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OF
CALIFORNIA

Staff Engagement

Career Development Workgroup

January 13, 2014

Executive Summary

STAFF ENGAGEMENT SURVEY

In 2012, CUCSA implemented a Staff Engagement Survey with the aim of understanding the current state of engagement of the UC workforce system-wide and what drives engagement at UC. By conducting the survey, CUCSA hoped to identify strengths to build on and opportunities to address; to create a shortlist of actions to respond to these issues and improve employee engagement across the system; and to involve and communicate with leaders and employees throughout the process. Non-represented UC Career staff with at least one year of service were invited to take the survey from May 31st to July 12th, 2012 at all UC locations except Hastings, ASUCLA, and the Medical Centers.

Building on UCOP strengths that were identified during the Staff Engagement survey the Career Development Work Group was challenged to provide 3-5 recommendations that would improve, enhance and build upon existing development tools and opportunities to address areas where employees indicated less job satisfaction.

Of the strengths that were identified, employees feel favorable about their relationship with their supervisor. Specifically, most indicate that they feel treated with respect and have a clear understanding of how their job contributes to departmental objectives. Most see their supervisor as listening to different points of views before forming conclusions, encouraging new ideas, and supporting their participation in training and development opportunities. A good number of employees feel that they have opportunities for professional growth and development at Local OP as a result of just doing their jobs on a daily basis.

CAREER DEVELOPMENT MISSION STATEMENT

We created a Mission Statement to ensure the recommendations developed would align with our work group's objective:

Build on UC's culture of learning by establishing a more holistic, inclusive approach committed to providing tools for employees to manage careers and for managers to provide guidance, leveraging resources that build on existing career development tools.

OPPORTUNITIES TO ADDRESS

The Career Development Work Group reviewed the survey questions and results, the full report and the executive summary in detail to have a comprehensive understanding of feelings and the needs of employees. We concentrated mostly on the four questions that were identified as low scoring relative to external norms:¹

- UC provides people with the necessary information and resources to manage their own careers effectively (42% versus the 64% national benchmark)
- I am confident I can achieve my personal career objectives with UC (54% versus the 66% national benchmark)
- My supervisor develops people's abilities (54% versus the 69% national benchmark)
- UCOP is doing a good job for management succession (23% versus the 41% national benchmark)

¹ See chart in Appendix B

Recommendations

CAREER DEVELOPMENT PATH TO SUCCESS RECOMMENDATIONS

Our recommendations leverage resources that build on existing career development tools, while others increase the depth and breadth of what is currently offered. All would ideally enhance the employee – supervisor relationship and create an inclusive culture in which both parties would be engaged and the employee had a clear understanding of how to develop their desired career path. Lastly, all of our recommendations address the four lowest scoring questions mentioned and are intertwined in creating a more holistic, inclusive approach to career development, focusing on professional growth and not solely program/skill development.

1. UCOP should enhance the existing information, resources and branding of the learning and development opportunities available at UCOP to better manage career growth

Existing resources for professional growth should be better marketed and the development of soft skills should also be considered as part of the growth opportunities available. More courses should be provided at the manager level, e.g., how to be an effective manager or how to break out of a “type-cast” position to change career path. For this recommendation to be successful, senior leadership, HR, managers and employees will all need to be engaged.

Recommended implementation strategies

- Establish a Career Development position/role.
- Broaden and deepen course offerings (certification programs, partner with UC Online) and communicate widely across the organization.
- Encourage cross divisional, cross system, job rotation and/or work groups across all employment levels.
- UCOP divisions and departments should specifically be allocated funds for career development opportunities to be used equitably across all levels of employees, to include continuing education, certification and training resources.

2. Supervisors should be active participants in the development of their staff

An essential part of being an effective supervisor is supporting the career development goals of supervisees. This level of supervisory engagement requires in turn a strong commitment from UCOP leadership. Developing employees at all levels is a valued part of the UCOP culture. One effective way to demonstrate commitment to career development is to develop clear guidance for UCOP supervisors that reflects the organization’s culture and expectations. This commitment seeks to address UCOP’s below-average rating in the Engagement Survey in the area of ‘supervisors developing peoples’ abilities’.

Recommended implementation strategies

- UCOP should establish HR policy/procedures covering supervisory responsibilities to assist with career development for staff across all divisions and departments of UCOP, for all levels.
- A percentage of supervisors’ work time should be formally designated for supervisory responsibilities in policy and position descriptions.
- Supervisors should engage in regularly scheduled discussions with direct reports focused on career development issues, to include both goal setting and post-performance review.
- Mandatory training should be provided for supervisors on UCOP career development policies, guidelines and resources such as the following:

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- A demonstrated proficiency with existing programs such as Career Tracks
- Knowledge of additional career development opportunities as available, such as work rotations, UCOP wide committee projects, mentoring programs and job shadowing.
- Provide a comprehensive list of all networking opportunities at UCOP

3. Employees should be actively engaged in their career development

Employees have an active responsibility in developing their roadmap for professional growth. Employees should be able to anticipate feedback and guidance from their supervisor when solicited in a joint effort to foster career development and boost employee engagement across all UCOP divisions and functions. The following activities are suggested to foster career development and boost employee engagement across all UCOP divisions and functions.

Recommended implementation strategies

- Employees should talk to supervisors regularly about their personal and career development.
- Employees should develop their own goals and plans with the assistance of their supervisors.
- Employees should take advantage of available mentorship opportunities to develop their strengths with the guidance and support of a strong performer within the organization.
- Employees should take advantage of available training opportunities, such as on-the-job training, special projects, rotational assignments, job shadowing, etc.

4. Provide succession planning guidance and opportunities

To respond to the low rating in this area, it is recommended that UCOP should define and articulate what leadership looks like across the organization. UCOP should clarify and communicate the specific criteria, core competencies, or characteristics desired at the management level. This enables employees to assess whether this is a path they may be interested in pursuing, while allowing managers to identify high potential, high performing staff.

Recommended implementation strategies

- UCOP should review organizational readiness to identify candidates for talent pipeline.
- UCOP should communicate development path to leader or manager roles to all employees, without guaranteeing placement.
- UCOP should establish and roll out process for succession planning.
- UCOP should provide transparent and inclusive communications throughout OP on career development opportunities/training

Process Of Inquiry

The work group met six times over the course of ten weeks. We initially decided to utilize a variety of approaches to gather more information before discussing ideas and options. Listed are some of the methods used to collect data, best practices and opinions:²

- Reading material regarding career and leadership development (survey, research reports, online articles)
- Review of current UCOP career development policies (e.g., PPSM 50 and PPSM 51)
- Informal interviews with a cross spectrum of UCOP employees including staff, managers, and department heads

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- Interviewed OP Human Resources for attendance statistics and satisfaction with current development programs and classes
- Interviewed BRC payroll managers
- Researched other HR resources, such as CEB (Corporate Executive Board)

² See Appendix D for the complete list of reference material.

Once all information was presented to the group, ideas were shared and discussed. We each narrowed down our recommendations to three or four post-it notes. Once the ideas were presented in a succinct manner, a subset of the group met to analyze the recommendations organizing them into common categories to align with the opportunities that we were tasked to address. Once rough recommendations were outlined, a few of our teams members led a focus group (participants were outside our immediate work group) discussion in which our recommendations were validated, and others were clarified.

WHAT WE HEARD

The group came up with a set of questions to be used as an interview tool by each work group member, providing a consistent approach to dive deeper into the survey's responses. Employees were selected and some volunteered to answer these questions. Responses are both in writing and informal interviews. General themes voiced were the following:

- More training opportunities – different programs, all levels
- More meetings on career development
- More check-ins by supervisors on staff career goals
- More flexibility to attend programs outside of current work assignment/online course availability
- More classes focused on certifications and degrees
- More focus on succession planning
- Review current offerings to ensure they fit the current need of OP
- Establish clearer descriptions on current offerings (better branding and visibility)
- More cross-functional work group opportunities (similar to the Staff Engagement work groups)
- Ensure equal access to training funds and opportunities for all OP units

What success looks like

METRICS AND OBJECTIVES

Successful implementation of the career development recommendations would be evidenced by a follow-up survey which shows an improvement of 5 -10%, in response to the four lower scoring statements:

- UC provides people with the necessary information and resources to manage their own careers effectively (42% versus the 64% national benchmark)
- I am confident I can achieve my personal career objectives with UC (54% versus the 66% national benchmark)
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Success should also be measured by fulfilling these key objectives:

- Promote employee degree completion and life-long learning by providing access for UCOP employees to take discounted courses through regular CCC-CSU-UC campus, extension, and online programs.
- Create a Career Tracks tool for supervisors and employees to easily identify positions with similar qualifications and to map potential career paths.
- Establish a Supervisor Training Program on career development, with 100% of supervisors completing the training.
- Update all supervisors' job descriptions to include an appraisal component specific to supervising.
- Implement a process for succession planning, including strategies to strengthen the qualified candidate pool for anticipated management and leadership openings.

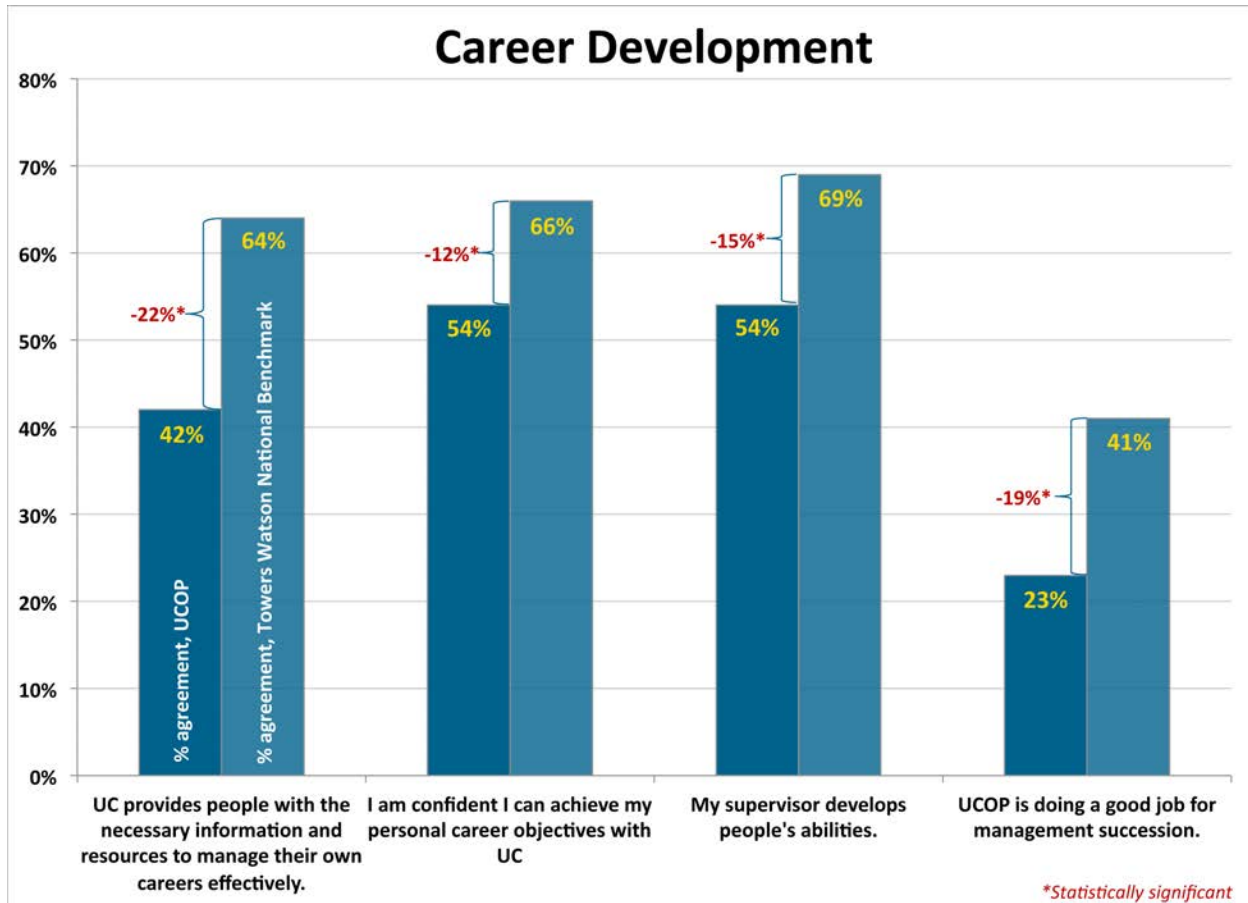
APPENDIX A
Staff Engagement Career Development Work Group

The Staff Engagement Career Work Group is made up of the following people:

Facilitator: **Shirley Bittlingmeier**, Client Services Officer, *Information Technology Service*
Co-Facilitator: **Tracy FitzGerald**, Traffic Coordinator, *Marketing and Communication Services*
Work Group Members: **Lifang Chiang**, Project Manager, *Office of Research and Graduate Studies*
Margaret Lucas, Calculations Supervisor, *Retirement Administration Service Center (RASC)*
Valerie Marble, Legal Support Specialist, *Office of the General Counsel of the Regents*
Annette Mora, HR Business Partner, *UCOP Local Human Resources*
Luanna Putney, Director of Research Compliance, *Ethics, Compliance & Audit Services*
Gale Sheean-Remotto, Project Manager, *Strategic Resources Group*
Alfred White, Executive Assistant, *External Relations*



Appendix B
Chart of top four opportunity questions



Appendix C Focus Group Comments

Enhancing existing information and resources to manage careers

Feedback

- Attendees really like the concept of certification, especially for Project Management and Administrative skills.
- Affirmation on providing a series of classes as a better alternative than one long class.
- Mention of previous years being able to tap into \$1,000 a year tuition allowance
- Appreciation that cross-functional work-groups will break silos and give opportunities to meet and understand other departments in limited time.
- Some confusion was voiced about the verbiage “Set expectation that employees take the initiative to set goals for career and personal growth”
- Budget for education

Employee to be actively engaged in their career development

Feedback

- What does the tool kit look like? (Response to this: Something that walks through what an employee should do, look for and would provide guidance. Could include any of the following: resume writing guidelines, job board, questions to help the employee think about what it is they want to do, what kind of commitment the employee may want to take on, how to relate an employee’s skill set to other jobs, UC Networking that will help employee gain knowledge for alternative positions and help identify other opportunities)
- Creating the tool kit is a great do-able goal!
- Discussed CFO Brown Bags/Lunch & Learns that are currently in use, which work as an introductory to what other departments within UCOP do or produce. Other departments do this as well.
- Encourage and create more opportunities for networking
- Discussion about how most employees make lateral moves, not so much moving up to the next level. This was identified as “cultural difference” since this is not the case in the private sector. As a result employees try to find other ways to grow within the organization. More on this subject:
 - One person indicated that people in support positions tend to be “typecast” even if they have a degree in higher education, which does not help when trying to reach for the higher positions.
 - Identification that if the opening is a higher position, that it is more likely to go to an outside candidate. Applicants from outside UC seem more attractive and have mysticism about them and are “more special.”
 - UC does not hire entry-level people in particular jobs, so why should I bother?
 - Employees outside activities to enhance their career development are not identified by the manager, or they don’t appreciate it.
 - Does career development mean anything for UC?
 - How do I move up?

Supervisors to be actively engaged in staff development

Feedback

- Do employees have to talk to a budget person to discuss funding? How would this be communicated?
- Why are professional development budgets inequitable?
- Training of supervisor and “Top-Down” communications regarding expectation is important.
- Career path training will be helpful.
- Supervisors should appreciate an employee’s initiative for personal development
- It seems like some managers don’t want to terminate people. There are 2 or 3 people who don’t do their jobs, while others pick up the slack. This demoralizes people who contribute more. There is a large sense of frustration.
- Supervisor job descriptions should include a percentage of time for supervision. Currently working supervisors don’t have time to meet with their employees. Create a standard percentage of time to meet with employees.
- Upper management needs to acknowledge the time it takes to supervise. This is part of a change in culture that needs to take place.
- Employee should ask their supervisor: “Am I on the right track?”

Succession Planning guidance and opportunities

Feedback

- The history on succession planning is that many years ago it was identified that lawsuit with “preselecting” a successor. Any recommendations should be crafted so that it looks like this is not happening.
- Create competency levels and pipeline to identify an employee’s track.
- Typecast – hoe to be considered outside of role
- There needs to be fair opportunity for succession
- Review Career Track and find where problems and inaccuracies have occurred (i.e. one person is identified as a Senior Analyst and he is in a supporting role. Another person was promoted, but at the same time the rest of their group was changed to the same ‘position’, so it did not see that she was more senior)
- Senior levels don’t always look senior, through Career Track. There needs to be more explaining to employees so they understand it better.
- Create an org chart of job titles that would include: (With the chart an employee can see an opportunity and how they could use a new degree)
 - Competencies
 - Level qualifications
 - Show how someone can move to different locations/positions
 - Ties back into Career Track

Appendix D List of Reference Material

CEB

<http://www.executiveboard.com>

Career development policies for non-represented employees posted ucop.edu:

<http://policy.ucop.edu/manuals/personnel-policies-for-staff-members.html>

Career development policies for represented employees posted on At Your Service:

AFSCME:

http://atyourservice.ucop.edu/employees/policies_employee_labor_relations/collective_bargaining_units/service_sx/contract_articles/art_06.pdf

CUE:

http://atyourservice.ucop.edu/employees/policies_employee_labor_relations/collective_bargaining_units/clerical_cx/contract_articles/cx-38_trainingdevelopment_0113.pdf

UPTE:

http://atyourservice.ucop.edu/employees/policies_employee_labor_relations/collective_bargaining_units/researchsupport_rx/contract_articles/rx-8_developmenttraining_1011.pdf

Current resources available to employees

Through PACSW (President's Advisory Committee on the Status of Women) – Professional Development Sponsorships

<http://ucop.edu/pacsw/events-programs/sponsorship-for-professional-development-program.html>

Through Local HR site:

Current UCOP Classes, UC Learning Center, UC Leadership Development program, UCOP-Coro Leadership Collaboration, UCOP Mentorship Program, Take Charge: Developing a Career Strategy

<http://www.ucop.edu/local-human-resources/your-career/index.html>

Career Tracks

<https://sp2010.ucop.edu/sites/hr/careertracks/default.aspx>

Local HR Metrics At a Glance – Learning and Development

See attached document at the back of this report

SF Gate Article: Millennials face tough slog in job market, 10/24/13

<http://www.sfgate.com/business/bottomline/article/Millennials-face-tough-slog-in-job-market-4923903.php>

Staff Engagement Survey Questions

Local OP Survey Results – Executive Summary

Local OP Survey Results – Full Report

<http://www.ucop.edu/staff-assembly/resources/2012-staff-engagement-survey-results.html>

University of California Workforce Profile 2012

File is located on At Your service website. Relevant slides are attached to the back of this report

http://atyourservice.ucop.edu/forms_pubs/misc/workforce-profile-2012.pdf

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Workforce: Sucession Planning Roadmap

www.workforce.com/articles/succession-planning-roadmap

Cornell University: Experiential Learning Opportunities

https://www.hr.cornell.edu/life/career/rotational_assignment_program.html

University of Maryland: Developing Managerial Talent through Stretch Assignment

<http://www.rhsmith.umd.edu/research/ras/Oct2009/ManagerialDevelopment.html>

Columbia University: Leadership Development and Rotational Programs (list of companies that offer these opportunities)

<http://www.careereducation.columbia.edu/resources/leadership-development-programs>

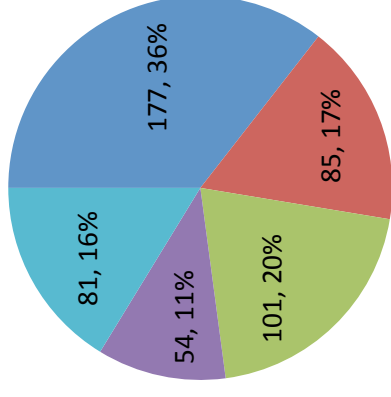
And following attached documents:

- **Local HR Metrics At a Glance – Learning and Development**
- **Chart 17 & Chart 21 from University of California Workforce Profile 2012**

Local HR Metrics At a Glance – Learning and Development

| Learning and Development Class Attendance | 2012 Q2 | 2012 Q3 | 2012 Q4 | 2013 Q1 | 2013 Q2 |
|---|------------|------------|------------|------------|------------|
| All Instructor-led classes | 282 | 253 | 329 | 365 | 498 |
| Technology and Software | 56 | 38 | 74 | 69* | 81 |
| Communications | 18 | 37 | 128 | 24 | 85 |
| Leadership, Management and Supervision | 39 | 62 | 80 | 72 | 101 |
| Performance Management | 42 | 79 | 15 | -- | -- |
| Career and Professional Development | 64 | 37 | 32 | 180 | 177 |
| Required training | 19 | -- | -- | -- | 54 |
| Health and Safety | 44 | -- | -- | 20 | -- |
| *includes UCOP Budget Development system | | | | | |

Instructor-led Class Attendance by Subject Area, 2013 Q2

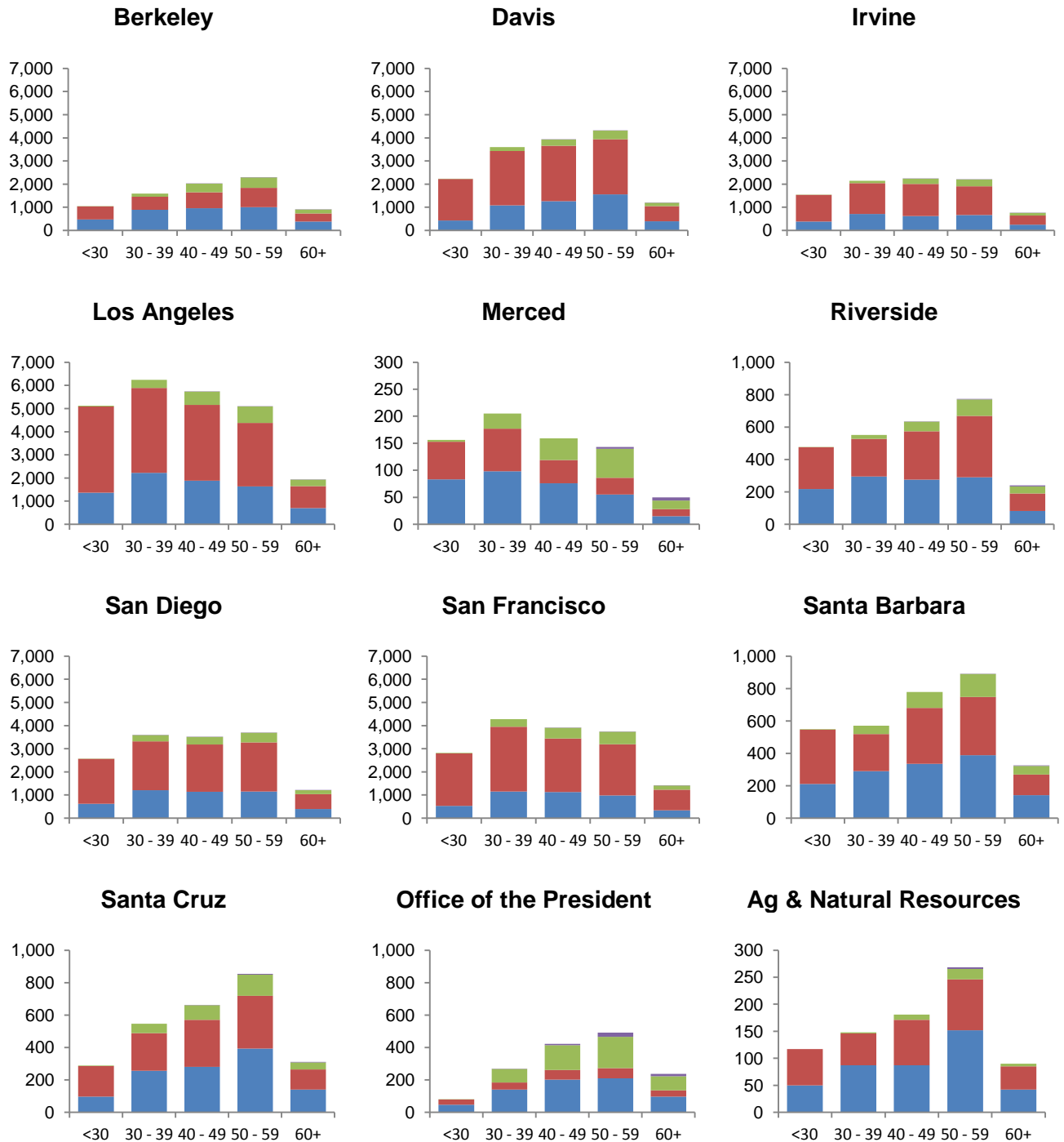


- Career and Professional Development
- Communications
- Leadership, Management and Supervision
- Required Training
- Technology and Software

| Participant Evaluation of Courses | 2012 Q2 | 2012 Q3 | 2012 Q4 | 2013 Q1 | 2013 Q2 |
|---|---------|---------|---------|---------|---------|
| Rated Satisfaction with course as Satisfied or Very Satisfied | 100% | 96% | 93% | 92% | 98% |
| Would recommend the course | 100% | 97% | 96% | 94% | 98% |

Chart 17: Age Distribution of Staff Workforce by Personnel Program, by Location
All Appointment Types Except Casual/Restricted (Students)
 October 2012

■ PSS Policy (Excluding Casual/Restricted) ■ PSS Represented ■ MSP ■ SMG



Please note scale differences.

Chart 20: CAREER STAFF – Length of Service from Most Recent Date of Hire of Staff Workforce by Personnel Program, and Location
October 2012

Years of Service: 0-4 (Blue) 5-9 (Red) 10-14 (Green) 15-19 (Purple) 20-24 (Cyan) 25+ (Orange)

