



**WEDNESDAY, NOVEMBER 8, 2017 | THE COMMONS LEARNING CENTER | AUSTIN, TX**

8:30 - 8:45 a.m.	<b>Welcome</b>			
<b>Opening Keynote</b>				
8:45 - 9:55 a.m.	<b>Building a Culture of Employee Engagement in Government</b> <i>Bob Lavigna, Director, Institute for Public Sector Employee Engagement</i>			
	Learning Objectives: <ul style="list-style-type: none"> <li>• Define what employee engagement is and why it matters, particularly in government;</li> <li>• Measure and analyze the level of engagement and act on the results;</li> <li>• State the results of a national benchmark survey on the levels of employee engagement in both the public and private sectors, as well as what drives engagement;</li> <li>• Identify what public sector organizations have done to improve - and sustain - engagement; and</li> <li>• Build a culture of engagement.</li> </ul>			
10:00 - 10:15 a.m.	<b>Transition Break</b>			
<b>Concurrent Workshops 1</b>				
10:15 - 11:10 a.m.	<b>1A - Changes, Inevitable</b>  <i>Cindy Yarbrough, Teacher Retirement System of Texas (retired)</i>	<b>1B - FMLA</b>  <i>Maggie Freeman, Office of the Governor</i>	<b>1C - How to Make Teleworking Work!</b>  <i>Jerry Greenwell, CPS</i>	<b>1D - How to Build You Agency's Succession Plan and Prepare Your Next Generation of Leaders (Part 1 of 2)</b>  <i>Ted Beasley, Emergent Execs</i>
	Learning Objectives: <ul style="list-style-type: none"> <li>• Determine how and when to communicate change;</li> <li>• List ways to encourage employees to accept change; and</li> <li>• Develop change management policy/procedures.</li> </ul>	Learning Objectives: <ul style="list-style-type: none"> <li>• Summarize how the FMLA applies to an employee's specific event;</li> <li>• Identify the documentation needed and the allowances for an event/award and the return-to-work protocol; and</li> <li>• Develop or update an FMLA policy for your agency.</li> </ul>	Learning Objectives: <ul style="list-style-type: none"> <li>• List methods to measure performance/productivity and keep employees engaged;</li> <li>• Identify the legal considerations: injuries at home/work, overtime or extra hours worked, using as an ADAA accommodation; and</li> <li>• Recommend strategies to maintain security of confidential information.</li> </ul>	Learning Objectives: <ul style="list-style-type: none"> <li>• Make a persuasive case to the Executive Director or Board of Directors of an agency for an intentional approach to succession planning;</li> <li>• Create detailed institutional knowledge profiles for senior positions in the company; and</li> <li>• Evaluate succession candidates and design customized learning experience to pass on the company's knowledge and relationships to the next generation of executive leaders.</li> </ul>
11:10 - 11:20 a.m.	<b>Transition Break</b>			
<b>Concurrent Workshops 2</b>				
11:20 a.m. - 12:20 p.m.	<b>2A - Creating a Culture of Performance through Accountability - Train Your Leadership</b>  <i>Suzyn Skaggs, Solara Consulting</i>	<b>2B - Everyday Ethics</b>  <i>Marya Crigler, Travis County Appraisal District</i>	<b>2C - Leveraging Social Media for Recruiting</b>  <i>Kristy Dawson, Government Social Media LLC</i>	<b>2D - How to Build You Agency's Succession Plan and Prepare Your Next Generation of Leaders (Part 2 of 2)</b>  <i>Ted Beasley, Emergent Execs</i>
	Learning Objectives: <ul style="list-style-type: none"> <li>• Identify techniques to clear the workplace fog and get to crystal clear;</li> <li>• Distinguish between accountability vs responsibility;</li> </ul> Build the accountable pathway to a performance culture; and <ul style="list-style-type: none"> <li>• Assess how employee accountability increases employee motivation and esteem.</li> </ul>	Learning Objectives: <ul style="list-style-type: none"> <li>• Identify who is responsible when it comes to ethics;</li> <li>• Describe non-draconian measures to promote ethical behavior; and</li> <li>• List issues that are covered by ethics.</li> </ul>	Learning Objectives: <ul style="list-style-type: none"> <li>• Recognize methods to use in recruiting (free is better);</li> <li>• Identify the best available resource in finding viable candidates in a large application pool; and</li> <li>• Predict and document recruiting HR trends.</li> </ul>	Learning Objectives: See above.
12:20 - 1:30 p.m.	<b>Lunch</b>			



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Concurrent Workshops 3				
1:30 - 2:30 p.m.	<b>3A - The Use of Micro-Learning to Develop Your Workforce</b> <i>Dr. Kevin Gumienny, Microassist</i>	<b>3B - EEO Claims, Investigations and Litigation</b> <i>Susanna Holt Cutrone, Texas Workforce Commission and Lowell A. Keig, Civil Rights Division, Texas Workforce Commission</i>	<b>3C - Leading with Your Brain and Mind</b> <i>Barbara Morris-Blake, Elevate Organizations</i>	<b>3D - Efficiencies in Processes</b> <i>David Johnson, ReEngine Consulting</i>
	Learning Objectives: <ul style="list-style-type: none"> <li>Describe "Micro-Learning";</li> <li>Identify methods to incorporate into daily HR processes (YouTube video on how to complete a PE application);</li> <li>List ways to construct low-cost micro-learning; and</li> <li>Assess types of equipment need and ways to share resources.</li> </ul>	Learning Objectives: <ul style="list-style-type: none"> <li>Describe the lawsuit process, responsibilities, and timeline;</li> <li>Define protected rights and be able to explain the rights to the parties involved; and</li> <li>Recognize and assemble the documentation related to a lawsuit.</li> </ul>	Learning Objectives: <ul style="list-style-type: none"> <li>Care for their brains resulting in improved performance;</li> <li>Identify new behaviors that will enhance business and personal life; and</li> <li>Develop the self-confidence essential in business.</li> </ul>	Learning Objectives: <ul style="list-style-type: none"> <li>Identify a process to evaluate where efficiencies can be made; and</li> <li>Impart to managers methods to gather information on deficiencies.</li> </ul>
Transition Break				
Concurrent Workshops 4				
2:40 - 3:40 p.m.	<b>4A - Conflict Resolution</b> <i>Kim Sullivan, Conflict Management and Dispute Resolution Office, The University of Texas at Austin</i>	<b>4B - ADA - We're Accommodating</b> <i>Dr. Jennifer Maedgen, Division of Diversity and Community Engagement, The University of Texas at Austin and Stephanie Myers, Division of Diversity and Community Engagement, The University of Texas at Austin</i>	<b>4C - Developing a Non-Cert Leadership Management Program</b> <i>Anise Gencer, Texas Commission on Environmental Quality</i>	<b>4D - How to Motivate Employees in the Workplace</b> <i>Noel Landuyt, School of Social Work, The University of Texas at Austin</i>
	Learning Objectives: <ul style="list-style-type: none"> <li>Identify source of conflict and determine a goal for resolution;</li> <li>Develop procedures for resolving workplace conflicts; and</li> <li>Apply a process of interview and conversations where we serve as mediator and arrive at a goal.</li> </ul>	Learning Objectives: <ul style="list-style-type: none"> <li>Define reasonable accommodation;</li> <li>Evaluate when to start the interactive process; and</li> <li>Summarize resources to assist you when you need to make an accommodation for an employee.</li> </ul>	Learning Objectives: <ul style="list-style-type: none"> <li>Distinguish between a certificate program and non-certificate program and the advantages;</li> <li>Describe the levels of a management program, application process, and program design; and</li> <li>Identify ways to evaluate the business impact of an effective leadership program for your agency.</li> </ul>	Learning Objectives: <ul style="list-style-type: none"> <li>Indicate the motivators (work-life balance, benefits, trainings/career development);</li> <li>State low cost recognition options; and</li> <li>Identify unmotivated employees and methods to motivate them.</li> </ul>
Refreshment Break				
Closing Keynote				
3:50 - 5:00 p.m.	<b>Reaching Within for Resiliency</b> <i>Barbara Morris-Blake, Elevate Organizations</i>			
	Learning Objectives: <ul style="list-style-type: none"> <li>Measure their current level of resilience;</li> <li>Develop a mindset of resilience;</li> <li>Identify the resilience building qualities they possess; and</li> <li>Immediately implement specific strategies to improve their resilience quotient and improve their lifestyle.</li> </ul>			