**Staff/Employee Engagement Commitment Plan**

**Name:** Tara Saltzman, Ph.D, Executive Dean

**Date:** 2/27/2009

**Report ID:** 1297

**Unit Name:** Strategic Initiatives for Global Enterprise and Academic Development [SIGEAD]

**Contributing units under report ID:** Training and Organization Development, Office of Internal Communication, Teacher Imaginariuim.

These are the engagement items on which we will focus:

**Goal Category:**

Q03. At work I have the opportunity to do what I do best every day.

Q04. In the last seven days, I have received recognition or praise for doing good work.

Q07. At work my opinions seem to count.

**Area of opportunity:** At work I have the opportunity to do what I do best everyday, and at work my opinions seem to count, and In the last seven days, I have received recognition or praise for doing good work.

This is what we will do to drive/increase engagement on this item:

To increase engagement in these key categories, employees will re-review NSU/FSEHS’s mission and vision statements, as well as the departmental mission statement to reassess our contributions in the past year and the alignment between the individual employee, department and school-wide goals. Department meetings have been set up to assist in creating job responsibilities that best fit the job functions in the office. Employees will review their description of their skill set and interest (created last year) which will be shared via email and then stored on the share drive for employees to view. Through this profile, employees will be reminded that their peers may have skills that would facilitate project improvement through better collaboration. Supervisors will ensure each employee understands his or her role with respect to the work unit and their global NSU contribution, this should assist in improving the overall work climate and facilitate alignment with NSU’s core values.

Specific tasks to be completed during this 2009-2010 year may include but not limited to:

1. A form will be developed to assist in assigning tasks bearing in mind job descriptions, job skills, and employee-descriptions of the employees.
2. Supervisors will meet with employees quarterly to review employee evaluations and create growth plans using this information.
3. Supervisors will show confidence in the staff by delegating assignments of high importance.
4. An office discussion board will be set up to relay helpful feedback, tips, and office suggestions.
5. An action plan to improve employee perceptions of the work unit will be developed from feedback from the staff, the discussion board, and individual meetings.
6. Supervisors will work towards a more scheduled system of reinforcement both publically (an example may be creating a “share in (employee’s name)’s spotlight of success” office reinforcement project) and during individual meetings to improve individual and staff morale.
7. Supervisors will conduct a leadership self-assessment quarterly.
8. From this self-assessment tool at least one leadership skill gap/challenge will be identified and a plan will be developed and implemented to improve this skill, remedy the gap, and develop leadership growth.

This is what success will look like:

1. Employees will have identified skills (in their profiles) which are of value to the project, and when the project team is reviewed it will be evident that the team is matched to the project.

2. There will be an increased interdepartmental cooperation.

3. Constructive feedback will be provided during individual supervisor meetings and during department meetings.

4. Suggestions made on the discussion board will be implemented when plausible.

5. Our customers (corporate partners, educational alliances, and students) acknowledge our customer service and provide personal feedback.

6. Success will also be evident when the employees feel they have clarity in their roles, and they demonstrate self-direction and empowerment within their job duties.

This is how we will know we are making a difference:

Employees will report their collaborative efforts during the weekly staff meeting, and report that they feel like they are contributing to the success in the office. Employees will demonstrate accuracy, thoroughness and orderliness in performing work assignments in a timely manner; this can be tracked through checklists. We will see, through the department checklists, that projects are being effectively tracked for progress and execution. Supervisors will seek feedback from various FSEHS’s support departments’ leadership in order to measure whether there has been an increased effort and collaboration from employees. Other departments will utilize the office as a resource and hub for information in dealing with initiatives related to Fischler School of Education and Human Service (FSEHS), therefore we will see an increase per month in the number of new initiatives coming into the office. Over time, it will be apparent that a difference is being made through employees’ willingness to take on challenges and do more than what is required in their given role. Supervisors will recognize this, and this will improve management and employee trust. Employees will provide improved feedback
about the supervision and mentoring they are receiving. This will in turn have more sustainable results in this category in the departments.

This is when we will review our progress:

During May 2009 Supervisors will review NSU/FSEHS’s mission and vision statements, as well as the departmental mission statement with the employees. During June 2008, Supervisors will review job descriptions and roles the employees to assist in clarifying any uncertainty about their position. In May 2009, employees will create their skill profile, which will be reviewed with supervisors. The team associated with a Project will be assessed in terms of their skill and interest match at the start and where appropriate end of each project. Regular feedback meetings to review growth plans will be scheduled. Monthly department reviews will be conducted during the period before September 2009. As of April 2008 an ongoing, online (share drive) discussion tool will be available to offer employees a channel for a communication exchange. Changes to the Engagement Commitment Plan will be made to meet specified targets.
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**These are the engagement items on which we will focus:**

**Goal category:**

Q08. The mission or purpose of my agency makes me feel my job is important.

Q09. My associates and fellow employees are committed to doing quality work.

**Area of opportunity:** The mission or purpose of my agency makes me feel my job is important, and my associates and fellow employees are committed to doing quality work.

**This is what we will do to drive/increase engagement on this item:**

In the past 12 months we have recognized the need for increased communication in the departments. Our departments will work on promoting an understanding in FSEHS, as to what the departments roles are in FSEHS by providing regular interdepartmental and center updates. The staff will continue to have more opportunities to collaborate with connected departments (e.g. Accounting, Budget, and Financial Planning Office, Marketing, and Office of enrollment services) while providing mutual resources and capitalizing on shared relevant information. We also recognize that staff needs more access to trainings to facilitate superior work and projects. Employees will also be given the opportunity to recognize their peers through the use of positive feedback emails and special incentive “buttons” or desk signs acknowledging individual team members for their assistance.

**This is what success will look like:**

There will be an increased level of collaboration between employees, and peer-to-peer feedback will enhance the sense of being part of a team and the sense of alignment with the organizations core values rather than working in isolation. The faculty will also know who to then contact in the departments and will be proactive in bringing their initiatives to the office of Strategic Initiatives to be registered and for
the project managers to assist them with the development. The faculty will feel that our departments are performing at peak efficiency and team members will feel that they are contributing to the success of FSEHS. The quality and quantity of work of our employees will be reflected by an increased number of initiatives helping to improve overall enrollment which will be tracked during the 2009-2010 year and forward.

This is how we will know we are making a difference:

This collaboration will use the synergistic power of team work to achieve results and goals. Members of our departments will feel comfortable sharing ideas that facilitate better collaboration, office harmony, motivation, and empowerment. We will see an increase in the number of initiative ideas coming into SIGEAD. Other departments will utilize this office better when dealing with the various stages of an initiative because of an increased and strong interpersonal professional rapport established with the SIGEAD staff. There will be improved feedback about our departments from the other FSEHS’s departments. The increased collaboration and sense of teamwork in the office will assist in getting less motivated and uncooperative employees to engage because of their sense that the spirit of cooperation benefits them and the organization as a whole. Our employees will encourage organization cooperation because many of our projects are interdepartmental and our solidarity will serve as an example for other departments.

This is when we will review our progress:

We will analyze the stages of the project during our staff meetings and reflect on team and individual momentum, enthusiasm and pride. Progress will be assessed at the execution and conclusion of a team project.