99	107	58