# Summary of Results

## PUBLIC HEALTH, SCHOOL OF

January 2014

# How to Understand Your Report

- This report presents survey results for your work group.

- The survey measures employees' levels of engagement through the key metrics of **commitment & dedication** and **effective environment**. The survey also looks at other drivers (dimensions) of employee engagement.

- The report is divided into the following sections:

  - Summary of Definitions, Engagement Process and Survey Model

  - Dimension and Engagement Results

  - Strengths and Opportunities

  - Additional Question Detail

  - Next Steps

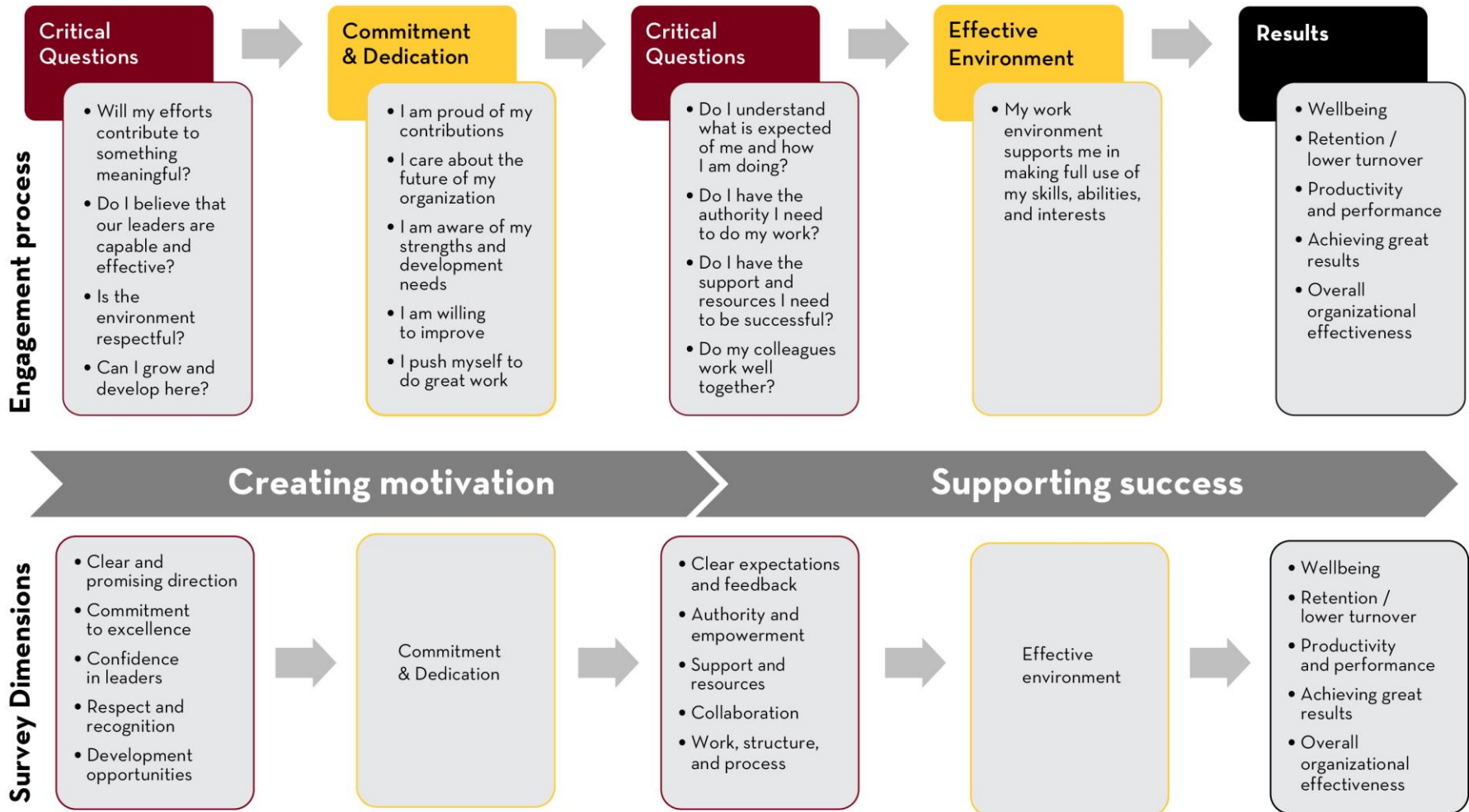# Summary of Definitions, Engagement Process and Survey Model

# Important Definitions

**Note:** The definitions below are solely for the 2013 Employee Engagement ($E^2$) Survey only. They are not intended to reflect official University policy definitions.

- **University of Minnesota:** Refers to the specific campus where you work (i.e., Crookston, Duluth, Morris, Rochester, Twin Cities).

- **College:** The larger academic or administrative unit above a department (work group), such as the College of Liberal Arts or Office of Information Technology. These are usually led by a vice president, dean, vice-chancellor, or vice-provost.

- **Work Group:** For these results, work group refers to your immediate work group. It can be a lab, library, institute, program or other organizational unit that you work in on a day-to-day basis based on your primary appointment.

- **Primary Appointment:** The academic unit through which a faculty member or administrator has a primary affiliation. For this survey, provide responses based only on your interaction within your primary appointment department.

- **Leader:** Refers to any leader who manages direct reports and is responsible for the action planning process and communicating results.

- **Supervisor or Manager:** The individual you report to within your department. This is typically the person who is responsible for conducting your performance review. For this survey, department is used to mean your local work group.

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# Employee Engagement Model

**Engagement process**

**Critical Questions**
- Will my efforts contribute to something meaningful?
- Do I believe that our leaders are capable and effective?
- Is the environment respectful?
- Can I grow and develop here?

**Commitment & Dedication**
- I am proud of my contributions
- I care about the future of my organization
- I am aware of my strengths and development needs
- I am willing to improve
- I push myself to do great work

**Critical Questions**
- Do I understand what is expected of me and how I am doing?
- Do I have the authority I need to do my work?
- Do I have the support and resources I need to be successful?
- Do my colleagues work well together?

**Effective Environment**
- My work environment supports me in making full use of my skills, abilities, and interests

**Results**
- Wellbeing
- Retention / lower turnover
- Productivity and performance
- Achieving great results
- Overall organizational effectiveness

**Creating motivation** → **Supporting success**

**Survey Dimensions**

- Clear and promising direction
- Commitment to excellence
- Confidence in leaders
- Respect and recognition
- Development opportunities

Commitment & Dedication

- Clear expectations and feedback
- Authority and empowerment
- Support and resources
- Collaboration
- Work, structure, and process

Effective environment

- Wellbeing
- Retention / lower turnover
- Productivity and performance
- Achieving great results
- Overall organizational effectiveness

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# Dimension and Engagement Results

# How to Understand Your Results

Dimension and item results are presented in a graphical format showing the percentages of favorable, neutral, and unfavorable responses.

Comparisons to benchmarks are expressed as percentage-point differences in percent favorable scores, with "+" signaling that your score is outpacing the benchmark and "-" indicating that your score is falling below the benchmark. Dashes ("--") are shown where comparisons are not possible. Benchmarks include:
- Total University: Results for the University overall
- Total Campus: Results for the campus overall
- Total College/Unit: Results for the college/unit overall

**Favorable** = "Strongly Agree" + "Agree" & "Very Good" + "Good"
**Neutral** = "Neither Agree nor Disagree"
**Unfavorable** = "Strongly Disagree" + "Disagree" & "Very Poor" + "Poor"

These numbers indicate the question numbers from the survey.

| | Valid N | % Fav | % Neut | % Unfav | % Favorable Difference | | |
|---|---|---|---|---|---|---|---|
| | | | | | Total University | Total Campus | Total College/Unit |
| **Clear & Promising Direction** | -- | 60 | 15 | 25 | +3 | +1 | +1 |
| 1 — My department or immediate work group has a strategy and goals that address our most important challenges and opportunities. | 52 | 60 | 21 | 19 | +3 | +2 | +2 |
| 2 — I have the opportunity to set my goals in alignment with the strategic priorities of my college and department. | 54 | 59 | 9 | 31 | +3 | 0 | 0 |

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# Summary of Engagement Dimensions

| | | % Favorable Difference | | |
|---|---|---|---|---|
| | % Fav | % Neut | % Unfav | Total University | Total Campus | Total College_Unit |
| 1 **Commitment and Dedication** | 82 | 10 | 8 | +9 | +7 | -- |
| 2 **Effective Environment** | 66 | 13 | 21 | +1 | 0 | -- |
| 3 Clear & Promising Direction | 64 | 17 | 20 | -6 | -5 | -- |
| 4 Confidence in Leaders | 59 | 27 | 15 | -3 | -4 | -- |
| 5 Commitment to Excellence | 78 | 16 | 6 | -3 | -2 | -- |
| 6 Authority & Empowerment | 77 | 15 | 9 | 0 | 0 | -- |
| 7 Collaboration | 72 | 19 | 10 | 0 | +1 | -- |
| 8 Respect & Recognition | 61 | 23 | 17 | -6 | -7 | -- |
| 9 Development Opportunities | 66 | 18 | 16 | +4 | +1 | -- |
| 10 Clear Expectations and Feedback | 77 | 9 | 15 | +5 | +4 | -- |
| 11 Support and Resources | 60 | 18 | 22 | -3 | -3 | -- |
| 12 Work, Structure, & Process | 41 | 26 | 33 | -11 | -10 | -- |

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# Results for Key Metric:

# Commitment and Dedication

- *Focus*: Motivating employee dedication and commitment to excellence. Consists of results from the following survey questions:

| | Valid N | % Fav | % Neut | % Unfav | % Favorable Difference | | |
|---|---|---|---|---|---|---|---|
| | | | | | Total University | Total Campus | Total College_Unit |
| **Commitment and Dedication** | -- | 82 | 10 | 8 | **+9** | **+7** | -- |
| 20  I feel motivated to go beyond my formal job responsibilities. | 71 | 83 | 8 | 8 | +7 | +5 | -- |
| 31  I feel proud to work on my campus of the University of Minnesota. | 71 | 92 | | 7 | +11 | +10 | -- |
| 32  I would recommend my campus to peers at other institutions as a great place to work. | 70 | 76 | 13 | 11 | +8 | +6 | -- |
| 33  Given your choice, how long would you plan to continue working at your campus? | 72 | 78 | 11 | 11 | +11 | +10 | -- |

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# Results for Key Metric:

# Effective Environment

- *Focus*: Supporting employees' success with the tools and resources of an effective work environment. Consists of results from the following survey questions.

| | Valid N | % Fav | % Neut | % Unfav | % Favorable Difference Total University | Total Campus | Total College_Unit |
|---|---|---|---|---|---|---|---|
| **Effective Environment** | -- | 66 | 13 | 21 | **+1** | **0** | -- |
| 11 My job provides me the opportunity to do challenging and interesting work. | 72 | 96 | | | +5 | +4 | -- |
| 16 In my work, I am able to make full use of my skills and abilities. | 72 | 82 | 7 | 11 | +6 | +5 | -- |
| 24 My department proactively identifies and eliminates barriers to getting work done efficiently. | 69 | 33 | 23 | 43 | -6 | -6 | -- |
| 26 Conditions in my job allow me to be as productive as I can be. | 71 | 52 | 18 | 30 | -1 | -2 | -- |

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# Engagement Profile

The Engagement Profile allows us to ask "What proportion of the workforce are likely to be in each of the following four effectiveness clusters, based on current workplace conditions?" This analysis can help focus action efforts in the most appropriate areas to achieve the desired results.

# Strengths and Opportunities

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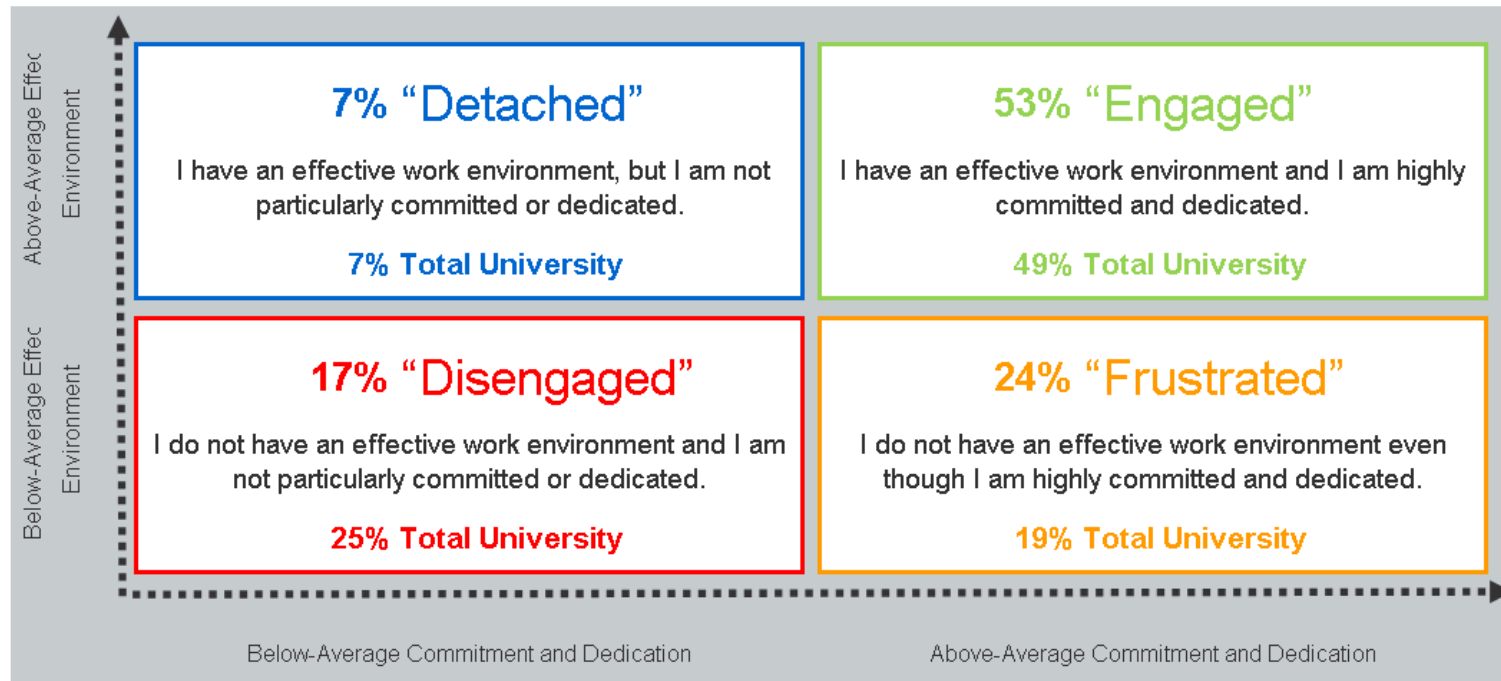
# Strengths and Opportunities

- **How are strengths and opportunities determined?**

  - A number of factors are considered in identifying your work group's distinctive strengths and opportunities including the absolute scores on the survey items (percent favorable and unfavorable), how your work group's scores compare to internal benchmarks (Total University, Total Campus, and Total College/Unit), and whether or not the item is a key driver of Commitment and Dedication and/or Effective Environment.

- **How can I leverage strengths and address my opportunities?**

  - While the opportunities present clear areas for action planning, it's also important not to lose traction in those areas in which your group excels in order to maintain and build upon your group's key strengths.

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# Key Strengths

- Key strengths identify areas in which your work group is currently most successful.

| Question Number | Question (Dimension) | Key Drivers | | Valid N | % Fav | % Neut | % Unfav | % Favorable Difference | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | Commitment and Dedication | Effective Environment | | | | | Total University | Total Campus | Total College_Unit |
| 12 | I have enough authority to carry out my job effectively. (Authority & Empowerment) | | ► | 71 | 90 | 7 | 3 | +8 | +7 | -- |
| 17 | Rate your opportunities to achieve your personal career objectives at your campus (Crookston, Duluth, Morris, Rochester, Twin Cities). (Development Opportunities) | ► | ► | 71 | 80 | 11 | 8 | +11 | +7 | -- |
| 3 | The people in my department are committed to delivering high impact, high quality scholarship. (Commitment to Excellence) | | | 70 | 90 | 7 | 3 | +6 | +6 | -- |
| 14 | I understand the results expected of me in my work. (Clear Expectations and Feedback) | | | 70 | 87 | 7 | 6 | +2 | +2 | -- |
| 18 | Rate your opportunities for learning and development. (Development Opportunities) | | | 65 | 77 | 18 | 5 | +6 | +3 | -- |

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# Key Opportunities

- Key opportunities point to areas offering the greatest room for improvement.

| Question Number | Question (Dimension) | Key Drivers | | Valid N | % Fav | % Neut | % Unfav | % Favorable Difference | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Commitment and Dedication | Effective Environment | | | | | Total University | Total Campus | Total College_Unit |
| 25 | There is an equitable distribution of workload within my department. (Work, Structure, & Process) | | | 66 | 32 | 23 | 45 | -10 | -9 | -- |
| 19 | My department offers effective mentoring and coaching to support my development. (Development Opportunities) | | | 67 | 40 | 24 | 36 | -7 | -8 | -- |
| 7 | Rate your department on being innovative in how work is done (using new technologies or creative approaches to improve internal effectiveness). (Work, Structure, & Process) | | ▶ | 70 | 50 | 29 | 21 | -12 | -11 | -- |
| 22 | I have the resources and support I need to deliver high quality teaching. (Support and Resources) | | | 66 | 53 | 18 | 29 | -15 | -14 | -- |
| 1 | My department or immediate work group has a strategy and goals that address our most important challenges and opportunities. (Clear & Promising Direction) | | | 69 | 57 | 19 | 25 | -12 | -11 | -- |

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# Additional Question Detail – Commitment and Dedication Drivers
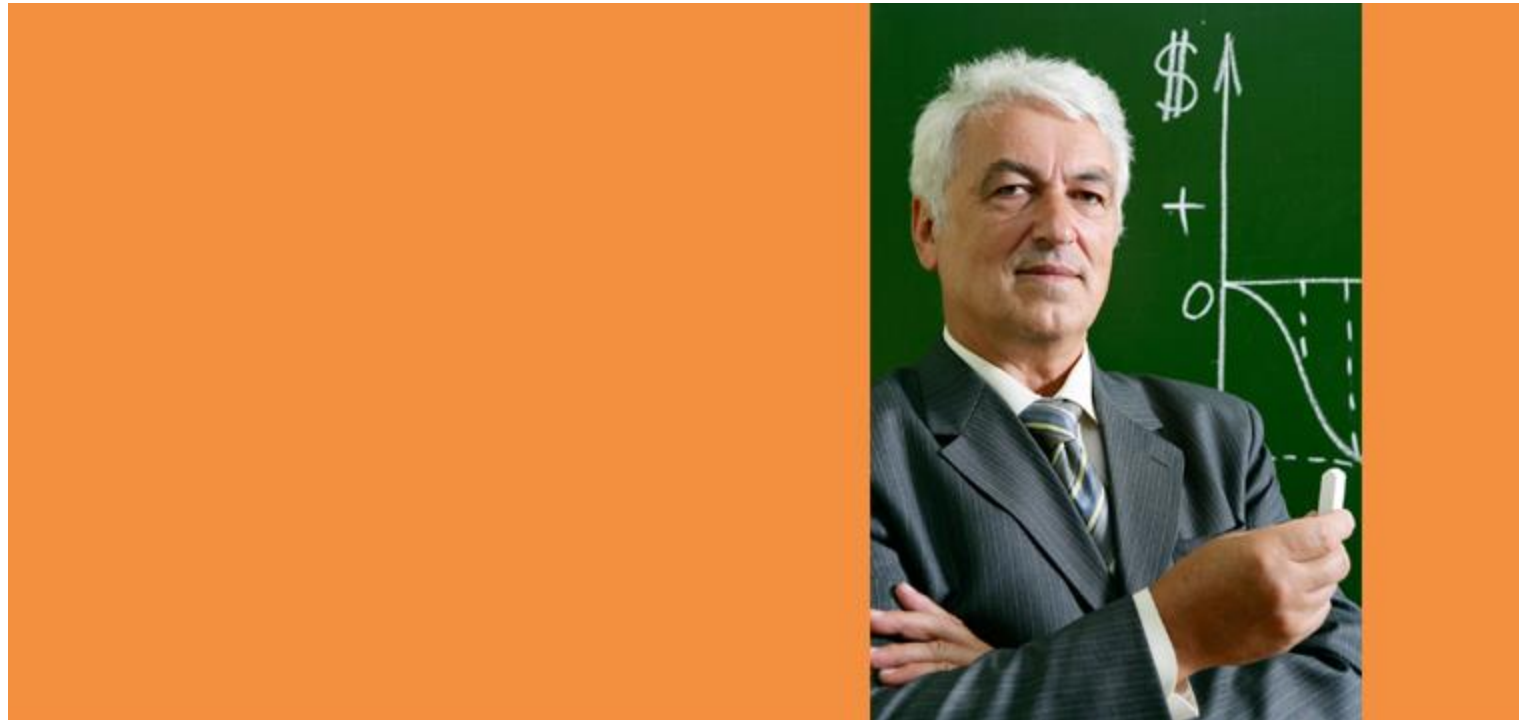
# Clear & Promising Direction

- ***Focus***: Connecting employees to college/unit strategy and goals

| | Valid N | % Fav | % Neut | % Unfav | % Favorable Difference | | |
|---|---|---|---|---|---|---|---|
| | | | | | Total University | Total Campus | Total College_Unit |
| **Clear & Promising Direction** | -- | 64 | 17 | 20 | **-6** | **-5** | **--** |
| 1. My department or immediate work group has a strategy and goals that address our most important challenges and opportunities. | 69 | 57 | 19 | 25 | -12 | -11 | -- |
| 2. I have the opportunity to set my goals in alignment with the strategic priorities of my college and department. | 66 | 71 | 14 | 15 | +1 | +1 | -- |

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UNIVERSITY OF MINNESOTA
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
# Commitment to Excellence

- ***Focus:*** Encouraging high quality education, research, and services

| | | Valid N | % Fav | % Neut | % Unfav | % Favorable Difference | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | Total University | Total Campus | Total College_Unit |
| **Commitment to Excellence** | | -- | 78 | 16 | 6 | **-3** | **-2** | -- |
| 3 | The people in my department are committed to delivering high impact, high quality scholarship. | 70 | 90 | 7 | 3 | +6 | +6 | -- |
| 4 | The people in my department are committed to delivering high quality service / clinical care. | 26 | 81 | 15 | 4 | -4 | -3 | -- |
| 6 | Rate your department on being student focused (seeking to understand and meet students' needs and requirements). | 70 | 63 | 27 | 10 | -11 | -9 | -- |

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# Confidence in Leaders

- ***Focus:*** Inspiring trust through open communications and leadership support

| | Valid N | % Fav | % Neut | % Unfav | % Favorable Difference | | |
|---|---|---|---|---|---|---|---|
| | | | | | Total University | Total Campus | Total College_Unit |
| **Confidence in Leaders** | -- | 59 | 27 | 15 | **-3** | **-4** | **--** |
| 5   Rate your department on being open and honest in communications to employees. | 72 | 57 | 31 | 13 | -10 | -10 | -- |
| 8   Rate the overall trust and confidence you have in your college's leadership team. | 71 | 61 | 23 | 17 | +4 | +3 | -- |

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# Development Opportunities

- *Focus*: Supporting employees in developing and achieving career objectives

| | Valid N | % Fav | % Neut | % Unfav | % Favorable Difference | | |
|---|---|---|---|---|---|---|---|
| | | | | | Total University | Total Campus | Total College_Unit |
| **Development Opportunities** | -- | 66 | 18 | 16 | **+4** | **+1** | -- |
| 17 Rate your opportunities to achieve your personal career objectives at your campus (Crookston, Duluth, Morris, Rochester, Twin Cities). | 71 | 80 | 11 | 8 | +11 | +7 | -- |
| 18 Rate your opportunities for learning and development. | 65 | 77 | 18 | 5 | +6 | +3 | -- |
| 19 My department offers effective mentoring and coaching to support my development. | 67 | 40 | 24 | 36 | -7 | -8 | -- |

# Respect & Recognition

- ***Focus*:** Valuing employees and acknowledging their contributions

| | Valid N | % Fav | % Neut | % Unfav | % Favorable Difference | | |
|---|---|---|---|---|---|---|---|
| | | | | | Total University | Total Campus | Total College_Unit |
| **Respect & Recognition** | -- | 61 | 23 | 17 | **-6** | **-7** | **--** |
| 27 I am treated with respect as an individual. | 71 | 75 | 14 | 11 | -5 | -6 | -- |
| 28 I receive recognition from my department for my contributions to my field / discipline. | 68 | 60 | 18 | 22 | 0 | -2 | -- |
| 29 My department demonstrates a commitment to supporting my overall wellbeing. | 71 | 54 | 27 | 20 | -5 | -5 | -- |
| 30 Overall, my department demonstrates a strong commitment to diversity and inclusion. | 71 | 56 | 31 | 13 | -13 | -12 | -- |

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# Additional Question Detail – Effective Environment Drivers

# Authority & Empowerment

- ***Focus***: Encouraging employee autonomy and innovation to improve work

| | Valid N | % Fav | % Neut | % Unfav | % Favorable Difference Total University | Total Campus | Total College_Unit |
|---|---|---|---|---|---|---|---|
| **Authority & Empowerment** | -- | 77 | 15 | 9 | **0** | **0** | -- |
| 12   I have enough authority to carry out my job effectively. | 71 | 90 | | 7 3 | **+8** | **+7** | -- |
| 13   I am encouraged to be innovative to find more effective ways of doing things. | 72 | 64 | 22 | 14 | **-8** | **-7** | -- |

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# Clear Expectations and Feedback

- *Focus*: Clarifying performance expectations and providing regular feedback

| | Valid N | % Fav | % Neut | % Unfav | % Favorable Difference | | |
|---|---|---|---|---|---|---|---|
| | | | | | Total University | Total Campus | Total College_Unit |
| **Clear Expectations and Feedback** | -- | 77 | 9 | 15 | **+5** | **+4** | **--** |
| 14 I understand the results expected of me in my work. | 70 | 87 | 7 | 6 | +2 | +2 | -- |
| 15 I receive clear and regular feedback on how well I do my work. | 71 | 66 | 11 | 23 | +7 | +5 | -- |

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# Collaboration

- ***Focus***: Supporting cooperation and sharing of ideas within and across work groups

| | Valid N | % Fav | % Neut | % Unfav | % Favorable Difference | | |
|---|---|---|---|---|---|---|---|
| | | | | | Total University | Total Campus | Total College_Unit |
| **Collaboration** | -- | 72 | 19 | 10 | **0** | **+1** | -- |
| 9 There is good cooperation and teamwork within my department. | 69 | 67 | 17 | 16 | -2 | -1 | -- |
| 10 My department supports and encourages interdisciplinary scholarship. | 67 | 76 | 21 | 3 | +2 | +2 | -- |

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# Support and Resources

- *Focus*: Ensuring that employees have the skills, information and resources to do their job well

| | Valid N | % Fav | % Neut | % Unfav | % Favorable Difference | | |
|---|---|---|---|---|---|---|---|
| | | | | | Total University | Total Campus | Total College_Unit |
| **Support and Resources** | -- | 60 | 18 | 22 | -3 | -3 | -- |
| 21 I have the resources and support I need to pursue my scholarly interests. | 71 | 59 | 20 | 21 | +4 | +2 | -- |
| 22 I have the resources and support I need to deliver high quality teaching. | 66 | 53 | 18 | 29 | -15 | -14 | -- |
| 23 I have the resources and support I need to deliver high quality service / clinical care. | 25 | 68 | 16 | 16 | +3 | +3 | -- |

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# Work, Structure, & Process

- ***Focus***: Promoting innovation and equitable distribution of workload

| | Valid N | % Fav | % Neut | % Unfav | % Favorable Difference | | |
|---|---|---|---|---|---|---|---|
| | | | | | Total University | Total Campus | Total College_Unit |
| **Work, Structure, & Process** | -- | 41 | 26 | 33 | **-11** | **-10** | -- |
| 7 — Rate your department on being innovative in how work is done (using new technologies or creative approaches to improve internal effectiveness). | 70 | 50 | 29 | 21 | -12 | -11 | -- |
| 25 — There is an equitable distribution of workload within my department. | 66 | 32 | 23 | 45 | -10 | -9 | -- |

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# Next Steps

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# Engagement Key Next Steps

| | Understand Results January – February | Develop Action Plans February – March | Execute Action Plans March – January | Measure Progress Through November |
|---|---|---|---|---|
| **Leaders** | Share results with the team / department; lead discussion of results | Lead creation of an action plan and set expectations that other leaders do the same | Ensure that meaningful actions are taken; hold other leaders accountable for action | Communicate and celebrate progress to-date; encourage 2014 survey participation |
| **Local HR Leads and Staff** | Ensure that key issues, goals, initiatives, are accounted for when data is interpreted | Ensure that action plans are focused and aligned with other local work; include employee input | Help leaders implement action plans and monitor effectiveness | Implement local communications plan for 2014 survey administration |
| **OHR** | Create and roll out reports, action-planning tools and process; deliver executive presentations | Conduct additional data analysis; provide information and guidance for use in reports and action-planning tools; identify enhancements/changes to the survey process for fall of 2014 | | Implement system-wide 2014 survey promotion and administration |