

UBC Workplace Experiences Survey

HR Briefing Session

Interpreting WES Results and Action Planning

How to conduct effective results sharing sessions

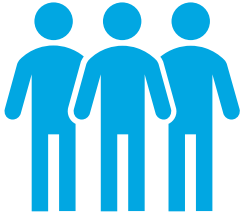
FEBRUARY 2025



THE UNIVERSITY OF BRITISH COLUMBIA



AGENDA FOR THE SESSION



Why is taking action important?

Best Practices for Team Conversations

- Ways to engage in meaningful dialogue
- SHARE conversation framework
- Common tensions in action planning

WES Results Sharing

- Understanding and interpreting the results
- Practice examples

WES Action Planning

- Best practices for establishing priorities for action planning
- Strategies to consider for your team/portfolio
- Next steps

WHY IS TAKING ACTION IMPORTANT?

Responding to faculty and staff feedback is essential for:

1. Fostering engagement
2. Strengthening trust
3. Minimizing survey fatigue (loss of interest/apathy)

1

Taking action based on employee feedback significantly increases employee engagement.



→ Employees are 4 times more engaged

2

Acting on feedback is crucial in cultivating trust within the team and organization.



→ Taking actions based on employees' feedback increases trust in leadership by 75% more than simply receiving feedback.

3

When faculty and staff perceive that their feedback does not lead to action or change, it impacts survey fatigue



BEST PRACTICES FOR TEAM CONVERSATIONS



WAYS TO ENGAGE IN MEANINGFUL DIALOGUE

ADAPTED FROM INDIGENOUS LEARNING PATHWAYS

1

Take a relational approach

Initiate meaningful connection

- Be mindful of the relationship building aspect of engagement
- Ensure that invitations sent out to team members to participate in follow-up conversations are provided early on, out of a committed process of listening
- Being open to feedback and perspectives is key to action planning

Express gratitude and appreciation

- Express appreciation of those who offer their feedback and help
- Recognize that what is shared has been provided through a **relationship of trust**



WAYS TO ENGAGE IN MEANINGFUL DIALOGUE

ADAPTED FROM INDIGENOUS LEARNING PATHWAYS

2

Understanding capacity and practicing care

Allow sufficient time to process

- Recognize the often sensitive and personal nature of one's experiences in the workplace
- Create space for team members to engage in follow-up conversations at a pace that allows for self and community care when needed

Keep lines of communication open and provide updates

- There will be times when it's not possible to focus on every engagement initiative; be sure to provide updates on how actions are progressing
- Keeping everyone informed is a great way to ensure those invested in the work feel aware and included, even if they are not available to be involved in all conversations.



SHARE FRAMEWORK FOR MANAGING CONVERSATIONS

ADAPTED FROM THE OFFICE OF THE OMBUDSPERSON FOR STUDENTS

The **SHARE framework** helps you to prepare and think ahead before having effective action planning conversations.

When having team conversations, ensure that:

- People involved can say what they want to say
- We listen to what others say
- We understand ourselves and each other
- The conversations are held in a safe and respectful environment

Safety

Humanize

Active Listening

Responsibility

Evaluating Options



SHARE FRAMEWORK FOR MANAGING CONVERSATIONS

Safety

It's crucial to make sure that everyone involved in the conversation feels safe and respected, meaning no one should feel attacked or judged personally.



Don't treat survey scores like a report card.

- Each portfolio and unit is unique and there are *many factors that may impact scores*. Instead, your survey results should be used more as a **conversation starter**.
- Focus less on the scores and more on the employee feedback from your post-survey **conversations that help put these scores into context**.



Resist the urge to stress about who said what.

- When someone feels disrespected, they tend to focus their energy on defending themselves and avoid hearing content.
- **Remember to acknowledge that and bring the discussion back to the content.** Talk about the impact an action has had on engagement without blaming.



SHARE FRAMEWORK FOR MANAGING CONVERSATIONS

Humanize



Show and speak with empathy when giving and receiving information

- Acknowledge differences in opinions and focus on the shared commonalities
- Remember that the everyone on the team is a human being, just like you, who experiences the same range of emotions.

Active Listening



Acknowledge what others on your team are saying, even if you do not agree.

- Use verbal and non-verbal cues to make others feel that they have been heard
- Listen and look for cues that indicate that the person is struggling with safety during the conversation
- Paraphrase to confirm your understanding

“It sounds like you feel disappointed with the progress on this issue and I hear that you are feeling ignored at the meeting”

“I can understand how you may have interpreted my actions in that particular way. Let’s try this again.”



SHARE FRAMEWORK FOR MANAGING CONVERSATIONS

Responsibility



Shared responsibility: Set engagement as a team goal

- Participating alongside your team as a co-facilitator of efforts to improve team engagement can make an impactful difference in the process
- Being willing to acknowledge what you do and don't know, learn from opportunities, and show up with humility models the level of commitment and openness required to create lasting and meaningful change



Take time to pause and reflect – Don't be afraid of making a misstep

- “Missteps” are a natural part of the process, and evidence of attempts to do good work
- **Transparency, accountability, and humility** around opportunities for improvement, and your willingness to do things differently, can go a long way

COMMON TENSIONS IN ACTION PLANNING

ADAPTED FROM THE EIO'S ACTIVATING INCLUSION TOOLKIT



**Slow down:
Focus on process**

**Speed up:
Focus on action**



Going at the speed of trust and slowing down to make sure a process is done well and that you have consulted widely, versus a sense of urgency with these issues and the desire not to get “stuck” in planning mode



**Focus on leaders
in a position to
change the system**

**Focus on people
within my direct
influence**



Making space for faculty and staff on your team to lead and shape action initiatives for their workplace, while also recognizing that broader issues may require involvement from senior leadership or other parties



**Incremental
change isn't
good enough**

**Celebrate
small wins**



Longer-term strategic and collaborative efforts are necessary to create meaningful change, and celebrating small wins is also important for maintaining momentum for those longer-term efforts



INTERPRETING AND SHARING WES RESULTS




STEP 1: RESULTS SHARING

ACCESS CONVERSATION GUIDE

After reviewing your WES report, we recommend sharing the results with your faculty and/or staff during a dedicated meeting, townhall, or other forum for discussion that is most appropriate for your work environment.

If you did not receive a WES report for your specific unit, you are encouraged to use the report(s) from the wider Department or Faculty/VP portfolio your team is a part of as a conversation starter.

Remember, the follow-up conversations are the most important part of the process.



2024 Workplace Experiences Survey

Conversation Guide - Results Sharing

INSTRUCTIONS: After reviewing your WES report, we recommend sharing the results with your faculty and/or staff during a dedicated meeting, townhall, or other forum for discussion. We encourage you to use this template as a conversation guide and to capture notes.

If you did not receive a WES report for your specific unit, you are encouraged to use the report(s) from the wider Department or Faculty/VP portfolio your team is a part of as a conversation starter. The follow-up conversations are the most important part of the process.

For more resources, including **UBC overall WES reports** and **Action Planning Toolkits**, visit hr.ubc.ca/wes.

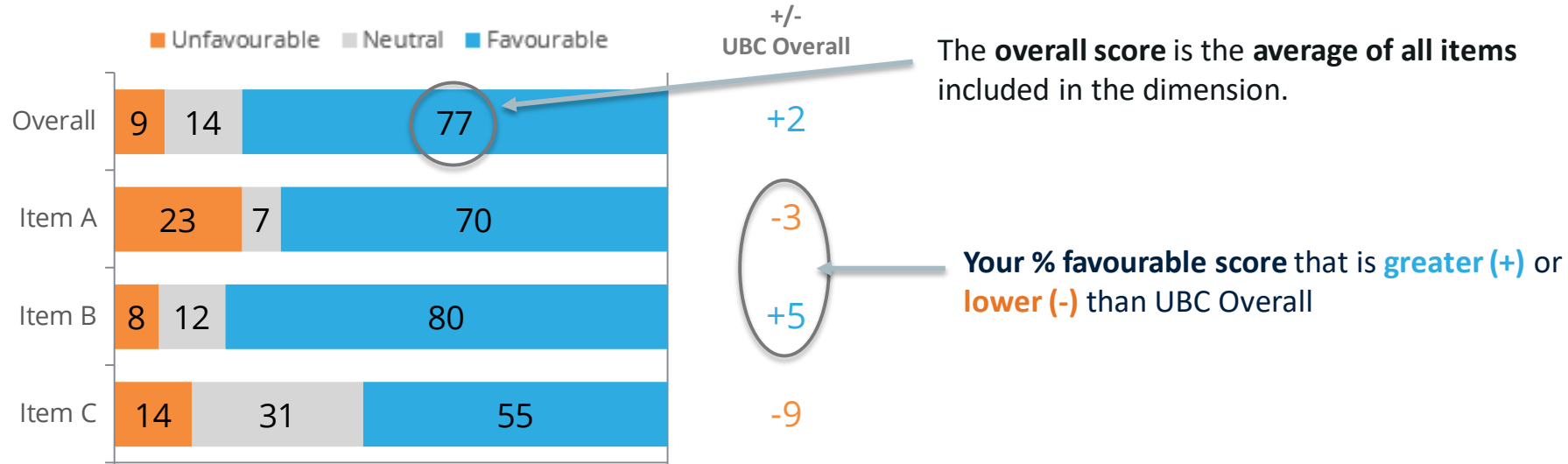
If you have questions or would like additional support working with your results, please **contact your local HR Advisor** or workplace.surveys@ubc.ca.

UNIT NAME: _____ **DATE:** _____

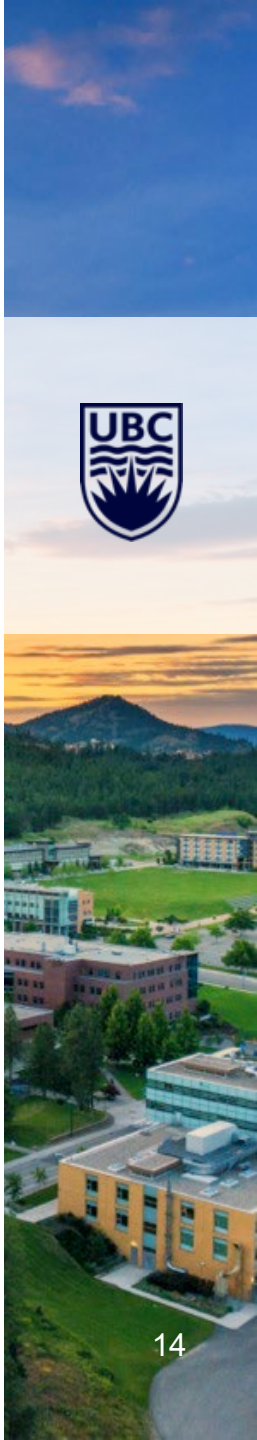
<p><i>What are the results</i></p> <p>After reviewing your unit's survey results, discuss:</p> <ul style="list-style-type: none">▪ What stands out for you in the report? Why?▪ What areas should we explore in more depth?	
<p><i>What do the results mean</i></p> <p>Use these prompts to guide the discussion further:</p> <ul style="list-style-type: none">▪ What do you see as the top area to improve?▪ How do our results compare to the overall UBC results?▪ What are your thoughts on the similarities and differences?	

UNDERSTANDING THE RESULTS – FAVOURABLE SCORES

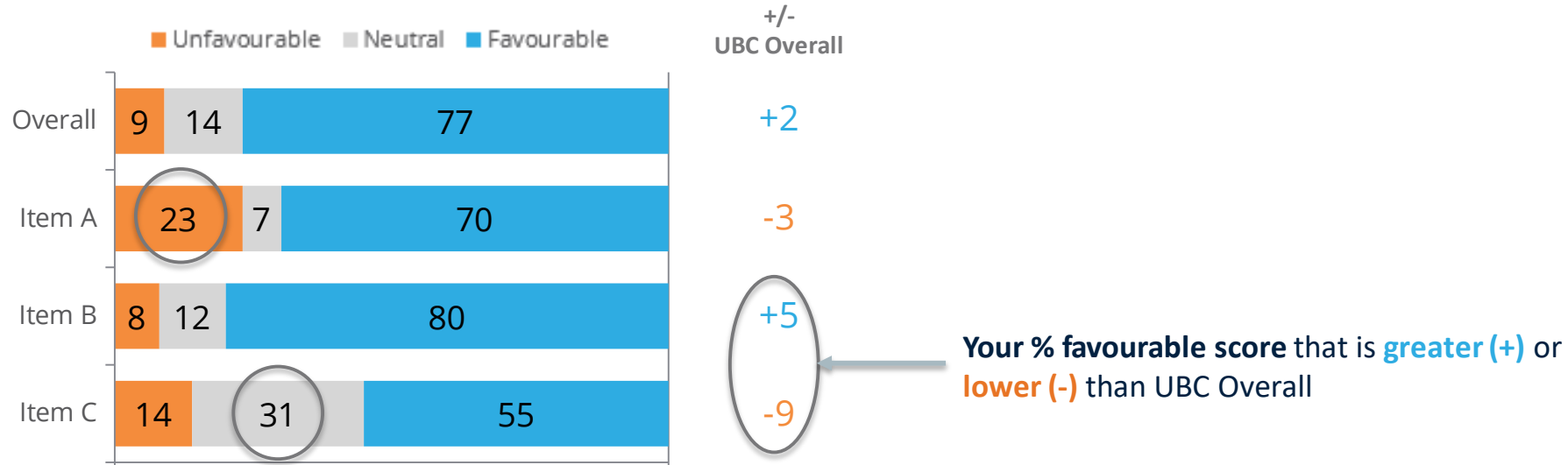
UBC Overall Benchmark	Unit-level and portfolio-level reports are benchmarked to UBC Overall results
Education Industry Benchmark	UBC Overall results are benchmarked to Canadian post-secondary institutions and Large Organizations



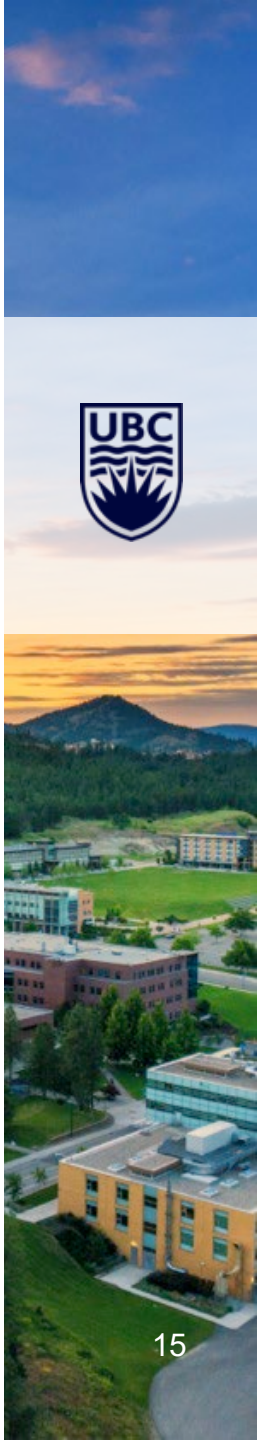
General Assessment	% Favourable	Suggested Action
Strength Area	70 or above	Celebrate this strength in your team; find out what is working and continue to foster it.
Neutral Area	60 to 70	Acknowledge this area as it can become an opportunity for improvement if left unrecognized.
Opportunity Area	Below 60	Seek feedback from your team about what is not working; work with them to find ways to address it.



WHERE SHOULD WE FOCUS MORE OF OUR ATTENTION?



Unfavourable % Score > 20 (Example: Item A)	This opportunity area requires closer attention and action, as it may signal a growing area of frustration among faculty and staff.
Neutral % Score > 25 (Example: Item C)	Faculty and staff may be undecided or uncertain about how future actions will influence this area. Addressing this opportunity area may have a significant impact on engagement.
Favourable % Score vs. UBC Overall (Example: Item B)	If the % favourable score is greater than the UBC Overall score by a significant margin, celebrate and foster this strength area to maintain or improve engagement.



WHAT IS CONSIDERED A “SIGNIFICANT” DIFFERENCE?

Consider the unit’s size to determine if the difference in results compared to UBC Overall is considered alarming.

EXAMPLE

If your report is based on 5 people, each person represents 20%.

→ 20% change means 1 person has a different perspective on the issue

If the report is based on 50 people, each person represents 2%.

➤ 20% change means 10 people have different perspectives on the issue



Unit size

Functional area of unit

Consider the unit's function at the university to determine which dimensions are more relevant.

EXAMPLE

It is not unusual for non-student-facing staff units to score much lower on the *Student Focus* theme



ARE MY RESULTS AN ACCURATE REPRESENTATION OF MY TEAM?

Consider your unit's response rate

- A higher response rate = Better representation of your unit



Response rate

Number of responses

Consider the number of responses

The larger the unit's size, the more likely that a smaller sample size is reasonably representative.

EXAMPLE

It is more likely that a group of 30 respondents has a sufficient variety of experiences and perspectives, versus a group of 3 respondents.



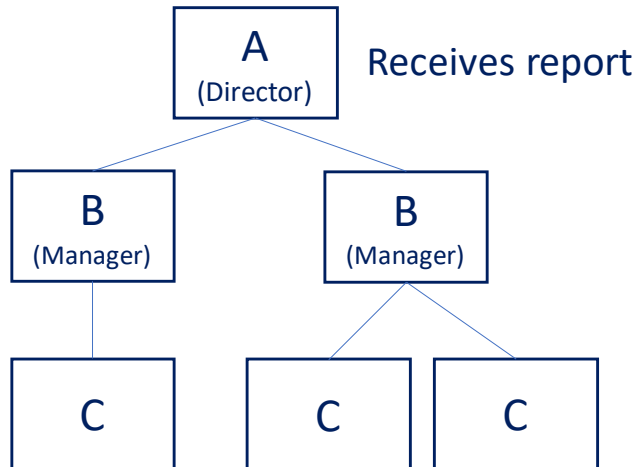
WHO IS 'IMMEDIATE UNIT HEAD/MANAGER' REFERRING TO?



Immediate Unit
Head/Manager



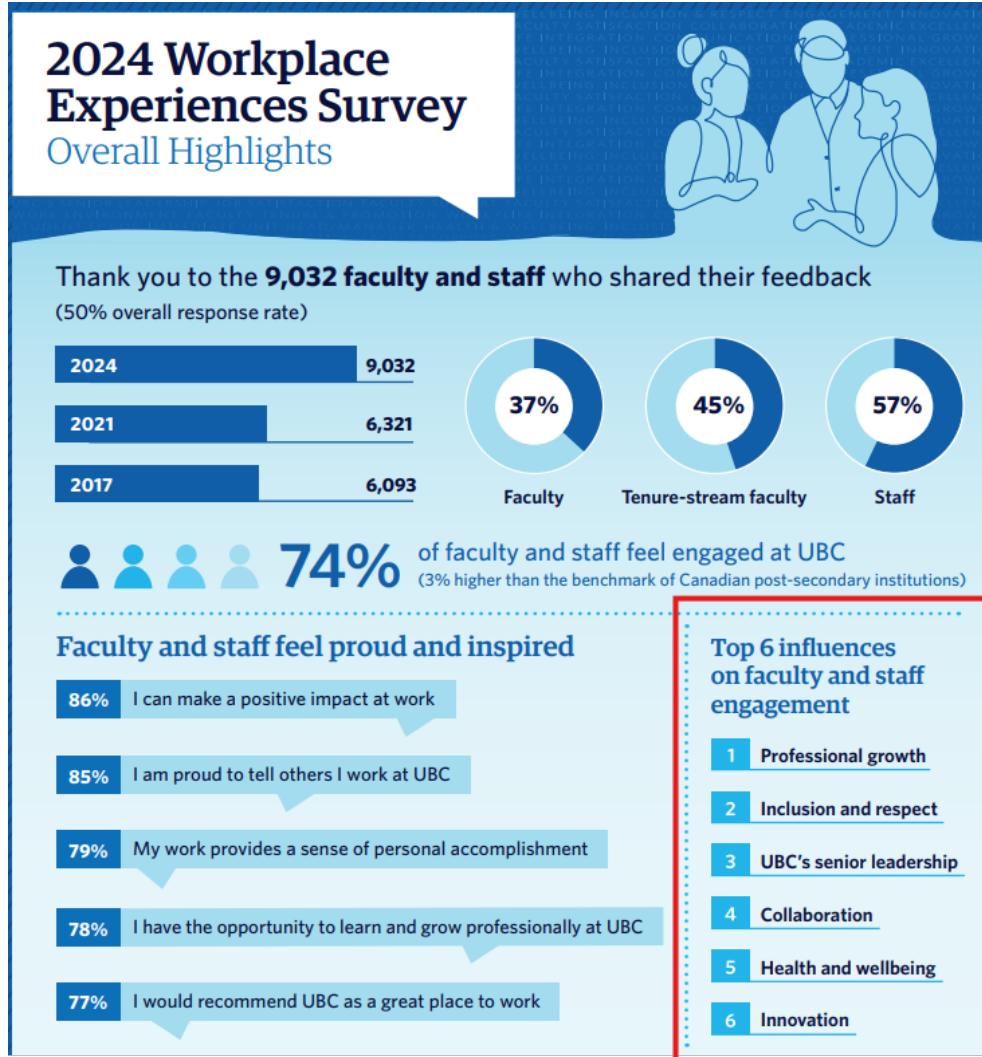
In the survey, the set of questions about your 'Immediate Unit Head/Manager' refers to one's direct supervisor.



Inside the results report for higher level managers (e.g. "A"), the results for the 'Immediate Unit Head/Manager' dimension is a composite of responses about all managers ("A" and "B"s) in your portfolio.



WHICH DIMENSIONS HAVE MORE INFLUENCE ON ENGAGEMENT?



- Consider starting with top influences on engagement (available through the [overall highlights infographic](#))
- How does your unit/department compare to UBC overall in these dimensions? Any major differences that emerge as strengths [**greater (+)**] or opportunities [**lower (-)**]?

Top Influences on Engagement (UBC Overall)	% Favourable (UBC Overall)
1. Professional Growth	78
2. Inclusion & Respect	71
3. UBC's Senior Leadership	56
4. Collaboration	66
5. Health & Wellbeing	75
6. Innovation	72
7. Faculty Support	55
8. Communications	38

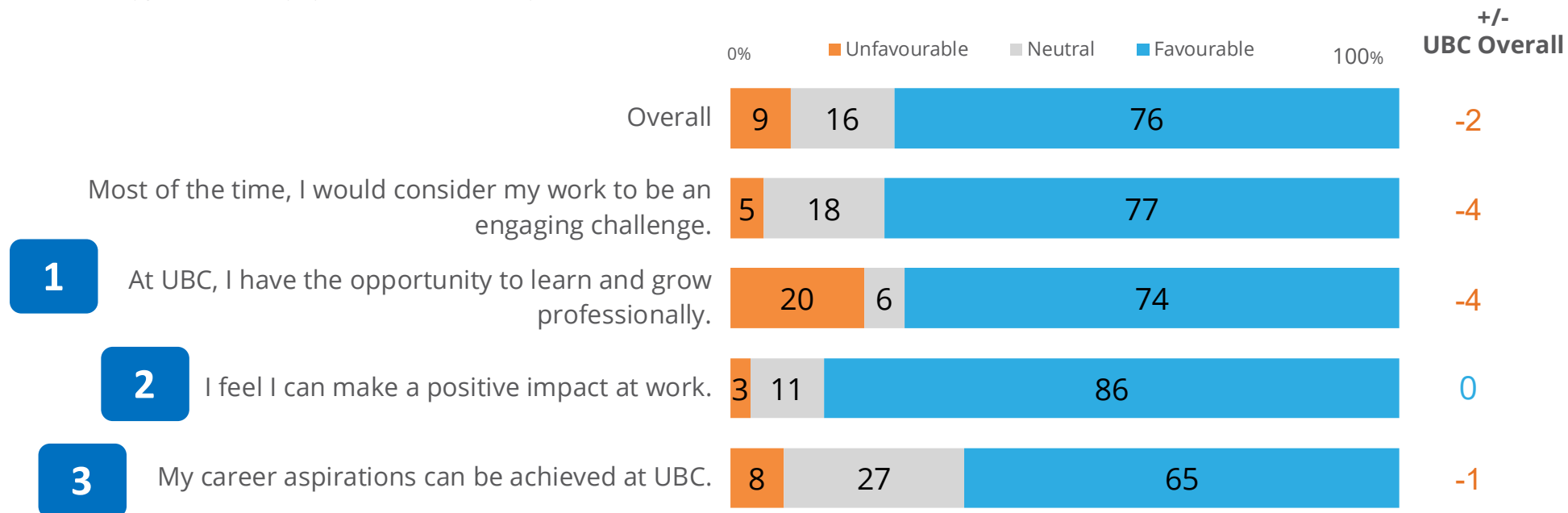


PRACTICE EXAMPLES: INTERPRETING RESULTS



Professional Growth [Example]

Results are randomly generated for the purposes of demonstration only.

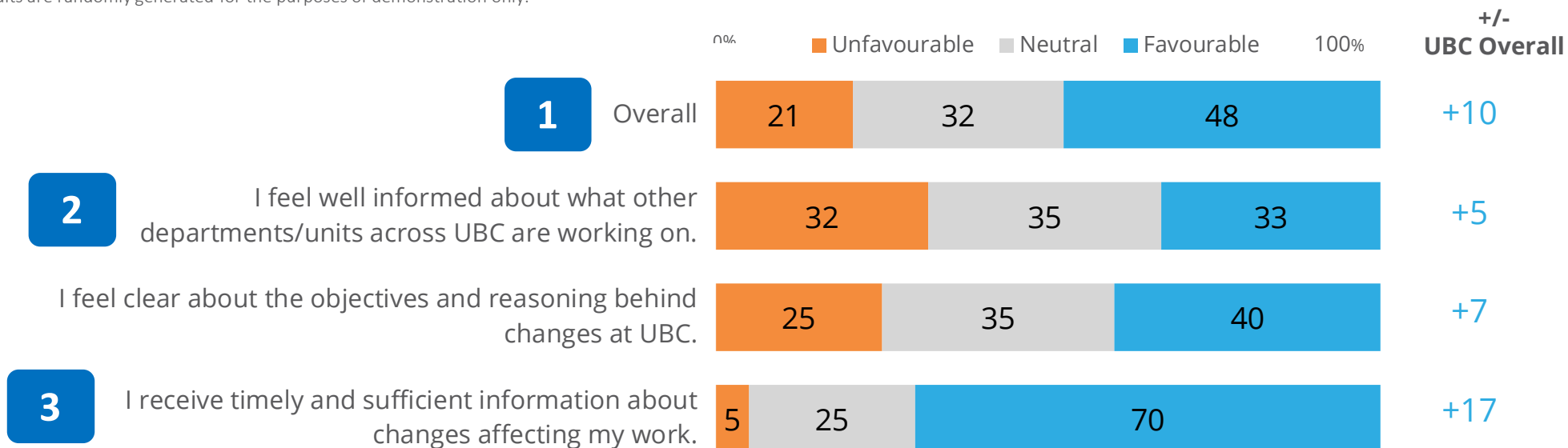


POTENTIAL OBSERVATIONS / INTERPRETATIONS

- 1** High % favourable and unfavourable scores may indicate differences in opinion around professional development opportunities and supports. Further discussion may help surface potential issues (e.g. access, availability, awareness?)
- 2** Faculty/staff generally feel proud of the positive impact of their work and consider their work to be an engaging challenge (very low % unfavourable for both items)
- 3** Significant opportunity (high % neutral) to provide more clarity around different career development pathways for faculty/staff, or integrating career conversations into regular check-ins with team members

Communications [Example]

Results are randomly generated for the purposes of demonstration only.



POTENTIAL OBSERVATIONS / INTERPRETATIONS

- 1** Overall, this team is doing relatively more favourably, compared to the university as a whole, around communications. There are also significant opportunities (high % neutral) that can continue to improve engagement when addressed.
- 2** Further discussion with your team may provide a better understanding of the extent to which faculty/staff would like to be informed about what is happening at UBC (e.g. what information do they find important to know?)
- 3** There is a general appreciation for the *timeliness and sufficiency* of information provided around changes affecting the team, but opportunity to focus on the *clarity and reasoning* (e.g. *why?*) around those changes.

BEST PRACTICES FOR ACTION PLANNING




STEP 2: ACTION PLANNING

ACCESS CONVERSATION GUIDE


After sharing the WES results with your team, we recommend giving your faculty and/or staff time to process the new information and/or reactions, or insights they may have about the results.

Set aside time for a separate meeting to work with your team to discuss strengths and priorities.

Then decide on a plan of action to address a few engagement opportunities that stand out for your team.



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Conversation Guide - Action Planning

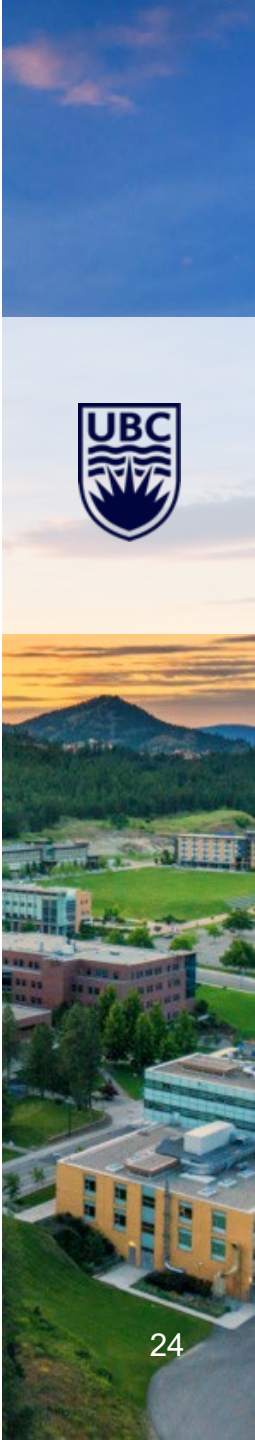

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UNIT NAME: _____ **DATE:** _____

<p><i>What will we focus on</i></p> <p>Think about both strengths and areas of focus from your results:</p> <ul style="list-style-type: none">• What are the areas to celebrate, and how can we do this?• If we could move the dial in one particular area by next year, what would it be?• What are specific actions we can take to enhance engagement, and what is a realistic timeline?	
<p><i>What does success look like</i></p> <p>Discuss ways to evaluate your team's success:</p> <ul style="list-style-type: none">• How will we demonstrate our commitment to these actions?• How will we determine the impact of our actions?	



BEST PRACTICES FOR ESTABLISHING PRIORITIES FOR ACTION

1

Seek to understand

- Listen to your team members' interpretation of how they see the results and how it reflects their reality
- **Seek to understand the root causes** of key issues (why the team as a whole answered the way they did)

2

Address both sides

- Encourage your team members to establish what they believe to be the areas of greatest strength and areas in need of greatest focus
- **Addressing both can help maintain motivation.** Having a singular focus on just areas of concern can lead to a consistently negative point of view.

3

Be prepared

If your team seems unsure or are particularly quiet (doesn't speak up), share your tentative list of areas you think deserve the team's attention first. Ask for their reactions and thoughts as to whether they agree with your list – refine and align.



STRATEGIES TO CONSIDER FOR YOUR TEAM/PORTFOLIO

1

Set engagement as a Team Goal

- Focus on meaningful engagement as a Team Goal so that everyone can contribute and build **team accountability**
- Share results during a **dedicated** meeting, townhall, or other forum for discussion
- Develop action plans to address **“local” opportunities** for improvement – those within your areas of influence
- **Make recommendations to senior leadership** in your faculty/portfolio for their support in addressing broader issues

2

Considerations for Success

- Consider establishing a **local employee engagement working group** to address department/unit level concerns
- **Consider the resources needed** to accomplish each step. The resources may include time, people, materials, tools, training, authority, or information.
- **Focus on 1-3 priorities** from your WES results that will resonate and have impact with the entire team



NEXT STEPS



MOVING BEYOND SURVEY RESULTS

Check out Additional 'Action Planning' Resources and Toolkits to come ... soon to be available on WES webpage!

We are here



Identify



Sort for strengths and opportunities

Compare to benchmarks

Analyze drivers of engagement

Review Survey comments

Communicate



Share with UBC Executive

Discuss with Senior Leadership in your Faculty/VP portfolio

Develop a plan of action with leaders prior to distributing unit-level reports

Clarify



Deeper analysis of survey numbers and comments

Additional dialogue with employees in staff meetings

Focus groups to **clarify** issues and **brainstorm** possible solutions

Prioritize



Recommendations

Maximum impact for available resources

Realistic commitments

Quick wins

Strategic gains

Plan



Scope

Ownership

Involvement

Resources

Metrics

Success factors

Timelines

Act



Detailed plan

Change mgmt.

Communication

Training

Strategic Initiatives

Implementation

Monitoring

Adjustments

Accountability, Communication, Involvement, Action



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