Campus Engagement Work Group Report

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Executive Summary

The Labor Management Advisory Committee (LMAC) has been working on this project since October 2008. It was decided that a work group was needed to consider how to improve the workplace through employee engagement. The guiding questions for the work group were:

- o What type of campus issues should involve more employee discussions/feedback?
- o How can this engagement benefit the campus community?
- o Should the campus develop a general process for engagement when these issues surface?

The mission of the group was to identify campus principles for engagement as an inclusive approach to ensure the most effective and creative decisions are made for positive change at UW-Madison. The goal would be to create interactions that evolve into trusting, loyal, and mutual commitments leading to full engagement of employees in the workplace. A discussion of the UW-Madison culture and the connection through engagement to the Labor Management Advisory Committee is in Attachment A.

Four deliverables were created:

- o Principles for Engagement,
- o A report detailing the business needs and accompanying process for engaging employees,
- o A template for planning an engagement activity (see Attachment B), and
- o An Engagement Briefing Sheet (see Attachment C).

Proposed Principles for Employee Engagement:

The following principles were developed and intended to engage labor and management as colleagues around issues related to changes in the workplace.

1. Intentionally define and involve – both early and throughout – those employees affected by the change in the process.
2. Communicate early and throughout the process in a way that people can clearly and completely understand the goals, the progress, and how the decisions will be made.
3. Create an environment where employees feel safe to participate.
4. Provide the necessary resources (e.g. staff time, expertise, training, etc.) for successful engagement activities.
5. Commit to honoring the full spectrum of perspectives.
6. Listen and continue to incorporate feedback. As a result of engagement, expect that the process may be modified or changed.

Recommendations

In follow up to this report, it is recommended that:

- o The report be presented to the LMAC as guiding steps for increasing employee engagement by involving employees in high-level, high-workplace-impact

planning processes using the tools provided here for the purpose of encouraging positive workplace practices leading to greater employee engagement;

- o Pilot project(s) involving employees be identified to test the engagement tools provided; and
- o These materials be posted online through the VCA Web site as resources.

One note, this report is intended to be applied to opportunities for engagement at UW-Madison where appropriate within the workplace and is outside of any labor agreement or personnel actions.

Introduction

There is no single method to engaging employees in their work and in the organization. Instead, there are a number of critical components that contribute to engagement. These critical components include: workplace relationships, the workload, the amount of control within the workplace, the reward/recognition structure, support, perceived fairness in the workplace, and ability to have meaningful and valued work. [1] One approach to creating engagement is that there is a level of reciprocal interdependence necessary for the individual to engage, and for the organization to succeed.

Engagement, represented here as a two-way relationship between employee and employer where engaged employees are expected to also have an understanding of the unit and work to be done, [2] has to do with how individuals employ themselves in the performance of their job and involves the active use of emotions and behaviors in addition to what they know about their job. [3] Engagement is realized through a series of interactions between the employee and the manager or supervisor (representing the organization). The goal would be to create interactions that would evolve into trusting, loyal, and mutual commitments leading to full engagement in the workplace. It was best stated by Saks (2006), "When employees believe that their organization is concerned about them and cares about their well-being, they are likely to respond by attempting to fulfill their obligations to the organization by becoming more engaged."

Management behavior plays a key role in developing employee engagement through the relationships they build with employees, and behaving in a way that demonstrates to employees that they are supported and play a critical role in the success of the unit. The application of these principles to developing a process for employees to be involved in decisions related to the workplace, and to the unit, provide a significant opportunity to that end. It is important to note that employee engagement is a long-term and ongoing process that requires continued interactions over time in order to generate obligations and a state of reciprocal interdependence. [3]

Defining "Engagement" and Why the "Old Definition" Needs to be Changed

The original definition of employee engagement focused on the tools used to make employees feel engaged and encourage employee engagement.

One tool used to determine a company's level of employee engagement is surveys. Surveys are a great way to measure employee engagement level. They provide an idea of how satisfied employees are, and how to increase their job satisfaction. However, surveys have their flaws. Take for example a case where a survey is used to evaluate factors in employee engagement. An employee who might be very comfortable in the current job and not want to be promoted might give a low rating for satisfaction with opportunities for advancement since the employee has no interest in advancing. The overall impact on the employee's engagement may not be affected yet the survey might

misattribute a result that a low satisfaction score in this case leads to less employee engagement. Because of these ambiguities, surveys can often be misleading.

There are many other tools for determining and encouraging employee engagement. Some examples include interviews, confrontation meetings and reward systems. These are all great tools, but they too can have their flaws. For this reason a definition for employee engagement should encompass more than just the tools it takes to make employees feel engaged. Definition should also include conditions which lead to employee engagement as well as what it takes to create an environment where employees feel engaged.

The "New Definition" for Engagement
Redefining engagement as "a heightened emotional connection that an employee feels for his or her organization, that influences him or her to exert greater discretionary effort to his or her work"[1] provides the framework in which engagement activity operates.

The following principles and approach are intended to be used when considering larger scale or high impact decisions where the engagement needs to be formalized to be effectively managed. The hope would be that management will develop long-term and ongoing processes as a part of the unit planning model, and that these processes will lead to employee engagement in all meaningful activities (large and small).

Mission Statement
These campus principles of engagement are an inclusive approach to ensure the most effective and creative decisions are made for positive change at UW-Madison.

Principles for Engagement
The following principles were developed and intended to engage labor and management as colleagues around issues related to changes in the workplace.
1. Intentionally define and involve – both early and throughout – those employees affected by the change in the process.
2. Communicate early and throughout the process in a way that people can clearly and completely understand the goals, the progress, and how the decisions will be made.
3. Create an environment where employees feel safe to participate.
4. Provide the necessary resources (e.g. staff time, expertise, training, etc.) for successful engagement activities.
5. Commit to honor the full spectrum of perspectives.
6. Listen and continue to incorporate feedback. As a result of engagement, you can expect that the process may be modified or changed.

The Business Case for Engagement at UW-Madison

High employee engagement has been linked to increased performance, lower turnover, increased morale, less absenteeism, greater ability to attract talent, as well as other positive business metrics. The following are sound practical reasons for engaging all employees in a variety of roles and differing views while making decisions.

- o Maintain a competitive, progressive environment that has long been an established tradition of the University of Wisconsin Madison community.
- o Maximize resources during difficult budget times as well as in a healthy economic climate. When budgets are difficult it is imperative that an organization find a way to have engaged employees. Employees recognize their personal success is directly linked to the success of the organization.
- o Maintain customer satisfaction. Involving employees in the overall decision making processes in our own departments and divisions on Campus, we'll all be more informed and able to place decisions, activities, and events in a larger context to improve the quality of our processes. Collectively we will be making the best possible decisions.
- o Utilize everyone's knowledge. All employees need to view themselves as business partners. Partners that have a shared opportunity. This is an acknowledgement of the greater and more detailed knowledge that experienced employees may have of specific processes, expertise and experiences which can be used for the benefit of the organization. Individuals know their job, their ideas and concerns can help to improve the quality and efficiency in the organization.
- o Enable the organization to recruit and retain the best employees. This engagement increases ownership and commitment and fosters an environment in which people choose to be motivated and contributing. This becomes more crucial as the job market changes.
- o Choose where an organization invests its time. While some say engagement takes too much time, it is time "invested" not spent. Employees will always express their views. If an employer invests time up front in a proactive manner, they we will get the very best from our employees. If not, employees take more negative steps to be heard, expressing their views in a myriad of negative ways from poor performance, dissatisfaction, absenteeism, grievances or turnover. If involved up front, it takes far less time and resources.
- o Improve productivity in the workplace. A study showed engaged employees are 20% less likely to miss work and more likely to exceed expectations in performance reviews and accepting of organizational change.

While it is difficult to measure whether engagement is effective or not, we know on a personal level how employees like to be treated. While it may not resolve everything, it is one more step in giving the best possible chance at success.

How Will this Work? Applying the Principles to Practice
There are varying levels of engagement that positively impact employees and generate a heightened sense of connection to the work and to the work environment. There are everyday activities that can provide employees with a sense for the culture and climate, and there are more extensive engagement practices that require greater management and planning. Regardless of the level of engagement, it might be useful to evaluate a unit's level of readiness.

There are three simple questions that can help to understand a unit's level of readiness for engagement activities. Using the "Principles for Engagement" as the foundation, ask: What are we already doing to help employees feel connected? Where can we improve? What questions or comments do we have about our practices? The responses to these questions, along with and understanding of the scope or impact of a project, can help identify which activities would be most useful.

Everyday Activities Leading to Greater Engagement
There are some everyday activities that can lead to greater employee engagement. It begins with looking at the experience of new employees, and continues throughout the employee experience.

Some examples of activities that can assist new employees feel engaged include:
- o Providing the new employee with a realistic preview of the job
- o Considering ways to welcome them on the first day of work, and in advance – some workplaces have current employees send emails to welcome new employees prior to the first day of work
- o Having a thorough orientation that includes information about the job, and also information about how people treat each other and the climate to which every employee is expected to positively contribute
- o Considering the employee development plan from day one – what would be helpful for every new employee to know? Who would be useful for the new employee to connect with in the first couple days? [4]

Everyday practices that develop the engagement of all employees fall into five categories: communications, acknowledgement, building on culture, team-building, and leadership development activities. A few examples from these areas include:
- o Communication forums to provide regular feedback to all people, including team meetings, conferences and "away days"
- o Monthly updates on organizational goals and directions
- o Regular employee opinion and satisfaction surveys
- o Active soliciting of employee feedback, including opinions and challenges particularly as decisions being made impact the employee's experience at work

- Recognition programs – some units recognize years for service or extraordinary effort (the recognition may come from leadership and it may also come from peers)
- Idea collection programs to stimulate new idea generation
- Clear and humane policies (and communication about the policies) that demonstrate respect for employees
- Equal opportunities policies and practices
- Initiatives to maintain the quality of work life and a balance between personal/professional lives
- Developing a safe, clean and inspiring work environment
- Demonstrating a commitment to employees' well being
- Social activities, such as family gatherings and barbeques
- Efforts focusing on leadership and management development
- Fair evaluation of performance
- Director spending time in face to face communication with staff
- Problem solving committee
- Quality assurance committee.
- Empowerment through effective delegation
- Coaching and mentoring activities to give honest feedback by supervisors and peers
- An open and transparent culture to empower people and develop creativity [4,5]

In general, employee engagement develops under a couple conditions:

- Where the work is mentally challenging. The work should not be too hard that one can not complete it. However, work should be hard enough that one feels challenged and a sense of accomplishment after having achieved their objective.
- There should be learning opportunities integrated into employees work.
- Employees should be able to gain a sense of pride and self esteem when being associated with the company and the work that is done at that organization.
- Employees should know how their work affects the outcomes of the business or organization. Therefore employees should know and understand company's strategic objectives. In addition employee should know how their specific work affects those objectives.

These everyday activities set the stage for improved employee engagement, as well as the foundation on which more challenging, difficult, and sensitive concerns can be addressed through more formal planning for larger-scale engagement.

A More Formal Approach
The following steps and template provide the necessary questions and details to consider as you develop opportunities for greater employee engagement by involving the employees in the planning and decision-making processes in the work unit.

When planning a larger-scale, or higher-impact, engagement activity, there are six useful steps to consider. The "Steps for Employee Engagement" are:

1. Is there a large-scale or high impact change anticipated in the workplace that will impact employees?
2. Are there multiple phases to the change? Identify the phases.
3. How could employee engagement be most useful to improving the process in each phase?
4. What form would employee engagement take in each stage?
5. Identify which engagement technique(s) will be most useful.
6. Which is the most useful form for the deliberation?

There are a number of attachments that follow this report that provide more detail: Attachment B provides a detailed project management template for planning engagement activities; Attachment D provides detailed questions for working on the steps for employee engagement; and Attachment E provides an initial meeting agenda for those seeking to "kick-off" engagement planning.

Employee Engagement Strategy Exceptions
There will be times when engaging employees on various workplace issues would not be appropriate unless bargaining unit/governance representatives are involved. This would include issues *specifically identified as negotiable within a labor contract or various governance provisions.*

There are also issues *involving sensitive human resource and/or legal matters* in which it would not be appropriate for employee engagement to occur unless it only involves the affected employee. The following are some examples of these areas:

➢ Employee discipline
➢ Employee performance
➢ Position elimination and resulting layoff activities.
➢ Employee accommodations related to medical conditions
➢ Legal proceedings

Current practices utilized in addressing these human resource and legal matters would continue.

What Will Success Look Like?
When this plan succeeds…
o All employees at all levels will contribute and take ownership/responsibility for the needed change

- Change is viewed in a proactive, ongoing way as a part of doing business rather than focusing on the reaction to change
  - All employees feel empowered by change and trust that the change is positive

Exemplary service to internal and external constituents lends to increased efficiency and higher satisfaction

How Will Success Be Measured?

To evaluate the effectiveness of the engagement activity, the following measures can be used to determine if engagement plans are effective and subsequently satisfy the principles set out by the LMAC. These measures should be both qualitative and quantitative to ensure all perspectives are covered. The campus will modify strategies as needed to ensure proper employee engagement is occurring based on this information.

Metrics/measures within the organization where change is occurring may include:
- Assessing *workplace efficiency* before and after change
- Conducting *employee and customer satisfaction surveys* related to the changes
- Reviewing of *employee turnover* rates
- Analyzing of *employee sick leave* usage
- Conducting *interviews with employees and customers* about the changes to determine level of commitment, workplace climate, and employee morale
- Assessing whether engagement tools are working by measuring participation (number attending forums, frequency of suggestions/feedback, etc.)
- Implementing other tools that are effective at determining if *employees are involved in providing input* as changes are occurring in the workplace

These measurement tools should be utilized during the change process itself and after change(s) have been implemented. The Office of Quality Improvement, Office of Human Resource Development, and Office of Human Resources can assist with developing these measurement tools.

Communication Plan for the Project Introduction, Principles, and Practice

Stakeholders	Method	Action/Message	Date/ Timeline	Comments/Feedback
LMAC	Present at meeting Share report Mark Walters will present.	Seeking acceptance of engagement plan and approval to move forward	Aug 6, 2009	Also requesting a presence on VCA website. Will include general information to increase awareness and understanding, specific resources/tools for

				those wishing to get involved and good ideas which have been tried by other units.
VCA Directors	Present at meeting Share report	Requesting some units to serve as pilots	TBD	Meetings held 1st and 3rd Mondays at 10 am. Contact Darrell Bazzell and/or Lisa Walters. Website must be in place before presentation.
Pilot Projects	Work with units using engagement as part of project planning			

The above represents the first three steps in this communication plan. The remainder will be developed after the pilot projects.

Training
The goal of short presentations and seminars is to introduce participants to skills of engagement, so they can use principles and techniques in small change processes and pique their interest to learning more skills. The Office of Human Resource Development is developing a comprehensive program, "Fully Prepare to Engage," to effectively handle large scale change.

Audience	Method	Possible Content	Timeline	Comments
Campus Departments, committees, and organizations such as Student Personnel Association	**Brown Bag lunch presentations (1 hour) "Introduction to Engagement"**	• Why do engagement? • How: Partnered interviews • Improving Qualities of Decisions • Where to learn more	Begin Fall 2009 – Spring 2010	Learning primarily at the level of knowledge and awareness plus where to learn more
Campus staff who want more skills to effect positive change	**Seminar (3 hrs) "Techniques and Tools for Engagement"**	Same content as above plus: • Theme Seeker • America Speaks • Critical Friends • Developing	Begin Spring 2010 and ongoing once a	Some skills development plus sharing tools to implement

		Empowering questions • Core Values for Practicing • 7 Core Principles	semester/ or year	positive change
UW OHRD Certified Program "Fully Prepare to Engage". Public Participation and Engagement Professional Development Framework				
Anyone seeking skills, strategies and knowledge of "best practice" models of participatory engagement in collaborative deliberation and decision-making processes.	**Level 1: (12 hrs) Introduction to Public Participation Processes and Tools"**	• Core Values and Principles of Engagement • IAP2 Spectrum • Key Models	Begin Oct '09 and ongoing once/year	Competency
	Level 2: "Learning in Concert with Communities of Practice"	• Within structure of Public Participation Learning Community (PPLC) and the Community Partnership Outreach Network (CPO) networks, with accountability and measure to be determined	Ongoing, groups meet monthly	Fluency
	Level 3: "Facilitating Engagement Processes"	• Assessment and design • Planning and facilitation	Spring 2010 (goal)	Mastery
	Level 4: "Applications of Learning to Leadership"	• Exercise leadership around real challenges facing UW	TBD	Mastery in Engagement

Pilot & Evaluation

One recommendation is that the resources and tools identified in this report be piloted through a formal engagement process. Once a pilot project is identified, the LMAC will continue to evaluate at six-month intervals and continue to refine and improve the process.

Conclusion

UW-Madison has always embraced ways to make the campus more effective in carrying out its core mission. Employee engagement is a relatively simple strategy to help make business processes work more effectively and increase the probability of success in any campus pursuit.

A number of campus organizations are actively engaging employees as changes are being implemented. However, these engagement strategies are not universal when substantive changes are being contemplated within work units.

The LMAC workgroup believes the materials within this report will provide decision makers with basic information related to the benefits of employee engagement and simple resources to begin an engagement strategy. Utilization of these strategies not only increases employee satisfaction but has been proven to ensure positive outcomes in the workplace when changes are implemented.

References

[1] Christina Maslach, Wilmar B Schaufeli, & Michael P Leiter. (2001). Job burnout. *Annual Review of Psychology, 52*, 397-422. Retrieved July 21, 2009, from Research Library Core. (Document ID: 69900129).

[2] Retrieved on 7/29/09 from http://courses.ecornell.com/content/248704.96.7777.11302.1/ILRHR556/Module_02/Topic_01/04/

[3] Alan M. Saks. (2006). Antecedents and consequences of employee engagement. *Journal of Managerial Psychology, 21*(7), 600. Retrieved July 21, 2009, from ABI/INFORM Global. (Document ID: 1143366191).

[4] Retrieved on 8/3/09 from http://www.opcuk.com/downloads/examples_of_employee_engagement_approaches.pdf

[5] Retrieved on 8/3/09 from http://www.humanresources.hrvinet.com/employee-engagement-activities/

Attachment A: The UW-Madison Culture and the Labor Management Advisory Committee

Beginning in 2004 the Labor Management Advisory Committee has taken on many broad issues affecting classified employees at the University of Wisconsin-Madison in a true spirit of cooperation. These discussions have attempted to find solutions or at least continued communication for such long-standing challenges as the appropriate use of Limited Term Employees, Employer premium payment for Health Insurance on first day of employment and consistent application of work rules/attendance policies among others. During the life of the group new problems have surfaced – sometimes in reaction to outside factors – in particular changes in Criminal Background Checks.

At our regularly scheduled meeting in August of 2008 several influences came together nearly simultaneously – a new controversy involving the changing of work schedules for hundreds of custodians, a wish on the part of our committee to be more proactive in the face of change and a campus-wide invigoration of the "Wisconsin Idea". Borrowing from the energy and work of the "Self Study for Reaccreditation", our committee felt we could approach our challenge incorporating this idea usually stated as, "the boundaries of campus are the boundaries of the state".

Although (University President) Van Hise is most often credited for articulating the philosophy underlying the Wisconsin Idea, its definition has evolved through the university's history and still means many things in different circles. (Perhaps because of this, Van Hise expressed in a 1917 letter to Felix Frankfurter his "repugnance to the use of the phrase.") A more modern definition of the Idea began to emerge in the 1930s, when a university publication described it as the notion that "the boundaries of campus are the boundaries of the state." Although it isn't clear who first used these words, they remain true today. In the spirit of the Wisconsin Idea, the university continues to seek ways to extend its influence beyond the boundaries of campus. * From the "Self Study for Reaccreditation"

As part of our Reaccreditation many campus stakeholders were coming to together for an important first step – a "Self Study for Reaccreditation". More Classified Staff were involved in the study than ever before and while we as a committee would advocate for more inclusion in this process, the imminent arrival of a new Chancellor and a conversation at some level of "who we are, what do we want to be and how do we get there" gave our group the impetus to begin our own "self study".

Background/Overview for the Current Work
The Labor Management Advisory Committee initially met on October 16, 2008 for a facilitated conversation on strategies for creating more effective engagement and dialogue between labor and management. The guiding questions for that meeting were

- What type of campus issues should involve more employee discussions/feedback?
- How can this engagement benefit the campus community?
- Should the campus develop a general process for engagement when these issues surface?

The outcome of that meeting was the creation of a work group to look more closely at campus engagement and report back to the Labor Management Advisory Council on that dialogue. This document completes the task assigned to the work group.

Work Group Process:
The work group met numerous times from November 2008 through August 2009. The notes compiled during those meetings are attached.

The process the group went through over the course of the meetings was:
1. Identification of the specific outcomes for the group
2. Creation of an initial "Proposed Principles for Engaging Labor and Management Dialogue" document
3. Identification of key resources to inform the group
   a. International Association for Public Participation (IAP2) document detailing various approaches to participation and increasing levels of impact
   b. Guest Speaker: Mark Guthier on the engagement process used in the development of the Wisconsin Union building plans
   c. Guest Speaker: Laura Heisler – WID/MIR Engagement Activities
   d. Handout from the OHRD event on Public Participation Tools
   e. The OHRD Web site (www.ohrd.wisc.edu) "Fully Prepared to Engage" resource
   f. [Note: The recent meeting held by Chancellor Martin were also added as a discussion point as an anecdotal experience that also influenced consideration of engagement]
4. Identification of patterns and themes in the materials and, more specifically, presented by the guest speakers and Chancellor campus meetings
5. Finalized "Proposed Principles for Labor and Management Dialogue"
6. Approved report and identified presenters
7. Deliver the report back the full Labor Management Advisory Council
Additional information related to this progression is attached.

The group has continued to meet over the summer and this report, delivered back to the full Labor Management Advisory Council, will complete this phase of the project.

Attachment B: Template for Planning for Public Engagement

The purpose is to increase employee participation in planning. Utilize the following template to formalize the plan for the engagement.

Project Name *[Name of the engagement project – e.g. Professional Development Office Building Renovation]*	
Executive Sponsor *[To whom does this report – e.g. Professional Development Directorate]*	
Project Manager *[Name of the engagement project manager -- Director of Professional Development]*	
Primary Stakeholder(s) *[Units – e.g. Professional Development employees, Professional Development Directorate board, UW-Madison students, UW-Madison staffs & faculty]*	
Project Description / Statement of Work *[Brief description of the engagement project that will be completed – e.g. Gather ideas and feedback on the Professional Development renovation project from all constituencies]*	
Business Case / Statement of Need *[Why is this project important and why is it important now – e.g. The current building is out of code and needs to be renovated to bring back into code. The extent of these renovations requires that significant modifications be done to the existing workspace and meeting space. The construction needs to be complete by 6/30/2010]*	

Impact Statement *[Who is impacted by the project – e.g. Employees in the immediate work environment]*	How are they impacted / Requirements *[Describe the potential impact – e.g. Need access to a shared printer in the workspace]*

Engagement Project Definition

Project Goals *[Define the goals of the project – e.g. The goal of the engagement is to get feedback on the needs of the employees and customers prior to developing the renovation plans]*	
Project Scope *[Describe what is within the scope of the engagement project. Keep it specific and realistic – e.g. This project will focus solely on the immediate work space. Items outside of the immediate work space such as the rest rooms and the vending area are outside the scope of this engagement project]*	
Project Deliverables *[What will be completed once the work is done; a deliverable should be tangible and easy to identify – e.g. a final report of the findings]*	

Project Constraints / Risks *[Elements that may restrict or place control over a project, project team, or project action – e.g. the total cost of this engagement cannot exceed $500]*

Implementation Plan Including Milestones *[Due dates and durations – e.g. First sponsor report on 9-2-09, Six-month evaluation, Final Report 10-2-10]*

Project Budget / Resources *[Money, people, services, materials, etc])*

Project Team Roles and Responsibilities *[Who is to do what, and the member's role]*

Team members	Roles	Responsibilities	
	• Funding • Key Markers/Data • Programs-community health • Infrastructure/ communications • Leadership • Feedback/user/ participant • Community Health		

Stakeholder Roles and Responsibilities *[Those directly impacted by the engagement or are accountable for the activity – e.g. Stakeholder – Employees in the work unit; Roles & Responsibilities – Participate and provide honest reactions, Support the final decision. Those held accountable might include the Provost or Chancellor's offices]*

Stakeholders	Roles and Responsibilities	

Cost Analysis *[Include direct and indirect costs as much as possible]*

Outcomes/Measures of Success *[How will you know if you are successful – e.g. increased employee satisfaction based on survey data]*

Communication & Training Plan *[How will information be communicated – e.g. the information and updates will be disseminated at the monthly staff meeting. The Training Plan should include target audience and knowledge, skills and attitudes necessary for success.*

Examples of both types of plans are in the body of this proposal]
Next Planning Steps *[Might include a unit-wide meeting to delineate the plan]*
Conclusion *[Recommendations, findings, etc.]*

Attachment C: Employee Engagement at UW-Madison Briefing Sheet

Definition of Employee Engagement
 "A heightened emotional connection that an employee feels for his or her organization, that influences him or her to exert greater discretionary effort to his or her work."

Conditions through Which Employee Engagement Occurs
- o Where the work is mentally challenging. The work should not be too hard that one can not complete it. However, work should be hard enough that one feels challenged and a sense of accomplishment after having achieved their objective.
- o There should be learning opportunities integrated into employees work.
- o Employees should be able to gain a sense of pride and self esteem when being associated with the company and the work that is done at that company.
- o Employees should know how their work affects the outcomes of the business or organization. Therefore employees should know and understand organization's strategic objectives. In addition employee should know how their specific work affects those objectives.

Proposed Principles for Engagement at UW-Madison
The following principles were developed and intended to engage labor and management as colleagues around issues related to changes in the workplace.
1. Intentionally define and involve – both early and throughout – those employees affected by the change in the process.
2. Communicate early and throughout the process in a way that people can clearly and completely understand the goals, the progress, and how the decisions will be made.
3. Create an environment where employees feel safe to participate.
4. Provide the necessary resources (e.g. staff time, expertise, training, etc.) for successful engagement activities.
5. Commit to honoring the full spectrum of perspectives.
6. Listen and continue to incorporate feedback. As a result of engagement, expect that the process may be modified or changed.

Examples of Activities that Lead to Employee Engagement
Everyday practices include:
- o Regular employee opinion and satisfaction surveys
- o Active soliciting of employee feedback, including opinions and challenges particularly as decisions being made impact the employee's experience at work
- o Recognition programs – some units recognize years for service or extraordinary effort (the recognition may come from leadership and it may also come from peers)
- o Clear and humane policies (and communication about the policies) that demonstrate respect for employees

- Initiatives to maintain the quality of work life and a balance between personal/professional lives
- Developing a safe, clean and inspiring work environment
- Demonstrating a commitment to employees' well being
- Fair evaluation of performance
- Director spending time in face to face communication with staff
- Problem solving committee
- Quality assurance committee.
- Empowerment through effective delegation
- Coaching and mentoring activities to give honest feedback by supervisors and peers
- An open and transparent culture to empower people and develop creativity

There are also more formal ways that employees can be engaged in projects that have the potential to create large-scale or high impact change anticipated in the workplace that will impact employees.

Where to Begin?
There are three simple questions that can help to understand a unit's level of readiness for engagement activities. Using the "Principles for Engagement" as the foundation, ask:
- What are we already doing to help employees feel connected?
- Where can we improve?
- What questions or comments do we have about our practices?

The responses to these questions, along with and understanding of the scope or impact of a project, can help identify which activities would be most useful.

Where Can You Learn More?
More information regarding this effort can be found at: [VCA Web page}

A schedule of upcoming learning opportunities, resources, and additional information can also be found through the Office of Human Resource Development at
http://www.ohrd.wisc.edu/fullypreparedtoengage/Home/tabid/36/Default.aspx

This information has been supported and provided by the Labor Management Advisory Committee. Questions can be directed to: [Need name and contact info here]

Attachment D: The Steps for Employee Engagement

1. Is there a large-scale or high impact change anticipated in the workplace that will impact employees?
2. Are there multiple phases to the change? Please identify the phases.
3. How could employee engagement be most useful to improving the process in each phase?
4. What form would employee engagement take in each stage?
   a. Information – an information exchange that ensures preconditions for participation
   b. Consultation – information-processing tools and a clear input process
   c. Engagement – information-processing tools and, in some cases, shared decision making
   d. Collaboration – processes to build capacity for lasting cooperation among groups and policy implementation
   e. Evaluation – follow-up with those involved in the engagement to evaluate the effectiveness and impact; also an opportunity to confirm that there was not any retaliation for engagement
   f. Communication – back to those impacted as a way of demonstrating transparency related to how and where input was utilized and to provide insight into the decision-making process
5. Use the following questions to elect the engagement technique that will be most useful.
   a. What is the unit trying to accomplish at this phase?
   b. What are the rationales for the engagement?
   c. What are the key challenges?
   d. Which engagement techniques might work best?
   e. What are the strengths of this technique?
6. Which is the most useful form for the deliberation?
   a. Face-to-face examples
      i. Small group meetings
      ii. 21st Century town meeting – large-scale, participants deliberate at tables
      iii. Deliberative poll – discussions with experts shared either live or via video cast, pre- and post- surveys to see how opinions change
      iv. Citizens jury – similar to a focus group, used often in the recent election following a debate
      v. Dynamic planning charrette – often a multi-meeting process where there is a circle from feedback -> revision -> more feedback that occurs over a couple days; sometimes used during architectural redesign projects
      vi. Issues forums – similar to what the Chancellor did
      vii. World Café approach – multiple stations with different topics and large group moves through each station and provides feedback

       viii. Community-wide study circles – multiple groups meet regularly to discuss an issue and then come back together for a community-wide meeting or forum

b. Online examples
       ix. Dialogue circles – similar to face-to-face and completed online
       x. Consultation spaces – online dialogue based on what people read or seen through different links
       xi. Online World Café – similar to face-to-face and completed online
       xii. Polls
       xiii. Small to large group dialogue

c. Alternate form examples
       xiv. Paper surveys
       xv. Phone surveys

d. Combination of methods?

Attachment E: Sample Initial Meeting Agenda Using the Principles of Engagement

Project Team:	Department Recognition Team		
Date:	Month, Day, Year		
Start/End Time:	2:00 – 3:00 PM		
Location:	Campus Building		
Present:	Note taker:		
	Team Members:		
	Team Leader/Facilitator:		
AGENDA			
Item		**Who leads**	**Time**
1. Welcome and introduce Team Members		Team Leader	5 min
2. Review Principles of Engagement: What are we already doing well? What can we improve? What are your questions or comments?		Facilitator	15 min
3. Review 1st draft of Planning for Engagement template, including Project Description. • What questions do you have? • What revisions do you suggest?		Facilitator	10 min
4. Draft: • Primary Stakeholders • Business Case / Statement of Need • Impact Statement • Project Goals • Scope,		Facilitator	20 min
5. Draft Agenda for next meeting, Month, Day, Year, Time • Review today's work • Draft Deliverables, Constraints, and Implementation Plan • What other key sections of Template need to be completed?		Facilitator	5 min
6. Meeting evaluation and adjourn		Facilitator	10 min

Attachment F: Using Engagement for a Large-scale Project: New South Campus Union Design Process
Making lifetime Connections to campus one person at a time | To be the Heart and Soul of UW-Madison

The Wisconsin Union's rich history is rooted in engagement, interaction and community-building echoing the spirit of the Wisconsin Idea. The Union does this on a daily basis through its programs, services and facilities. This core mission, to build community on campus through engagement, was used throughout the design process. The Union knew that the more people that were involved and engaged in the project from the beginning, the more beloved and successfully-designed the new south campus Union would be.

Because the Union is committed to student leadership and shared governance, the major decisions, ideas and designs reflect the will of the students. UW faculty, alumni and staff also played an important role in the collaborative process. While thousands of students have been involved in the process, hundreds of Union staff members also contributed. Acknowledging that all 180+ full-time staff could not sit at the table with the architects and design the building (not to mention the hundreds of student employees and student volunteers), the Union decided to take a multi-tiered approach to offer various levels of engagement.

First, the Union created a shared governance committee, modeled after its governing body, Union Council. This committee, known as the Design committee, included 9 students, 2 faculty, 2 staff and 2 alumni and was tasked to oversee the design for the new south campus Union. This model was purposefully created to break down silos and bring all stakeholders together for a collaborative design approach.

Additionally, a core group of staff and students were intimately involved in the logistics and planning through the Union Leadership Team or the Core Committee, which consists of project leaders from the Union, campus, and the architecture and construction firms. These three groups combine to make up the decision making level, dedicating many hours each week to the project [see diagram]. Impacts of this core group can be seen throughout the building ranging from where the trash and recycling are located to the incorporation of salvage like the Schlimgen cornices to the transformation from a food court to a streetscape with individual restaurants.

The middle level of engagement, user input and review, focuses on consultation and collaboration, using small groups and one-on-one meetings. For example, there were three different benchmarking trips that included over 40 Union staff , student employees and volunteers. These trips provided inspiration, re-framed operational assumptions and generated excitement. The Union also created User groups included over 100 students, faculty and Union staff, who offered design insights, produced new

ideas, took a fine tooth comb through plans and reviewed operational implications. It was during one of the small group reviews, that the ice cream shop surfaced. It had previously been designed as part of the Market operation. A staff member suggested that given the sales history and future trajectory, that ice cream become its own shop in its own right.

The broadest level of engagement includes information sharing and also offers opportunities to comment on the content. This type of engagement included information gathering through survey, monthly e-updates and open houses. It also included 24 Union staff forums in 16 months that walked through the plans, talked through operational considerations and generated new ideas. A clear example of how broad input has shaped the new south campus Union project is the relationship between the indoors and the outdoors through terraces, natural light and visibility. This became a high priority for both staff and students alike and was the inspiration for the outdoor terraces, permeable spaces, window treatments and the orientation of the plaza spaces.

As a means of doing business, the Wisconsin Union used engagement as a tool for forward-thinking, generating a communal sense of ownership, and developing an exciting new south campus Union.

BROAD INPUT

GOALS: Give all staff opportunity to contribute;
Gather broad input on needs & ideas

TECHNIQUES: web-based surveys, forums, open houses

USER INPUT

GOALS: Give staff opportuntiy to work in
small groups to make initial suggestions

TECHNIQUES: benchmarking trips,
user groups, focus groups

DECISION MAKERS
GOALS: Sift and prioritize the broad
input and user input; Present to the
users and solicit broad feedback
TEAMS: Leadership Team, Design
Committee (shared governance), Core
Committee

USER REVIEW

GOALS: Give managers ability to review
and revise overall direction and plans

TECHNIQUES: Area meetings, user group, one-
on-one reviews, open forums, e-mail

BROAD FEEDBACK

GOALS: Give all staff opportunity to review plans
and ask questions
TECHNIQUES: Open forums, town halls, community assemblies, staff
gatherings, showcase sessions, blog entries