Employee Engagement Actions and Next Steps

HR Town Hall
February 29, 2016
1. Objective of the Engagement Process
   Two key projects to improve engagement by enhancing and focusing our current efforts
   • **Project 1: Performance Management:** Ensure that our managers are having honest, developmental conversations with their employees about their performance at least twice a year.
   • **Project 2: Career Development Process:** Ensure that managers and employees have useable, transparent tools to support conversations about professional development.

2. Gallup Feedback in the Divisions

3. Communication Strategy

Appendix A: Key Engagement Question Results and Use of myPerformance
Appendix B: DRAFT Approach - Academic Support Job Family, Whiting School of Engineering
2015 Themes (from an additional Gallup analysis)

Cluster One (Extra Mile):

Q1 – I know what is expected of me at work (85% replied 4 or 5 indicating strong agreement)

Q8 – The mission or purpose of my company makes me feel my job is important (72% replied 4 or 5 indicating strong agreement)

Theme: I understand my job and how it fits into the overall scheme, and I think my job is important.

Cluster Two (Grand Mean):

Q5 – My supervisor, or someone at work, seems to care about me as a person (76% replied 4 or 5 indicating strong agreement)

Q6 – There is someone at work who encourages my development (63% replied 4 or 5 indicating strong agreement)

Q12 – This last year, I have had opportunities at work to learn and grow (68% replied 4 or 5 indicating strong agreement)

Theme: The university cares about me and my professional growth and development.
Recommended Theme for University-level Initiative

• The university cares about me and my professional growth and development.

• Our logic:
  – Both themes offer an intuitive and compelling story.
  – The percentage of employees who strongly agree with the top predictor Qs is lower for the second theme, permitting more room for improvement.
  – This theme also directly ties in with Human Resources’ performance management project (AKA Performance Partnership Process – P3 – or myPerformance).
Objective of the Engagement Project

Objective:
• In order to be effective in our mission as a university and to fully support the Ten by Twenty goals, we need to build an engaged staff that is productive, motivated, and committed to Hopkins’ strategic direction.

Two key projects which enhance and build on our current work and that data shows will help drive engagement at Hopkins:

1. **Performance Management**: Ensure that our managers are having honest, developmental conversations with their employees about their performance at least twice a year
   A. Develop and improve managers’ skill in talking with employees:
      1. about performance in their current role, how they are performing and progressing
      2. how the employee can plan for career development
   B. Develop and improve employees’ skill in meaningfully engaging in those conversations
   C. Improve the quality and quantity of learning and practice opportunities for managers and employees in giving and receiving feedback. Ensure that opportunities are inviting, easy to access and beneficial
   D. Enhance the myPerformance process to ensure it is as simple as possible and helps facilitate an engaged workforce

2. **Career Development Processes**: Ensure that managers and employees have useable, transparent tools to support conversations about professional development
   A. Define a set of career paths that are critical university functions, where there are large numbers of incumbents, or positions are difficult to fill and retain and the university would benefit from growing employees
   B. Make those critical career paths and competencies accessible to managers and employees
   C. Crosswalk learning opportunities to those competencies
Project 1: Performance Management - Learning Opportunities

- Increase the number and type of learning opportunities for managers and employees to gain experience and to practice giving and receiving feedback, including the use of video and other rich media, to allow modeling of conversations between managers and supervisors.

- Provide short, just-in-time sessions that demonstrate best practices and build managers confidence about having feedback conversations. Current learning offerings include, Coaching for Career Development and Giving and Receiving Feedback.

- Improve the quality of existing training in giving and receiving feedback for employees at all levels.

- Building automated processes through the existing learning infrastructure that will continue to provide managers with practice opportunities and remind them to help encourage feedback frequency.

- Enhance existing training offerings to include targeted, proactive resources as employees begin the performance management process which encourages having the conversations, and directs them to supporting learning and practice opportunities.

- Embed training on feedback, conversations, and engagement in every possible training opportunity, including LDP, Supervisory Training, blogs, brown bag lunches, and posters.

- Curate and promote relevant learning resources from existing materials, including Skillsoft, YouTube, TED Talks, etc.
Project 1: Performance Management - myPerformance Improvements

- Collect user satisfaction data with all myPerformance users across the university to quantify:
  - User experience with the myPerformance process and tool.
  - Whether the process is developing employees, helping to make expectations clear, helping employees feel valued and helping managers get what they need from their team to be successful.
  - What changes do we need to make to the current tool and process to ensure that it is easy for managers to use and enhances employee engagement.

- Use the collected feedback to inform decisions to enhance both the process and tool, while maintaining consistency with JHM/JHHS performance management processes.

- NB: Early data indicates a positive relationship between participation in myPerformance and improved Gallup scores (see appendix A).
Project 2: Career Development Processes

• Spring 2016 pilots in Whiting School of Engineering:
  • Academic Program Coordinator to Manager line
  • Grants and Contracts Coordinator to Manager line
  • Map skills and competencies to the different roles in that job family, and develop learning opportunities for each job role. This will be done in partnership with high-performing incumbents in these roles and their managers. Project details are in the Appendix.

• Review and ensure accuracy and usability of existing competencies, then make accessible and promote to managers and employees
### Learning Opportunities for Managers and Employees
- Develop, relaunch, and promote courses that teach coaching, career Development, and giving and receiving Feedback.
- Train-the-Trainer program train and encourage conversations about engagement and performance.
- Frequently prompt managers to hold performance conversations.
- Create marketing to communicate the value of frequent conversations with employees.
- Embed conversations about performance management in all relevant learning activities (blogs, webinars, LDP, etc.).

### myPerformance Improvements
- Survey all myPerformance users for satisfaction.
- Focus groups with key myPerformance stakeholders to give feedback on key improvements.
- Release new content to help support managers as they transition to myPerformance.

### Career Development Process
- Launched review of APCs in WSE in December 2015.
- Partner with WSE to increase transparency of expectations for the APC job family (see approach in Appendix C).
- Finalize and make available resources for career development for leadership competencies, HR path, Finance path, and Administrative path.
## Learning Enhancements

<table>
<thead>
<tr>
<th>What</th>
<th>Why</th>
<th>When</th>
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<tbody>
<tr>
<td>Provide email and other prompts to make sure managers conduct at least two performance conversations annually.</td>
<td>Managers may procrastinate if they are not reminded to hold checkpoint and end-of-year conversations. Tips may also help them conduct these conversations effectively.</td>
<td>January, 2016 May/June 2016</td>
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<tr>
<td>Develop marketing and branding</td>
<td>Posters and other media can be placed to provide high visibility to a performance and engagement campaign.</td>
<td>February 2016</td>
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<tr>
<td>Redevelop and relaunch courses: Coaching and Career Development and Giving and Receiving Feedback.</td>
<td>These courses are offered university-wide. They need to be update to allow participants to practice more.</td>
<td>March 2016</td>
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<td>Conduct train-the-trainers sessions with HR divisional representatives</td>
<td>Build a group of skilled trainers across the university with both the skills to conduct effective conversations and the ability to train and encourage their colleagues.</td>
<td>April, 2016</td>
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<tr>
<td>Develop blog entries</td>
<td>The blog offers learning opportunities that take five minutes or fewer. Serves ~1,000 sessions per month</td>
<td>At least weekly</td>
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<td>Develop videos that model conversations about performance, career development, and engagement.</td>
<td>Managers frequently know what to do, but don’t know how to do it. Seeing model conversations increases confidence and builds skills.</td>
<td>Monthly</td>
</tr>
<tr>
<td>Curate and promote materials from Skillsoft, YouTube, TED Talks and embed these skills in all courses where it makes sense.</td>
<td>Capitalizes on existing brands. Low cost. Enables wide and frequent distribution of high quality materials. Communicates that performance conversations are part of how we operate at JHU.</td>
<td>Ongoing</td>
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</table>
Gallup Feedback in the Divisions

• Gallup data was released to managers in September 2015

• There are no expectations from university leadership as to how divisions share or discuss Gallup data with their employees.

• However, some divisions have expressed interest in sharing data. The following resources are available:
  – DBO and HR Manager access to all divisional Gallup reports
  – Organization Development and Human Resources support for data interpretation and action planning
Dear Faculty and Staff:

We measure our progress on staff engagement every other year through the Gallup survey. The results and analysis of the 2015 administration of the Gallup survey have resulted in a focus on two key initiatives.

The Johns Hopkins University is committed to Individual Excellence as expressed by item six in the Ten by Twenty: Attract the very best faculty and staff in the world through a welcoming and inclusive environment that values performance and celebrates professional achievement. To help accomplish this, we have begun to embark on the following at the university level:

**Performance Management**: Support our managers are having honest, developmental conversations with their employees about their performance at least twice a year.

The university has already begun a review of its performance management process, myPerformance. We are working to better support employees and supervisors/managers in having productive, meaningful conversations with each other about work expectations, progress, and professional development opportunities and direction. The myPerformance tool provides the structure and repository to document those conversations, and it is critical that it is straightforward and easy to use. As we continue to enhance and improve myPerformance, we will encourage the remaining schools and divisions to adopt it as their performance management tool. We will also be creating better training and tools to help managers and employees have more meaningful conversations.

**Career Development Process**: Support managers and employees have useable, transparent tools to support conversations about professional development

To guide staff members in their professional development planning, the university has begun to define a set of career paths and the key behaviors and experiences that are critical along those paths. Over the coming year, we will make these paths accessible to employees as we document them. Employees will be able to see what is broadly required at each job level and, in partnership with their supervisor/manager, can pursue the career path they find most appropriate and compelling, and ensuring their development activities are aligned with their career aspirations.

Through these projects we seek to continue to improve the university as an employer, and to reinforce our care for employees, their work, and their opportunities for professional growth and development.

Sincerely,

Daniel Ennis
Heidi Conway
Communications Timeline

January 2016
• Met with Divisional Business Officers to vet university initiative approach

February 2016
• Meet with Council of Deans to vet university initiative and approach
• Leadership email to university faculty and staff (draft on slide 14)
• Hub article following up from leadership email
• Survey all current myPerformance users about satisfaction with tool and process

Spring 2016
• Meet with school/divisional administrative leadership teams
• Focus group myPerformance redesign and enhancements
• Provide redesigned manager and supervisor feedback learning opportunities
• Follow-up Hub stories on more focused topics
  – What is engagement and why is it important (Q&A perhaps)?
  – Five ways managers foster an environment of feedback
  – Giving and receiving feedback
  – How do I get my manager to talk to me about my future?
  – Making myPerformance work for you
• Highlight Engagement-related classes and training in Hub at Work with “Engagement” header
### Appendix A: Key Engagement Question Results and Use of myPerformance

<table>
<thead>
<tr>
<th>Question/Year:</th>
<th>Q5 2012</th>
<th>Q5 2015</th>
<th>Change</th>
<th>Q6 2012</th>
<th>Q6 2015</th>
<th>Change</th>
<th>Q12 2012</th>
<th>Q12 2015</th>
<th>Change</th>
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<tbody>
<tr>
<td><strong>Using myperformance</strong></td>
<td></td>
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<td>Libraries</td>
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<td>3.61</td>
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<td>SCIE</td>
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<td>4.19</td>
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<td>3.77</td>
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<td>QES</td>
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<td>3.04</td>
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<td>+0.75</td>
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<td>Central HR</td>
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<td>+0.03</td>
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<td><strong>Not using myperformance</strong></td>
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<td>HSA</td>
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<td>WSE</td>
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<td>4.08</td>
<td>3.96</td>
<td>-0.12</td>
</tr>
</tbody>
</table>

**Q5** My supervisor, or someone at work, seems to care about me as a person

**Q6** There is someone at work who encourages my development

**Q12** This last year, I have had opportunities at work to learn and grow
<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Task</th>
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<tbody>
<tr>
<td>January</td>
<td>• Review current job descriptions (in partnership with WSE HR team and Compensation) and update as needed</td>
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<tr>
<td></td>
<td>• Begin evaluation of department academic support needs</td>
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<td>January to March</td>
<td>• Together with a task force of APCs and Administrators, build ideal competencies and characteristics for each role in the job family</td>
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<td>• Identify developmental opportunities for identified job family competencies and characteristics using 70, 20, 10 guidelines</td>
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<tr>
<td>March</td>
<td>• Assess gaps between current/future state of incumbents in the job family and department needs</td>
</tr>
<tr>
<td>April</td>
<td>• In partnership with WSE HR Team, work with job family incumbents to share path and developmental opportunities</td>
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<tr>
<td>April/May</td>
<td>In partnership with Learning Solutions</td>
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<tr>
<td></td>
<td>• Train Administrators on coaching for professional development</td>
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<tr>
<td></td>
<td>• Train APCs and Administrators on giving and receiving feedback</td>
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<tr>
<td></td>
<td>• Develop learning tracks for development learning opportunities</td>
</tr>
<tr>
<td></td>
<td>• Utilize development opportunities in performance management process</td>
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</table>