



STATE HISTORY STRATEGIC PLAN, 2009-2016

[Subject to final review]

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STATE HISTORY STRATEGIC PLAN, 2009-2016: EXECUTIVE SUMMARY

[Note: As of October 2009, this plan has not been reviewed and formally adopted, but is a draft of a plan incorporating the recommendations of the Strategic Planning Team. It is awaiting review by staff and management, revision, and adoption.]

This written plan is a result of a planning process that began in 2007. A strategic planning team chartered by State History director Phil Notarianni made several substantive recommendations. Since then, the division has made progress in acting on those recommendations.

This plan clarifies and refines those recommendations for continuing action during the next seven years. It covers three major areas:

- A. Act with a sense of mission and vision.
- B. Meet mandates more effectively through effective use of resources.
- C. Implement division-wide goals and objectives.

A. Act with a sense of mission and vision.

Our mission statement is:

State History collaborates with partners to preserve, explore, and engage with the past—in order to create stronger communities, greater understanding, and mutual respect.

Our vision for the future is:

Through State History's work, Utah has become a place where all the facets of history contribute to a better life for its citizens.

B. Meet mandates more effectively through effective use of resources.

Human resources:

State History administration, in partnership with coordinators, has completed a comprehensive analysis of State History's mandates and tasks (see Appendix I). This analysis identified clear statutory and policy mandates. It also identified optional, non-mandated, tasks being done by staff.

As a result of this analysis, State History has shifted and will continue to shift staff duties as necessary to strengthen its ability to give priority to mandated duties.

Financial resources:

State History has re-evaluated its traditional split-even budget process and adopted a division-wide budget process that allocates resources according to mandates and priorities.

Programs and Projects:

From time to time, staff and others propose changes to programs. State History has adopted a division-wide process for decisions on whether to begin, continue, change, or discontinue programs and projects. As with human and financial resources, mandates and priorities are key to these decisions.

C. Implement division-wide strategic goals and objectives.

State History will pursue five division-wide strategic goals, listed below in priority order. The associated strategic objectives are not necessarily comprehensive but represent starting points in achieving the goals.

I. INFORMATION DELIVERY Using a coordinated, division-wide approach, meet the educational, technical, and cultural needs of a diverse public through enhanced delivery of information.

Strategic objective—Website: Provide easy access to information and services our customers want and need and stimulate learning through websites that are user-friendly, innovative, and rich in quality content.

Strategic objective—Databases: Help customers quickly find information they want and need through databases that are current, accurate, relevant, and accessible

II. COLLECTIONS AND HOLDINGS Serve the public interest by clarifying and implementing our responsibility, role, focus, and direction in our collections and holdings.

Strategic objective—Philosophy and Scope: Seek to create greater public value, meet the expectations of stakeholders, and use resources effectively by establishing a division-wide philosophy/scope on physical collections and holdings, one that is supported division-wide and that is in line with our mission.

III. PARTNERS AND AFFILIATES Develop relationships with partners and affiliates that strengthen all parties, create synergy, and multiply outcomes to save and share heritage resources.

Strategic objective—Coordination of Services: Strengthen our partners' ability to preserve and share historic resources and to make history a vital part of people's lives through the division-wide coordination of information, training, technical assistance, networking, and grants.

IV. CLIMATE AND CULTURE Create a healthy climate and culture and efficient operations to increase our ability to serve the public well.

Strategic objective—Staff and Leadership Development: Promote honest, respectful, effective, and competent leadership and employees through energizing the entire staff, cultivating continuous performance improvement at all levels, increasing accountability, and ensuring that the right people are in the right places.

Strategic objective—Communication and Trust: Cultivate an environment of open, effective communication and trust among individual employees, among sections, and between staff and management.

V. LIFELONG LEARNING Coordinate to provide meaningful, effective opportunities for lifelong learning.

Strategic objective—Philosophy and Scope: Use resources effectively by establishing a division-wide philosophy/policy on our role in lifelong learning.

STATE HISTORY STRATEGIC PLAN, 2009-2016: INTRODUCTION

During the past two years, Utah State History has made far-reaching changes. A strategic planning process begun in 2007 by the strategic planning team has led to shifts in resources and emphasis and to completed projects. For instance, State History shifted resources to create a division-wide database manager position and a web team, discontinued printing the *Currents* newsletter, made large strides in completing the archaeological database, completed digitization of the Peoples of Utah collection, and re-designed and renovated www.history.utah.gov.

In synchronistic ways, the work of the strategic planning team dovetailed with emerging trends and opportunities—such as the digitization money given to DCC by the state legislature; collections issues associated with digitization; DCC’s emphasis on website renovation; and the Cultural Heritage Council’s emphasis on better information for partners. But that is the nature of strategic thinking—looking ahead to see what trends, problems, or opportunities are on the horizon.

Since the team finished its work, the division has formally and informally continued the strategic planning process. In many ways we have begun to think and act more strategically.

We can and should strengthen this process of strategic thinking, planning, and action—not only on a division level but within each program.

This document, then, should NOT petrify the strategic process. It does identify major division-wide guiding principles and goals for the next seven years and will help us focus on improving our service delivery as we meet our mandates.

State History will multiply outcomes, achieve efficiencies, and produce greater public value as we creatively and unitedly implement this plan.

STATE HISTORY STRATEGIC PLAN, 2009-2016: THE PLAN

State History has identified three major areas of strategic action for the next seven years:

- A. Act with a sense of mission and vision.
- B. Meet mandates more effectively through effective use of resources.
- C. Implement division-wide strategic goals and objectives.

A. Act with a sense of mission and vision.

Background: Through a joint staff process in 1997, State History adopted this mission statement: “Preserving and Sharing the Past for the Present and Future.” Staff did not articulate a vision statement at this time.

Though it was useful for several years, this mission statement did not clearly identify State History’s customers, nor did it provide an accurate description of how and why we serve these customers. In conjunction with this plan, State History has adopted a new mission and vision.

Action Plan: We will infuse a sense of mission and vision into our planning, discussions, tasks, and decisions. As we plan events and programs, we will not just rely on tradition, but will find better ways to fulfill our mission and make our vision reality.

Mission Statement

State History collaborates with partners to preserve, explore, and engage with the past—in order to create stronger communities, greater understanding, and mutual respect.

Vision

Through State History’s work, Utah has become a place where all the facets of history contribute to a better life for its citizens.

- *The general public increasingly experiences history as a stabilizing, energizing, and transformative force.*
- *The number, diversity, and commitment of partners engaging with history has increased, and include more government, business, civic, ethnic, arts, academic, and activist communities and more.*
- *History makes places and lives better through the preservation of more buildings, neighborhoods, sites, documents, objects, landscapes, stories, and information.*
- *Citizens and decision-makers understand the present better by understanding the complexities of the past.*

- *The multiple stories of history help different groups in Utah to understand and respect each other.*

B. Meet mandates more effectively through effective use of resources.

Human resources

Background: The administration team, in coordination with the managers, has conducted an extensive analysis of the mandates, activities, and resources of the division. The mandates they identified included:

- Federal laws and regulations
- State laws and rules
- State policy
- Historic Preservation Fund grant
- Legislative earmarks
- Memoranda of Agreement
- Department policy
- Executive order
- Ex-officio
- Board/division policy
- Strategic plan priority goals

This list was then used to analyze each duty and task being performed by staff. The resulting matrix is summarized in Appendix I.

The analysis showed that State History is fulfilling most of its mandates. It also showed that some mandates are not being adequately addressed, and that several optional, non-mandated duties are being performed.

Action Plan:

[To be determined]

The mandates analysis will continue to be updated and revised, and it will continue to form the basis for improvement in the use of human and financial resources.

Financial resources

Background: In 2003, after the division was organized into four main sections—Utah State Historical Society, Antiquities, Preservation, and Research/Collections—the coordinators decided to divide unallocated funds based on the number of employees in the section. Thus, each section received an equal amount of “discretionary funds” for each staff member in the section.

Similarly, the coordinators divided available pass-through grant money four ways among the sections’ grant programs: cemetery digitization, oral histories, preservation projects, and archaeological projects.

State History Strategic Plan – The Plan

This budget process enabled coordinators to avoid conflict. However, it did not take into account State History’s mandated duties versus its optional activities. Nor did it take into account the higher costs associated with some mandated duties in comparison with others.

Action Plan: In tandem with the effort to make the best use of human resources, we have adopted this budget process:

1. By June 1 of each year, each program manager will submit an operating budget to administration. This budget will identify the funds needed to carry out the program’s mandated functions, including essential training.
2. By July 1 of each year, administration will approve the program budgets as submitted or as modified through discussion.
3. Also by July 1, administration will establish an amount to be allocated to each program based on the number of employees. This will become the discretionary fund.
4. Remaining unallocated money will be allocated as follows:
 - a. Managers will submit project or grant-funding proposals to the management team by September 1 of each year.
 - b. The management team will evaluate these proposals based on the matrix developed by administration (see Appendix I).
 - c. The management team will allocate these funds according to priority ranking.
 - d. In case of an inability to identify clear priorities, administration will have final decision-making authority.
 - e. A certain percentage of funds may be held in reserve until January 1, at which time the funds will be released to the next project on the list, or to a higher-priority project, if one arises.
 - f. Note that all division funding sources that are not allocated for personnel, overhead, or specific projects will be included in this process—including the HPF grant, dedicated credits, legislative allocation, and funds created through partnership agreements.

Programs and Projects

Background: From time to time, State History embarks on new initiatives, programs, and projects. Or we may expand, contract, continue, or discontinue an existing initiative. These decisions have been made using a number of different processes, including direction from DCC or the state, the inclination or passion of staff members or Board members, the retirement of a staff member, tradition, experimentation, public demand, etc.

To date, we have not used a coordinated, consistent process for making decisions on projects, programs, and priorities.

Action Plan:

New Proposals or Changes to Existing Program:

Make decisions on new programs and projects using a coordinated process.

Each section and the division as a whole will evaluate new program and project proposals based on mandated duties (analyzed in the matrix developed by administration and managers—see Appendix I). This analysis should include:

- How the proposal fits into mandated duties and mission.
- Resources required.
- Resources available.
- Priority ranking within division/section workload.

- Resources that could be freed up by shifting resources and stopping other activities.

A request for the change, along with the written analysis, will be submitted to administration. A proposal may require the shifting of resources division-wide. In this case, or in the case of a division-wide initiative, the management team will analyze and discuss the proposal, and the director will make the decision. If the proposal affects only the section and will not at any time commit division-wide resources, the section head's supervisor will make the decision.

If a new proposal will not replace or weaken a higher-priority duty, administration may approve it.

If a new proposal will replace or weaken a higher-priority activity, it will not be approved.

When implementation of a new proposal will create a need to clarify state statute or ensure a proper adjudication and appeals process, the Board of State History will become involved to clarify and set policy.

Existing Programs: Each year, each section will analyze one of its existing programs or processes, using the matrix. This analysis should lead to the identification of clearly defined outcomes and measurement strategies. It should also lead to one or more of the following:

- Strategies for better customer service
- Strategies for making the program more effective.
- Strategies for making the program more efficient.
- Re-prioritization, and subsequent re-allocation of resources.
- New partnerships.

Sections will submit this analysis by March 1 of each year.

C. Implement division-wide strategic goals and objectives.

Background: The strategic planning team, chartered in 2007, identified five division-wide strategic goals, with associated strategic objectives. It is important to note that these objectives are not necessarily comprehensive. They represent starting points in achieving the goals, and once State History has reached these objectives, we will identify new objectives to more fully achieve these goals.

Action plan: Achieve the strategic goals by pursuing associated objectives—both those that are identified below and objectives yet to be identified. In priority order, the goals and objectives are:

- I. Information Delivery Using a coordinated, division-wide approach, meet the educational, technical, and cultural needs of a diverse public through enhanced delivery of information.

Strategic objective—Website: Provide easy access to information and services our customers want and need and stimulate learning through websites that are user-friendly, innovative, and rich in quality content.

Strategic objective—Databases: Help customers quickly find information they want and need through databases that are current, accurate, relevant, and accessible

II. Collections and Holdings Serve the public interest by clarifying and implementing our responsibility, role, focus, and direction in our collections and holdings.

Strategic objective—Philosophy and Scope: Seek to create greater public value, meet the expectations of stakeholders, and use resources effectively by establishing a division-wide philosophy/scope on physical collections and holdings, one that is supported division-wide and that is in line with our mission.

III. Partners and Affiliates Develop relationships with partners and affiliates that strengthen all parties, create synergy, and multiply outcomes to save and share heritage resources.

Strategic objective—Coordination of Services: Strengthen our partners' ability to preserve and share historic resources and to make history a vital part of people's lives through the division-wide coordination of information, training, technical assistance, networking, and grants.

IV. Climate and Culture Create a healthy climate and culture and efficient operations to increase our ability to serve the public well.

Strategic objective—Staff and Leadership Development: Promote honest, respectful, effective, and competent leadership and employees through energizing the entire staff, cultivating continuous performance improvement at all levels, increasing accountability, and ensuring that the right people are in the right places.

Strategic objective—Communication and Trust: Cultivate an environment of open, effective communication and trust among individual employees, among sections, and between staff and management.

V. Lifelong Learning Coordinate to provide meaningful, effective opportunities for lifelong learning.

Strategic objective—Philosophy and Scope: Use resources effectively by establishing a division-wide philosophy/policy on our role in lifelong learning.

State History has made significant progress on these goals: We have digitized The Peoples of Utah collection, Utah's National Register properties, and publications. The archaeological and historic sites database have moved forward significantly. We have completely revamped history.utah.gov and continue to make large strides in improving and adding information; and we have begun work on renovating our kids' website. We made progress on the Collections strategic objective.

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The Balanced Scorecards below contain more information on each strategic objective. In addition, we have prepared a detailed balanced scorecard for both the website and database initiatives (see Appendices III and IV).

A NOTE ON BALANCED SCORECARDS

State History used the Balanced Scorecard (BSC) model in its planning, and continues to use it in measuring and reporting. The BSC process is intended to ensure that planning efforts and actual projects and programs consider four areas: Customers, Learning and Growth, Process, and Financial. Either a weakness or over-emphasis in any one of these areas can severely compromise a project or program.

The BSCs below—one for each of the division-wide strategic objectives—outline the important issues in Customers, Learning and Growth, Process, and Financial for these objectives.

C-I. Information Delivery: Website

BACKGROUND:

History.utah.gov was completely renovated in 2008, based on the following Balanced Scorecard and a more detailed BSC for the website, which can be found in Appendix III.) Those BSCs envisioned a continuous improvement process for history.utah.gov and also our other sites: historyforkids.utah.gov and historytogo.utah.gov.

STRATEGIC GOAL:

Using a coordinated, division-wide approach, we will meet the educational, technical, and cultural needs of a diverse public through enhanced delivery of information.

STRATEGIC OBJECTIVE:

Provide easy access to information and services our customers want and need and stimulate learning through websites that are user-friendly, innovative, and rich in quality content.

Website Balanced Scorecard

CUSTOMERS

How must we look to our customers? What do our customers want?

- A simple, intuitive experience, with easy to find information.
- Comprehensive content—all the info and services users need, including links.
- Information that is current, trusted, and authoritative.
- Presentation that is visually attractive and cohesive.
- Optimal performance.
- Integrated partner networking – discussion forum, bulletin boards, common calendar, etc.
- Sophisticated technology - personalized experience, RSS feed, podcasting, etc.

PROCESS

In order to meet the objective, at what processes must we excel?

- Develop a vision and scope for the website.
- Renovate website design.
- Develop a process to determine priorities (what gets added, why and when, user feedback, etc.).
- Develop and maintain content – databases, tools, activities, services.
- Develop a production process/procedures.
- Institute a continuous improvement process (best technology).

LEARNING & GROWTH

How must our organization learn and improve?

- Foster the importance and value of the website initiative; make a division-wide commitment to the vision and scope.

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- Provide our employees with continuous job-specific training.
- Research and develop technological advances.
- Collect and evaluate feedback and implement lessons learned.

FINANCIAL

How do we: Create value? Become more cost-efficient? Leverage our resources?

- Make sure initiatives are consistent with priorities of funding authority and other stakeholders.
- Distribute tasks and duties in a way that most effectively meets the objective.
- Provide a way to measure process cost and resulting benefit/outcomes.
- Support website initiatives with adequate resources: personnel and budget.

C-I. Information Delivery: Databases

BACKGROUND:

State History databases include Cemeteries, Markers and Monuments, Historic Preservation, Archaeology, digitized collections, and other division databases. State History has created and improved several key databases based on the following Balanced Scorecard (BSC) and a detailed BSC, which can be found in Appendix IV.) These BSCs envision that State History will continue to build, improve, maintain, and expand databases to meet customer needs.

STRATEGIC GOAL:

Using a coordinated, division-wide approach, we will meet the (educational, technical, and cultural) needs of a diverse public through enhanced delivery of information.

STRATEGIC OBJECTIVE:

Help customers quickly find information they want and need through databases that are current, accurate, relevant, and accessible.

Database Balanced Scorecard

CUSTOMERS

How must we look to our customers? What do our customers want?

- Information they need when they need it, and in the format that helps them accomplish their purpose the most effectively. Customers want:
 - Mobility and flexible access.
 - Information that is relevant, timely, and accurate.
 - Information that is easy to locate, easily accessible, and in a usable format.
 - A pleasant experience and pleasing presentation.
 - Support services.

PROCESS

In order to provide the above to customers, at what processes must we excel?

- Develop vision, scope, and priorities for this initiative.
- Clarify where the responsibilities and authority lie.
- Gain commitment from highest possible levels of government and from all who are involved.
- Develop scope and priorities regarding content and technology.
- Develop and maintain database(s) as prioritized by customer.s
 - Create a solid data foundation through data standards and collection methods that are internally consistent, adhere to a clear purpose, and do not conflict with national or international standards.
 - Keep the databases up to date.
- Develop and continually improve interface(s).
 - Create multiple interfaces to serve different user groups, though they may be accessing the same data.

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- Provide tools for interacting with the information provided – searching, creating, manipulating, and incorporating information into users’ lives.
- Develop a portal to direct users to available databases.
- Allow for our databases to communicate with other databases; provide for translation,
- Create processes for error reporting and quality control.
- Maintain the system.
 - Monitor system performance and upgrade hardware/software as needed to ensure optimal speed.

LEARNING & GROWTH

How must our organization learn and improve?

- Foster the importance and value of an enterprise database, with a division-wide commitment to the vision and scope.
- Continuously collect and measure feedback from users and adapt to evolving expectations of content and experience.
- Measure and understand usage patterns and adjust accordingly.
- Establish an internal customer service culture with support staff to provide streamlined and creative processes.
- Streamline processes for finding the expertise we need when we need it.
- Provide staff with technological and other relevant training that will allow them to do their part in this initiative.
- Encourage participation in professional communities and conferences to keep abreast with technological innovations.

FINANCIAL

How do we: Create value? Become more cost-efficient? Leverage our resources?

- Make service agreements with AGRC/DTS for system support.
- Commit staff and funding necessary to ensure citizens have a positive experience and get the results they expect.
- Capitalize on resources invested by using common infrastructure and integrated interfaces for like purposes – that is, do not reinvent the wheel for each.
- Seek opportunities for external collaboration: Participate in DCC’s digitization initiative.

C-II. Collections and Holdings

BACKGROUND:

State History's collections are diverse. They include historic sites records, archaeological records, Section 106 cases, manuscripts, maps, photographs, books, other documentary materials, and thousands of diverse artifacts. State History also has several holdings—that is, items that we care for temporarily. These include archaeological samples and publications.

Many issues surround State History's collections and holdings, ranging from risk of deterioration, collecting scopes, space, storage, insurance, public access, etc. Because of the complexity of these issues, the Planning Team recommended that we begin by establishing a division-wide philosophy/scope on physical collections and holdings, as outlined in the following Balanced Scorecard. After the philosophy/scope is created, much more work on collections will be required.

STRATEGIC GOAL:

We will serve the public interest by clarifying and implementing our responsibility, role, focus, and direction in our collections and holdings.

STRATEGIC OBJECTIVE:

Seek to create greater public value, meet the expectations of stakeholders, and use resources effectively by establishing a division-wide philosophy/scope on physical collections and holdings, one that is supported division-wide and that is in line with our mission.

Collections and Holdings Balanced Scorecard

CUSTOMERS

How must we look to our customers? What do our customers want? (Note: the customers for this objective are mainly internal-- staff and stakeholders)

- Clarity on what's happening with collections and holdings
- Understanding/light shown on all our collections and holdings

PROCESS

In order to meet the objective, at what processes must we excel?

- Communication--between sections, between team and staff, etc.
- Breaking down silos
- Info gathering and analyzing
- Consensus-building
- Presenting
- Decision-making

LEARNING & GROWTH

How must our organization learn and improve?

- Know statutory provisions and flexibility. Clarify unclear statutes.
- Learn what we have, provenance, and cataloguing methods
- Learn how items are being stored and what care they need.
- Understand the resources currently being used and the resources required.

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- Learn what space is available and the condition of the space.
- Learn available options.
- Find out what customer and stakeholder want and need.
- Assess how we fit in the larger picture within the state. Explore statewide solutions.

FINANCIAL

How do we: Create value? Become more cost efficient? Leverage our resources?

- Make sure the scope is consistent with funding authority and other stakeholders.
- Provide a way of measuring the cost of implementing the scope.

C-III. Partners and Affiliates

BACKGROUND

State History has a variety of partners, including Certified Local Governments; federal, state, and local entities; nonprofit organizations; educational institutions; and coalitions of private and public entities. By federal and state mandate, we provide information, services, and some funding. Currently, division sections cooperate on services to partners only in the processing of grants.

State History's outreach to these entities is crucial to our mission. State History will find ways to fulfill its mission and vision by working with partners more effectively. A first step will be to coordinate services to partners, as outlined in the following Balanced Scorecard.

STRATEGIC GOAL

We will develop relationships with partners and affiliates that strengthen all parties, create synergy, and multiply outcomes to save and share heritage resources.

A partner/affiliate is an organization with which we have a relationship. These include state and federal agencies, CLGs, historical societies, grant recipients, heritage organizations, USAS chapters, oral history groups, heritage areas, schools, universities and colleges, museums, non-profits, professional organizations and area experts, and constituent groups.

STRATEGIC OBJECTIVE:

Strengthen our partners' ability to preserve and share historic resources and to make history a vital part of people's lives through the division-wide coordination of information, training, technical assistance, networking, and grants.

Partners and Affiliates Balanced Scorecard

CUSTOMERS

How must we look to our customers? What do our customers want?

- Easy access to comprehensive information on technical questions and assistance, funding sources, etc.
- Training and learning to help them achieve their goals.
- Integrated partner network, which may include: a discussion forum, bulletin boards, common calendar, networking meetings, or sharing of best practices.
- Opportunities for more funding; help with finding funding.
- A connection to a larger whole; relationships; and feeling of being supported.

PROCESS

In order to provide the above to customers, at what processes must we excel?

- Develop a vision, policy and scope for services to partners.

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- Coordinate info/service delivery for all partners.
- Coordinate online and in-person training.
- Coordinate grants programs within the division.
- Create a prioritization process for grant selection.
- Develop a process for grant administration.
- Coordinate networking/communication processes.
- Develop a process for continual improvement to services: information, technical assistance and grants.
- Promote recognition and public awareness for affiliates and division's role in successes. (i.e. press releases, etc.)

LEARNING & GROWTH

How must our organization learn and improve?

- Learn and explore different ways to provide customer needs.
- Keep abreast of innovations in other agencies and states.
- Learn customer wants and needs.
- Develop feedback mechanisms.
- Develop presentation/teaching skills, including skills in web-based training to provide online training (or contract with someone who does this).

FINANCIAL

How do we: Create value? Become more cost-efficient? Leverage our resources?

- Establish clear reporting standards for grants recipients in order to measure resulting benefits/outcomes.
- Ensure priorities and initiatives are consistent with funding authority and stakeholders.
- Develop budget and resource plans consistent with success.
- Establish a policy of charging administrative cost for administering grants.
- Seek more pass-through grant money.

C-IV. Climate and Culture: Staff Development

BACKGROUND

New challenges and opportunities, increasingly complex issues, and diminishing resources during the recession make it important that State History develops capabilities within the staff. By 2016, several people will have retired. Developing managerial, leadership, and specialized skills within the staff will help the division make transitions smoothly. The following Balanced Scorecard outlines issues of staff development, performance, and effective organizational structure.

STRATEGIC GOAL:

We will create a healthy climate and culture and efficient operations to increase our ability to serve the public well.

STRATEGIC OBJECTIVE:

Promote honest, respectful, effective, and competent leadership and employees through energizing the entire staff, cultivating continuous performance improvement at all levels, increasing accountability, and ensuring that the right people are in the right places.

Staff Development Balanced Scorecard

CUSTOMERS *(internal)*

How must we look to our customers? What do our customers want?

- Competent, professional and fair leadership, management, and staff.
 - Individuals, colleagues, managers, and administration who are all committed to excellence.
 - Meaningful performance plans and accountability at all levels.
 - Performance plan duties that are consistent with the division's mission and mandates.
 - Accountability of all employees for meeting objectives on performance plans.
 - Support and training for managers in order to properly manage their programs and supervise employees.
- Colleagues who all take pride in all the programs of the organization.
- Tools and resources to effectively complete their work activities.

PROCESS

In order to provide the above to customers, at what processes must we excel?

- Improve the performance plan process: creation, ongoing feedback, evaluations.
- Manage division resources and activities for productivity and efficiency.
 - Ensure that appropriate tools and resources (cars, computers, supplies, etc.) are procured, managed and readily accessible.
 - Resolve office management issues.
- Make sure that meetings are timely, effective, and results-oriented.

LEARNING & GROWTH

How must our organization learn and improve?

- Seek clarity and unity on mission and goals of division and programs.
 - Develop objectives and goals within sections and programs (strategic planning on a program level).
- Develop and maintain highly qualified and productive staff.
 - Ensure we have all the right people in all the right “seats.”
 - Make sure all employees know how their jobs fit into the big picture and feel a sense of ownership for their section and the division as a whole.
 - Provide staff meaningful opportunities to contribute to decision-making and progress of the division.
 - Make sure that employee knowledge, skills and abilities meet job requirements.
 - Implement training program for managers and supervisors.
 - Develop, implement and support a process to stimulate high job performance.
 - Provide professional development opportunities and training.
 - Seek to find creative recognition and rewards.
 - Provide staff opportunities to offer feedback on manager performance.

FINANCIAL

How do we: Create value? Become more cost-efficient? Leverage our resources?

- Manage division resources and activities for productivity and efficiency.
 - Procure, manage, and make readily accessible division resources (cars, computers, supplies, etc.).
 - Provide accurate and timely budget and financial reports.
 - Eliminate non-productive activities and costs.
 - Review and reclassify jobs that are non-productive or no longer relevant.

C-IV. Climate and Culture: Communication and Trust

BACKGROUND: State History usually operates very smoothly, with mutual respect among most employees and management. The following Balanced Scorecard outlines how State History will become even more effective by giving conscious attention to improving communication and trust, both horizontally and vertically.

STRATEGIC GOAL:

We will create a healthy climate and culture and efficient operations to increase our ability to serve the public well.

STRATEGIC OBJECTIVE:

Cultivate an environment of open, effective communication and trust among individual employees, among sections, and between staff and management.

Communication and Trust Balanced Scorecard

CUSTOMERS (*internal*)

How must we look to our customers? What do our customers want?

- Equal access to decision-makers – no favoritism and no perceptions of favoritism.
- Management and staff who understand each other’s point of view.
- Open and fair resource allocation.
- No silos or organizational barriers.
- Freely shared information. No special spinning of information for different people—no secrets.
- Regular opportunities for horizontal and vertical two-way communication.

PROCESS

At what processes must we excel? What must we be good at doing?

- Develop and promote opportunities to enhance communication, energize staff, and build trust & respect.
 - Revamp meetings and staff gatherings to stimulate two-way communication.
 - A process for moving valid interests and concerns onto the division agenda, perhaps at staff meeting.
 - Frank communication – no sacred cows.
 - Acknowledge and support interests beyond our own sections.
 - Develop and implement an open and fair process for resource allocation.
 - Create an open forum that stimulates debate and comment on:
 - Budget.
 - Space allocation.
 - Shared resources.
 - Annual retreats.

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- Identify and implement over-arching division-wide goals to create unity of purpose.
 - As a staff, regularly discuss “big picture” issues.
 - Reinvigorate the mission statement.
- Create effective problem resolution processes.
 - Promote staff accountability for problem resolution.
 - Have zero tolerance for “water cooler complainers” who only complain about issues but fail to bring them to management’s attention.
 - Strongly encourage those who identify problems to provide possible solutions.

LEARNING & GROWTH

How must our organization learn and improve?

- Seek opportunities to share information about programs, staff activities, and concerns in order to improve communication, trust and respect.
 - Use staff meetings and gatherings as training opportunities to teach staff about program missions and staff jobs.
 - As management, enhance understanding of programs and employees by using the concept of “management by walking around.”
- Provide regular, effective communication training to the entire staff.

FINANCIAL

How do we: Create value? Become more cost efficient? Leverage our resources?

No Financial items were identified for this objective.

C-V. Lifelong Learning

BACKGROUND: Various programs within State History contribute to lifelong learning in diverse ways. These include the *Utah Historical Quarterly*, Research Center, web sites, archaeological workshops and school programs, Prehistory Week, Annual Conference, presentations, occasional exhibits, technical assistance, and teacher relationships.

However, the division as a whole has never identified its role and purpose in stimulating lifelong learning, clarified the best way to fulfill its mandates, or coordinated its efforts. The following Balanced Scorecard identifies the first step in ensuring that State History is clear about its role and how it will go about meeting its mandates related to learning.

STRATEGIC GOAL:

We will coordinate to provide meaningful, effective opportunities for learning.

STRATEGIC OBJECTIVE:

Use resources effectively by establishing a division-wide philosophy/policy on our role in lifelong learning.

Lifelong Learning Balanced Scorecard

CUSTOMERS

How must we look to our customers? What do our customers want? (Internal customers)

- To connect people with the past in a proactive, inclusive, visionary way.
- To enrich lives and create understanding through outreach/education.
- Influence how Utah's population looks at history and educate them on impact of history on their lives.
- Help people see history has value and is not just an impediment to development.

PROCESS

In order to achieve our objective, at what processes must we excel?

- Team problem-solving and decision making to address:
 - State History's role: direct? As a teacher (and helper) of teachers? Other?
 - Most important things to teach.
 - Most important groups of learners.
 - Most effective/efficient use of resources (greatest good for greatest number); most effective ways to facilitate learning, given division and staff capabilities.
 - How division will coordinate efforts and work together to implement.
 - Who will be responsible for implementing.
- Focus on this issue.
- Intra-divisional communication.
- Customer analysis process(es).
- Process for identifying methods of division-wide delivery of learning opportunities.

LEARNING & GROWTH

How must our organization learn and improve?

- Define and prioritize customers.
- Find out what customers want from us in terms of learning opportunities.
- Examine our enabling legislation to determine our intended role.
- Evaluate what we are currently doing.
 - How effective is it?
 - What resources are currently being used?

FINANCIAL

How do we: Create value? Become more cost-efficient? Leverage our resources?

- Consider and plan for the most efficient use of time.
- Consider using a consultant to study the issues to make sure the outcome is objective.
- Consider incorporating learning into existing programs as much as possible to make best use of existing resources.
- When finished with plan, make sure staff time and resources are clearly prioritized and earmarked for learning efforts.

APPENDIX I – Mandates Analysis

State History’s Mandates Analysis analyzes job duties in terms of State History’s legislative, federal, departmental, and other mandates. The essence of this analysis is captured in a large document created in Microsoft Excel.

The document can be accessed online at

http://history.utah.gov/about_us/documents/Mandates_Analysis--State_History.xls

The Mandates Analysis is a living document that undergoes periodic revisions. The version here is current as of October 2009.