

THEMED DATA

FROM MANAGEMENT FORUM OPENSOURCE EVENT OCTOBER 3, 2013

PRIORITY #1: SERVICE EXCELLENCE IN SERVICE OF THE ACADEMIC AND RESEARCH MISSION OF THE UNIVERSITY, AS SUPPORTED BY A CULTURE OF EXCELLENCE

As a University competing on the International front, we need to ensure that:

Excellence in client service and support is central to our work every day with students, researchers, faculty members and each other. We take full ownership of our roles as managers – which means measuring how we are doing both individually and collectively (This involves goal-setting, managerial oversight and responsibility, staff development and performance management, and accountability.)

Facilitators: Johanne Houle, Patricia Posius, Anna Campana

THEMED FEEDBACK

- The group questioned what it meant to be “excellent”. Excellence needs to be defined especially within the context of downsizing.
- In terms of providing excellent client service it is really important for us to know who our clients are and what they perceive as excellence. How can we find this out?
- Lots of decisions are being made without really finding out what we need to be excellent.
- In terms of our service to the academics, there is a fine line between doing too much for them and making sure their needs are met and also not burdening them with too much in light of their academic pursuits.
- We need to take more risks as a university but the culture must support a risk taking stance. As we try to be more agile we could try new things in our individual departments and take on small project which may involve risk...then learn from it.
- It is important to find balance between technology and personal service.
- Siloes still exist at McGill which makes it difficult to look at the “whole” but it is an important step in moving us forward
- When staff is having fun and their well-being is considered they will be more able and apt to contribute to better client service. There is a link.
- A shared space to communicate things like best practices or just a place to collaborate with one another would be useful

RAW DATA FROM FLIPCHARTS

- What is excellence?
- When do we say when we are excellent?
- Know our clients – Is their version of excellence the same as ours/yours
- When we provide things to our clients they don’t think they need – How do we educate them?

- How do we figure out what they need?
- Service provided to academics is questioned – Do we give them too much? Do too much for them?
- If we don't have the resources how do we balance this with not our burdening researchers/academics?
- We need to be more agile (try it yourself as a small project before sharing)
- We need to take more risks
- To improve we need to figure out what we want to improve
- Taking risks requires a culture that is accepting of risks
- What is required of people who are supporting Chairs/Directors?
- Does downsizing mean we are cutting the service? Lots of decisions are being taken without finding out what we need to be excellent.
- Bring in more technology to support the student (software)
- Free us to do more valuable work
- Automation allows 24/7 service
- Identify processes that would benefit from this. Put together a business case. Get resources.
- Need to find balance between technology and personal service. Students are tired of 7878
- Do we have a core service level agreement? Need to start there. Then customize to area
- Many services put in place from top down without appropriate consultation and planning (i.e. scheduling)
- Planning – Reactive interventions
- Knowledge transfer
- Build tools that get you to “excellent”
- Excellent @ McGill – more, more, more, better, better, better
- But – employee well being
- Having fun?
- Shared IT space – Best Practices experiences (eg. center stage M-Forum)
- Designate individual to post, share... (eg. yammer? Sp?)
- One place
- We still have silos at McGill
- We're not looking at the whole

PRIORITY #2: ADMINISTRATIVE AND PROCESS EFFICIENCY

- With the budget and staffing cuts that we are all experiencing, how can we streamline/re-organize/introduce technology so that we can do more with less?

- Seeking new innovative ideas and solutions to improve our processes and operations (removing bureaucracy, shortening timelines, focusing on results)

Facilitators: Ernie Kinney and Leila Al-Bassit

THEMED FEEDBACK

- We need to be aware of the critical processes in our areas and, under the current circumstances, do efficiently only what is deemed essential, and eliminate or minimize the impact on those processes that do not.
- Current processes are not well documented or tend to be fragmented. Strategy to standardise and automate some of the processes is required.
- We need to question our time wasters: examples the level of approvals required and the time it takes to move on with things; the non-compliance which requires unnecessary follow up involving many parties.

- More collaboration is critical in the current environment. We should try to decrease hierarchy and the number of committees required for decision making.
- We need to empower staff where middle management has more accountability and responsibility. Allow them to be part of the decision making and allow errors.
- Staff are often afraid of faults, which creates an atmosphere of fear and insecurity. They need to be encouraged to take initiative in addressing issues, even if it ends up not achieving the ultimate desired income. Failure is important we learn from them.
- Promote communication across silos and promote sharing of lessons learned.
- Communication is important and tools for online communication could be better utilized (e.g. Yammer, Skype)
- Automation would help in many instances but we have not kept up with technology and the New IT analysis required (e.g. business case), makes it difficult to move forward in this area.
- Use experts in the subject matter to write standard procedural documents with an organisational view
- It is important that priorities are flowing down from the senior level, however it is also important that each one feels empowered in their own roles as managers. (Top down and bottom up)
- We need to do a better job of providing the right response the first time at the right time, by establishing standards benchmark.

RAW DATA FROM FLIPCHARTS

Business needs
 Analysis (IT) – incredible in requirements overdone
 We should do what is essential
 Work in silos (don't work together)
 Processes are not standard
 Question what wastes time
 Too many levels of approval
 Processes are fragmented
 Things need to be documented
 We could automate some of our processes
 We have not kept up with technology
 More collaboration
 4 different answers to the same question
 Less hierarchy
 More trust
 Hire staff to do technical writing with an organizational view
 Better use of current technology (e.g. Skype) between units
 Too many processes / participants
 Cross functional teams
 Communication through portals / communities online
 Yammer – in house (like Facebook)
 Senior level priorities are clear and communicated downwards
 Give more accountability to middle management (decision making)
 Info should flow up -> down, down -> up
 Reduce number of committees
 Establish standards benchmark
 Allow mistakes (1.5)
 Own mistakes and learn
 Capture mistakes in performance dialogue in order to learn

PRIORITY 3: TRAINING, DEVELOPMENT AND SUCCESSION PLANNING

Developing tools, training and resources that will leverage the talent and skillsets within our community

Supporting people at all levels in the organization so that they are motivated, productive and satisfied in their work

Planning for the future, so that we are developing and mentoring younger staff members and managing them effectively.

Enhancing managerial skills and competence: as managers, we have the responsibility to continue to improve and to expand our skills and capabilities

Facilitators: Jane Reichman Van Toch and Dan O'Connell

THEMED FEEDBACK

- Much support for shorter workshops and offerings that can fit well into a workday
- Communication: use diverse ways to communicate, make communication broader, and foster knowledge sharing in our communication- e.g. links to internal and external resources
- Sharing best or wise practices should be part of our culture. Should visit other departments to learn from each other; identify areas that are champions of success
- Mentorship program for all staff identified as a real advantage for the university
- Ensure onboarding and support for new hires, including a mentorship program
- Succession planning – knowledge transfer is critical
- Support initiatives and knowledge transfer through communities of practice, shared initiatives and volunteer opportunities for staff

RAW DATA FROM FLIPCHARTS

- Short workshops
- LDP program
 - Presently 1 year
 - Suggest more intense to one semester
 - Clearer understanding of courses offered
 - Knowledge base better promoted
- Lunch and Learn (come to us)
- Variety of programs
- Diversity and communication
- Resources available
- Want outside resources (links)
- Broader communication
- Shared dialogue within departments
- Shared local initiatives
- Succession planning
- Mentorship presently with students
- Mentorship important issue
- Staff want to volunteer time
- Sharing knowledge
 - Visit other departments to see how others work
 - Watch how others work

- Identifying areas that are champions of success
- Wise practices vs. best practices
- Plenty of volunteer opportunities for staff
- Employment equity – considerations
- Succession planning
- Onboarding
 - Employment equity / educate people
 - Intro to new employees
 - Want mentorship program to work
 - It takes time for new staff to learn what is available
 - Information resources within University
 - Onboarding and support in progress
- Knowledge transfer
 - When staff leaves identify the job that has departed
 - Pool of knowledge
- What support can we offer?
 - Communities of practice
 - People with similar backgrounds / knowledge
 - Encourage communication

PRIORITY 4: ENSURING BEST PRACTICES IN TALENT MANAGEMENT

Supported by HR, but with engagement at the unit level, we need to bring a best practices approach to all aspects of talent management, including staff recruitment, on-boarding, development, performance management, recognition and retention of employees.

Facilitators: Francois Labrecque and Brant Hinkey

THEMED FEEDBACK

RECRUITMENT/TALENT MANAGEMENT

- We need to ensure that the job postings reflect with clarity what is really required for the position (**both skills requirements and job duties**) and titles should match positions.
- Look at how we do recruitment, how are we doing it now, and what new ideas we could incorporate into our methods. Some ideas might be referrals, using internal resources
- We need to know where our key talent is and have measures that insure that we retain them.
- Being aware of the talent that is leaving, **why they're leaving, and any emerging patterns (talent shortfalls)** and ensuring that an exit interview is done and knowledge is transferred.
- Ensure sustainability in our workforce through positions that are not “term positions” in non-unionized positions

PERFORMANCE MANAGEMENT

- Performance conversations should not just be a once a year thing but should be part of the daily work life of a manager.

- We need to have consistency in the use of performance objectives
- It is unclear about who ensures that performance dialogue happens in all units
- Simplification of the PD form might be helpful

CAREER MANAGEMENT

- It seems there is no clear career path for employees within McGill. It would be good to have a career path that show upward movement within McGill
- The creation of an internal career fair
- More development opportunities would be an asset.
- A formal mentorship program – one that people apply into might be advantageous

LEARNING OFFERINGS

- Learning or development opportunities are sometimes seen as threats to someone else.

MCGILL CULTURE

- We need to foster a culture of “us” not “you” (breaking down silos)
- Understanding other department missions/objectives

RAW DATA FROM FLIPCHARTS

- Job Postings
- Clarity - reflect what you really need – titles should match the position
- Performance dialogue – in the daily life of the management relationship – what’s the following?
- Consistency of the use of objectives
- The notion of a career path
- Who ensures this happens in all units
- Simplify the PD form
- LDP program
- Exit interview
- Learn what we need to improve
- Address the patterns
- McGill culture – contact person
- Do we are when someone is leaving?
- Who is doing the exit interview?
- Source of information in the field of recruitment – using your internal resources
- Internal career fair
- Development of career
- Not a “you/us”
- Key talent risk – does McGill know it? Measurements
- How do we recruit?
- Where are we looking?
- Different ways of recruitment
- Ideas
- Referrals
- There is a group between the candidates we got and the positions
- Are we doing exit interviews?

- To identify what talent is leaving
- Support the knowledge transfer from the training to the work environment
- We attract the right talent
- How should we retain them?
- Conferences
- Learning opportunities is sometimes seeing as a threat to someone else
- Mentorship program – one that people apply into
 - Assist with career development within McGill
- Sustainability through positions that are not “term positions” in non-unionized positions
- Career paths that show upward movement within McGill
- A place/position to which a person can address issues that it accountable for moving the issue forward and communicating progress
- Exit interviews for graduate students about the institution