Faculty/Staff Survey
Results Presentation

Allan Hancock College

April 2018

KORN FERRY | HayGroup

ALLAN HANCOCK COLLEGE

Contents

1

Background to the survey

Context

What's going on at Allan Hancock College?

- Allan Hancock College is embarking on a Mentorship initiative, LEAP, to grow the perception of mutual respect, innovation, and cross functionality to support overall student success.

- ACH President is looking to create greater knowledge sharing throughout the college and to make siloes more transparent so people know what others do around campus.

The survey is being used to...

- Establish a baseline set of engagement data

- Provide a pre- and post- mentorship measurement to determine the success of the LEAP program.

- Inform other types of programs and processes

Key facts about the survey

- March 26th to April 16th 2018

- 217 colleague voices

- Your results compared to General Industry and Higher Education norms

- 63 questions
- 14 reporting dimensions
- 3 open questions

- 47% response rate
  - Administrator – 81%
  - Classified – 47%
  - Faculty – 41%

2

Executive summary

Executive summary: Strengths to celebrate

Commitment to a high-quality student experience

- Colleagues have a strong belief that Allan Hancock provides a high-quality education and student experience and colleagues across work groups are committed to delivering on this promise.

1

Colleagues feel aligned to AHC strategy

- Colleagues feel they know how their role contributes to Allan Hancock's strategic priorities, despite having lower scores around understanding those goals and believing they are they right ones.

2

Support for learning and development

- Colleagues feel well supported for learning and development opportunities by their leaders, particularly those who are participating in the LEAP initiative.

3

Positive views of the LEAP program from participants

- Colleagues who are participating in the LEAP program rate items around mentorship significantly higher.

4

Executive summary: Key opportunities

Performance management

- AHC effectively addressing poor performance is the lowest scoring item on the survey, with half of all colleagues marking this item unfavorably. This is calling into question the meritocracy of AHC, with half of colleagues not seeing the link between performance and pay.

💡 1

Training

- Training is a key concern, particularly onboarding. Scores around the training new hires receive, training to perform a colleague's present job well, and the time available to take advantage of training are all 35% favorable or lower. The LEAP initiative could serve to improve perceptions of training. However, comments suggest that having the time to participate in LEAP my be limited.

💡 2

Constrained resources limiting collaboration

- Colleagues are concerned with the number of people available to do the work that is required, coupled with a sense of being siloed when it comes to idea and resource sharing, is resulting in the perceptions that improved collaboration across departments is an opportunity at AHC. This could be aggravated by the perception of over-engineered processes required to make changes and administrative duties.

💡 3

Relationship with senior leadership

- Colleagues' trust and confidence in senior leadership, including open and honest communication from AHC are opportunities for further exploration. Comments suggest that colleagues are looking for improved communication about why, when, and what changes are happening.

💡 4

3

Engaged performance

Our perspective on high performing work environments

Engagement is the "want to" of work

- Are employees **committed** to the organization, and are they willing to put in **extra effort** for the good of the organization?
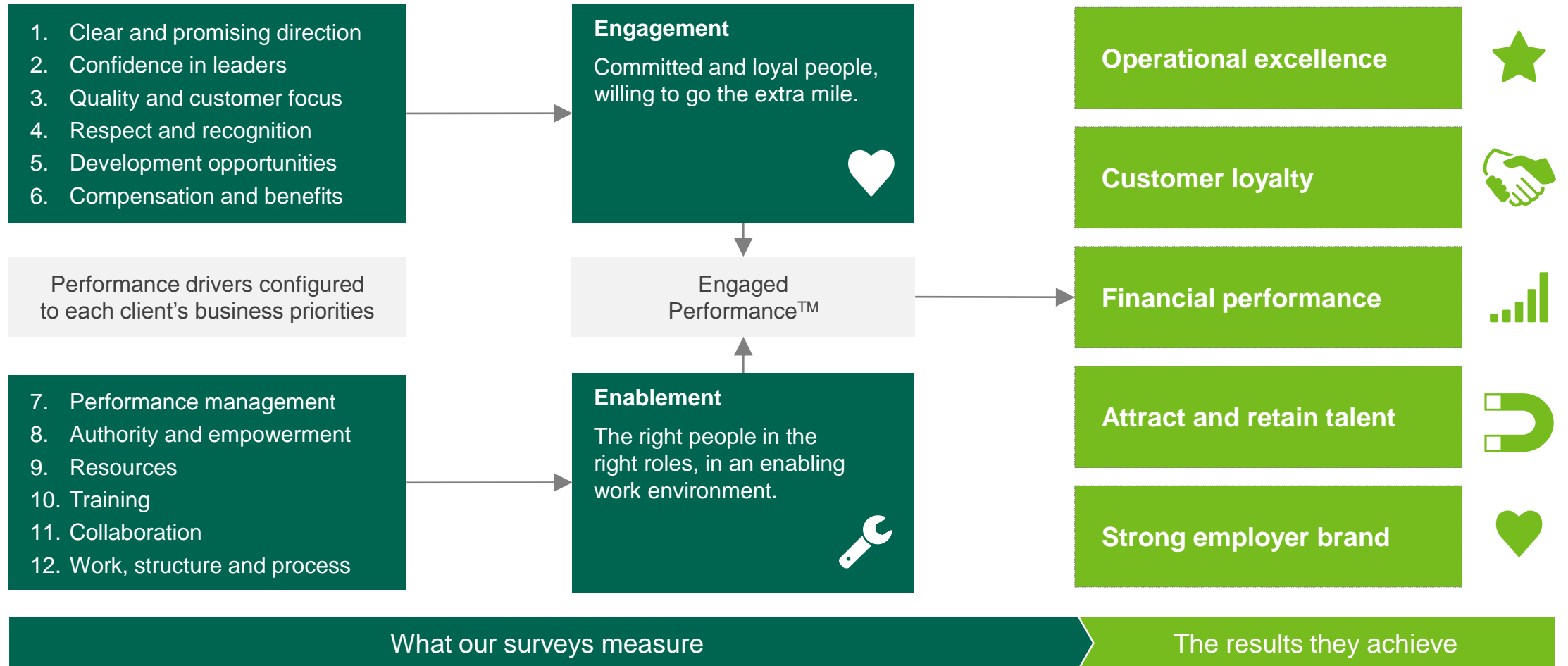
Enablement is the "can do" of work

- Are employee **skills and abilities** fully utilized in their roles, and does the organizational **environment** support them in getting work done?

Introducing the Engaged Performance™ Framework

1. Clear and promising direction
2. Confidence in leaders
3. Quality and customer focus
4. Respect and recognition
5. Development opportunities
6. Compensation and benefits

Performance drivers configured to each client's business priorities

7. Performance management
8. Authority and empowerment
9. Resources
10. Training
11. Collaboration
12. Work, structure and process

Engagement

Committed and loyal people, willing to go the extra mile.

Engaged Performance™

Enablement

The right people in the right roles, in an enabling work environment.

Operational excellence

Customer loyalty

Financial performance

Attract and retain talent

Strong employer brand

What our surveys measure

The results they achieve

Engagement details

- Colleagues are proud to work for Allan Hancock and intend to stay with the organization. However, there is a lack of motivation to go above and beyond.

		Valid N	In Order of Percent Favorable	vs. General Industry (Norm)	vs. Education (Norm)
	Employee Engagement		64 / 19 / 17	**-4**	**-1**
43.	I feel proud to work for Allan Hancock College.	216	78 / 17 / 6	-1	1
36.	I would recommend Allan Hancock College as a good place to work.	217	67 / 21 / 12	-3	-2
49.	Given your choice, how long would you plan to continue working for Allan Hancock College? **	195	65 / 13 / 22	5	+13 *
40.	I feel motivated to do more than is required of me.	216	63 / 17 / 19	-8 *	-8 *
14.	Allan Hancock College motivates me to do more than is required.	216	48 / 25 / 27	-12 *	-7 *

Legend: % Favorable | % Neutral | % Unfavorable

* Statistically significant difference   +   −

Enablement details

- Colleagues feel the work is challenging and a good fit for their skills and abilities. There are significant challenges in the environment to getting work done efficiently.
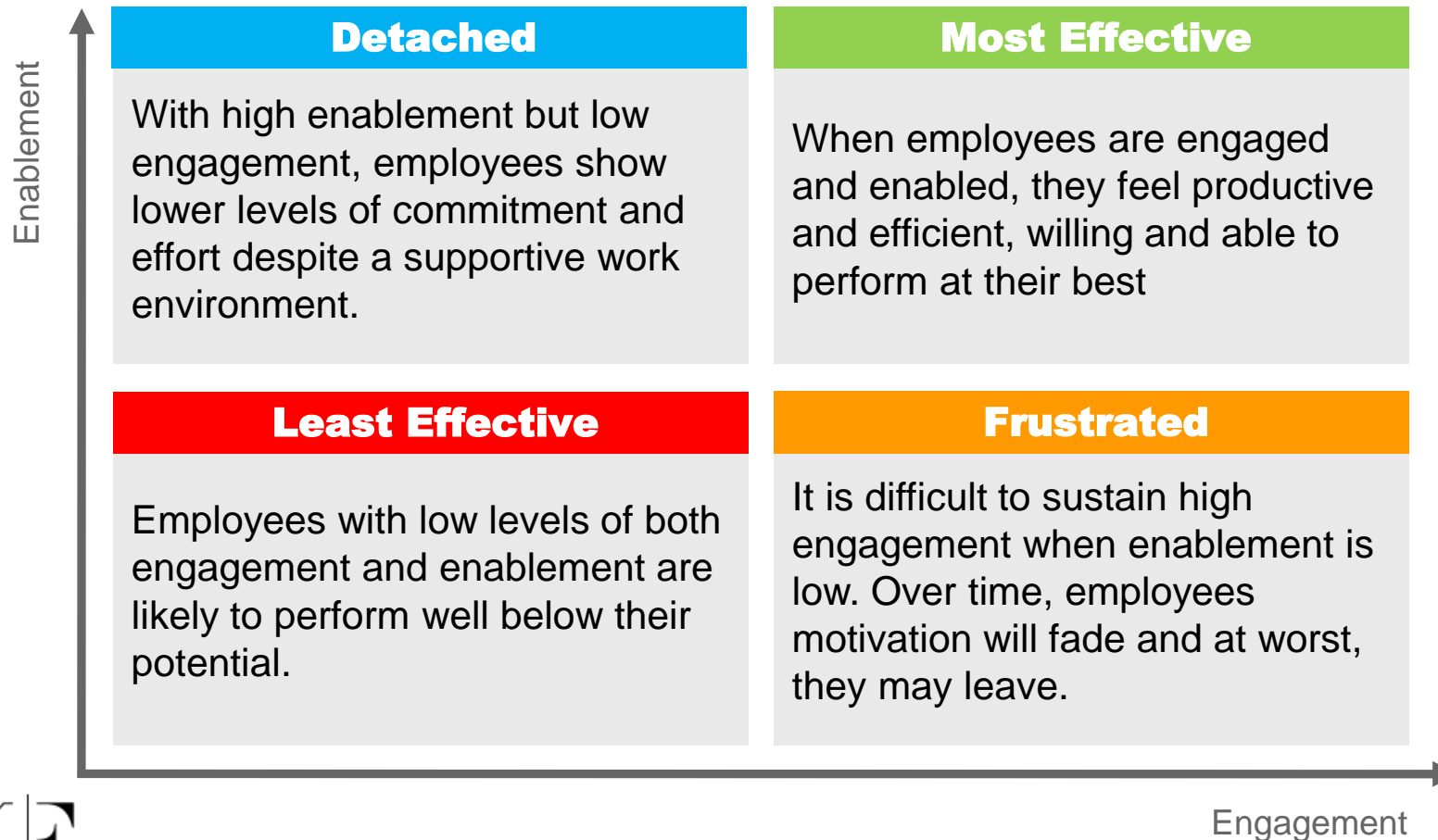
		Valid N	In Order of Percent Favorable	vs. General Industry (Norm)	vs. Education (Norm)
			% Favorable / % Neutral / % Unfavorable		
	Employee Enablement		60 / 17 / 24	-8 *	-8 *
44.	My job makes good use of my skills and abilities.	217	77 / 11 / 12	3	1
39.	My job provides opportunities to do challenging and interesting work.	217	75 / 14 / 12	0	-4
48.	Conditions in my job allow me to be about as productive as I can be.	217	52 / 22 / 27	-11 *	-9 *
27.	There are no significant barriers at work to doing my job well.	217	35 / 19 / 46	-24 *	-21 *

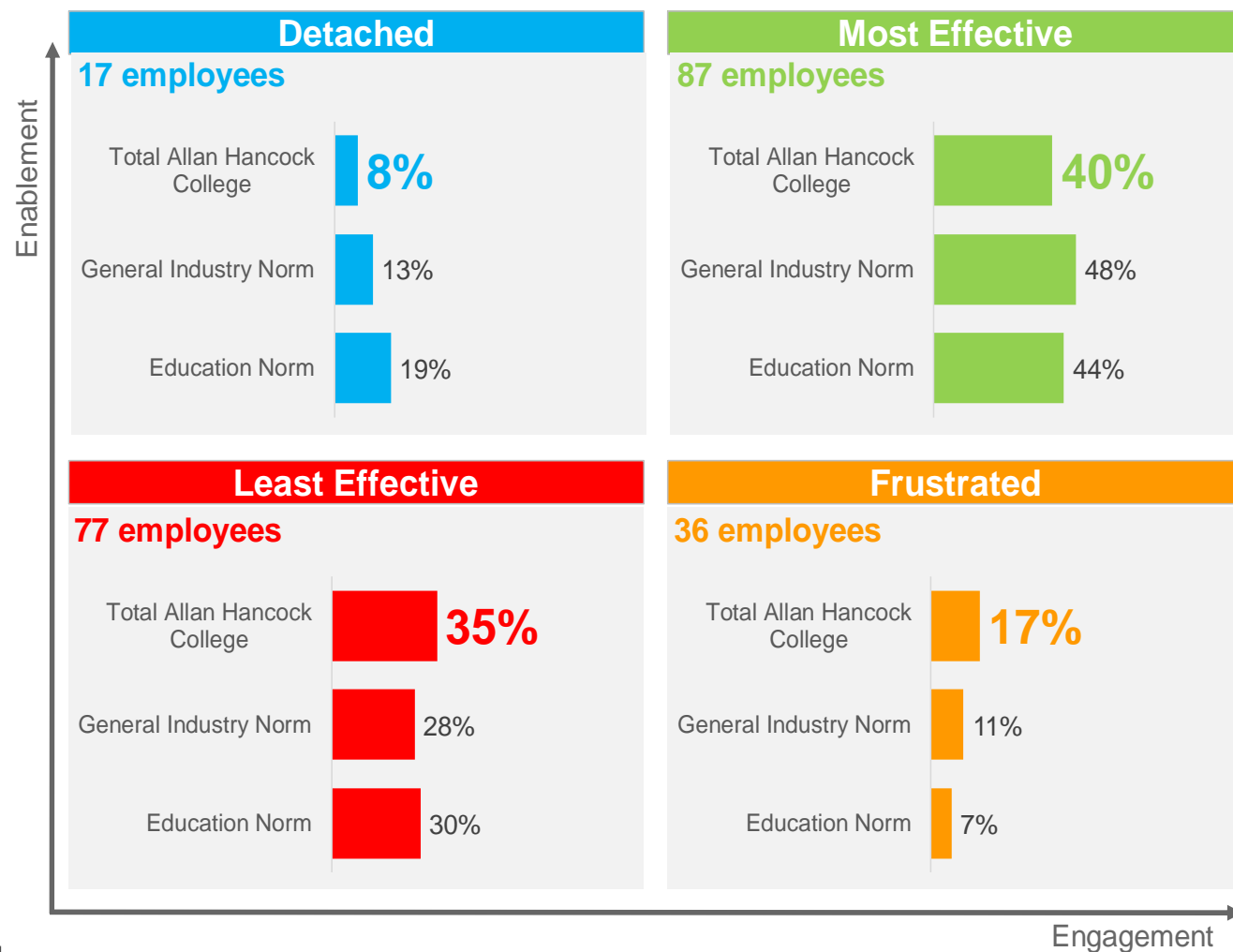* Statistically significant difference + −

Employee effectiveness overview

Based on engagement and enablement scores across the organization, we are able to categorize people into the following segments:

Enablement (vertical axis)

Detached
With high enablement but low engagement, employees show lower levels of commitment and effort despite a supportive work environment.

Most Effective
When employees are engaged and enabled, they feel productive and efficient, willing and able to perform at their best

Least Effective
Employees with low levels of both engagement and enablement are likely to perform well below their potential.

Frustrated
It is difficult to sustain high engagement when enablement is low. Over time, employees motivation will fade and at worst, they may leave.

Engagement (horizontal axis)

Effectiveness profile

Detached
17 employees

Total Allan Hancock College	**8%**
General Industry Norm	13%
Education Norm	19%

Most Effective
87 employees

Total Allan Hancock College	**40%**
General Industry Norm	48%
Education Norm	44%

Least Effective
77 employees

Total Allan Hancock College	**35%**
General Industry Norm	28%
Education Norm	30%

Frustrated
36 employees

Total Allan Hancock College	**17%**
General Industry Norm	11%
Education Norm	7%

Enablement (vertical axis)
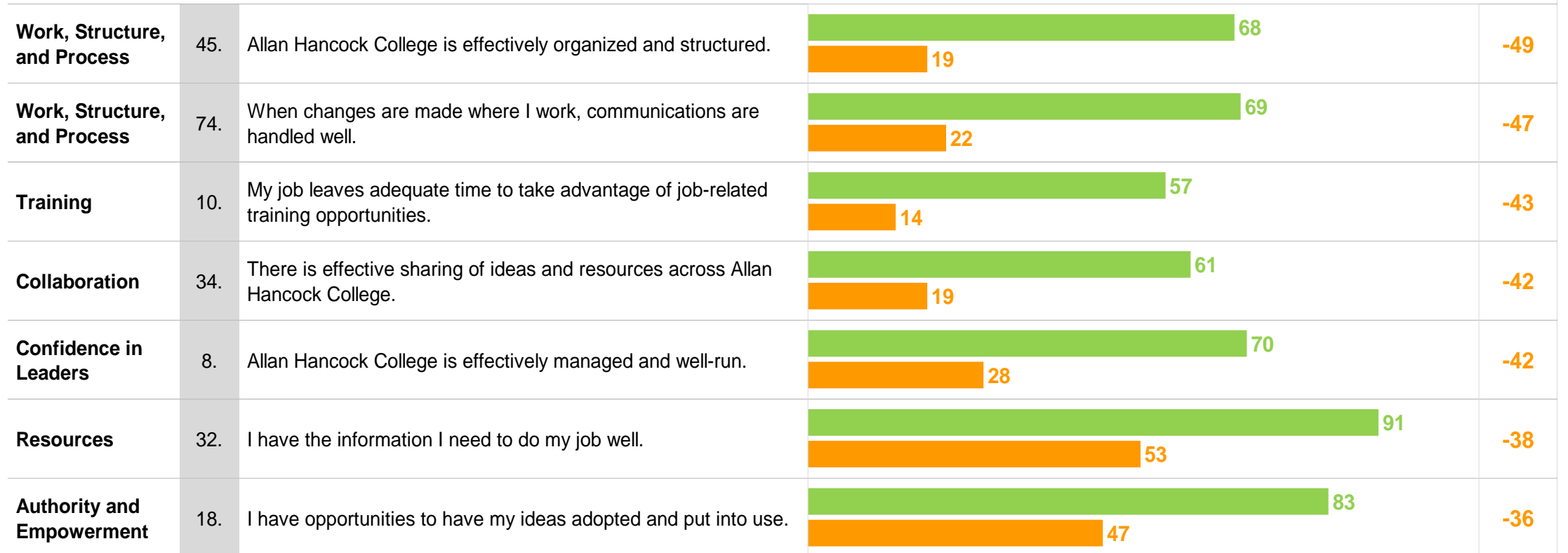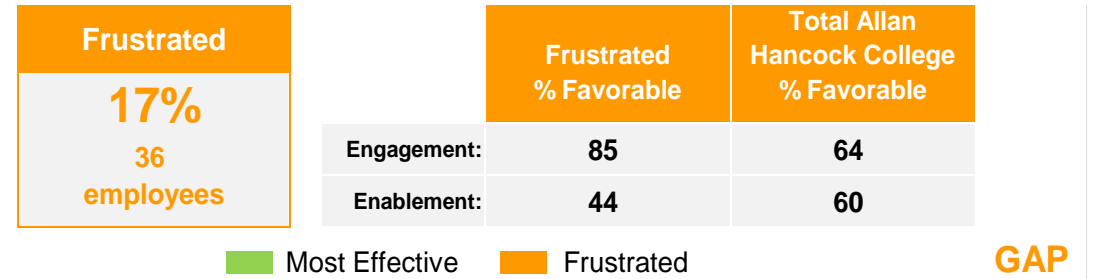
Engagement (horizontal axis)

Among the different employee types, there is a wide range of employees in the Most Effective category.

- Faculty has the greatest percentage of Most Effective employees, 52%.
- Following by Administrator (36%) and Classified (35%)

A higher percentage of employees in the Frustrated category suggests that a focus on removing barriers to working efficiently would be beneficial.

What differentiates frustrated from most effective?

	Frustrated % Favorable	Total Allan Hancock College % Favorable
Frustrated **17%** 36 employees		
Engagement:	85	64
Enablement:	44	60

Legend: ■ Most Effective ■ Frustrated

Category	#	Statement	Most Effective	Frustrated	GAP
Work, Structure, and Process	45.	Allan Hancock College is effectively organized and structured.	68	19	**-49**
Work, Structure, and Process	74.	When changes are made where I work, communications are handled well.	69	22	**-47**
Training	10.	My job leaves adequate time to take advantage of job-related training opportunities.	57	14	**-43**
Collaboration	34.	There is effective sharing of ideas and resources across Allan Hancock College.	61	19	**-42**
Confidence in Leaders	8.	Allan Hancock College is effectively managed and well-run.	70	28	**-42**
Resources	32.	I have the information I need to do my job well.	91	53	**-38**
Authority and Empowerment	18.	I have opportunities to have my ideas adopted and put into use.	83	47	**-36**

4

Overview of results

Dimension summary

	In Order of Percent Favorable	vs. General Industry (Norm)	vs. Education (Norm)
	■ % Favorable ■ % Neutral ■ % Unfavorable		
Quality and Student Focus	81 / 13 / 7	3	-
Clear and Promising Direction	64 / 23 / 13	-8 *	-
Employee Engagement	64 / 19 / 17	-4	-1
Respect and Recognition	62 / 20 / 18	-10 *	-
Authority and Empowerment	62 / 19 / 20	-8 *	-13 *
Employee Enablement	60 / 17 / 24	-8 *	-8 *
Development Opportunities	57 / 20 / 23	-1	-
Resources	55 / 16 / 30	-13 *	-
Performance Management	52 / 22 / 26	-14 *	-
Confidence in Leaders	50 / 23 / 27	-19 *	-
Work, Structure, and Process	47 / 24 / 29	-14 *	-
Pay and Benefits	45 / 18 / 37	-8 *	-7 *
Collaboration	44 / 27 / 28	-16 *	-
Training	37 / 25 / 39	-23 *	-

AHC colleagues are clearly committed to a high quality student experience.

Concerns around training, confidence in leadership, and performance management are shared across faculty, classified, and administrators.

Lower dimension scores for collaboration are primarily driven by perceptions of ineffective idea and resource sharing.

* Statistically significant difference ■ + ■ −

Dimension summary by employee type

	Total Allan Hancock College % Favorable	Employee Type		
		Administrator	Classified	FT Faculty
	N=217	N=25	N=126	N=66
Employee Engagement	64	59	61	73
Employee Enablement	60	56	57	66
Authority and Empowerment	62	52	61	67
Clear and Promising Direction	64	69	62	67
Collaboration	44	49	43	46
Confidence in Leaders	50	42	48	56
Development Opportunities	57	49	55	66
Pay and Benefits	45	37	49	42
Performance Management	52	46	54	51
Quality and Student Focus	81	86	78	85
Resources	55	41	56	58
Respect and Recognition	62	60	61	66
Training	37	26	35	45
Work, Structure, and Process	47	38	46	51

 = Significantly above Total Allan Hancock College

 = Significantly below Total Allan Hancock College

In general, Administrators tend to score lower across the majority of the dimensions. This group does score more positively around confidence in leadership, collaboration, and quality and student focus.

It will be important to tailor improvement priorities by employee type.

Dimension summary by LEAP mentoring initiative participant

	Total Allan Hancock College % Favorable	LEAP Mentoring Initiative Participant	
		Yes	No
	N=217	N=39	N=178
Employee Engagement	64	75	62
Employee Enablement	60	65	58
Authority and Empowerment	62	69	60
Clear and Promising Direction	64	72	62
Collaboration	44	47	44
Confidence in Leaders	50	60	48
Development Opportunities	57	69	55
Pay and Benefits	45	43	46
Performance Management	52	58	51
Quality and Student Focus	81	88	79
Resources	55	62	53
Respect and Recognition	62	72	60
Training	37	44	36
Work, Structure, and Process	47	48	47

= Significantly above Total Allan Hancock College

= Significantly below Total Allan Hancock College

Colleagues who are participating in the LEAP initiative score notably higher across all dimensions.

It is worth mentioning that, on average, there are 20+ point differences between Administrators in the LEAP program (scoring higher) versus those that are not (scoring lower).

Administrators participating in the LEAP program score 43 points higher on Confidence in Leadership and 33 points higher on Development Opportunities. This suggests that Administrators not participating in the program would be an important group for additional focus, follow up, and action planning.

Most favorable questions

In Order of Percent Favorable

Valid N ■ % Favorable ■ % Neutral ■ % Unfavorable

#	Question	Valid N	% Favorable	% Neutral	% Unfavorable	vs. General Industry (Norm)	vs. Education (Norm)
15.	The people in my work group are committed to delivering high quality education and services.	215	87	9	5	3	4
13.	I understand the results expected of me in my job.	217	86	7	6	-2	0
38.	Allan Hancock College provides high quality education and services.	215	84	12	4	5	+8 *
41.	I understand how my job contributes to Allan Hancock College's strategic priorities and goals.	213	81	13	6	0	+6 *
35.	Allan Hancock College provides a high quality student experience.	215	80	14	6	+10 *	+8 *
66.	I would recommend Allan Hancock College's high quality education or services to a friend.	216	80	15	6	-1	-
71.	My work area is safe.	217	79	11	10	-3	-
43.	I feel proud to work for Allan Hancock College.	216	78	17	6	-1	1
44.	My job makes good use of my skills and abilities.	217	77	11	12	3	1
30.	There is good cooperation and teamwork within my work group.	216	76	13	11	-3	0
39.	My job provides opportunities to do challenging and interesting work.	217	75	14	12	0	-4
68.	My immediate supervisor is accessible when needed.	217	75	11	14	-7 *	-

* Statistically significant difference   ■ +   ■ −

Least favorable questions

In Order of Least Favorable

Valid N   ■ % Favorable   ■ % Neutral   ■ % Unfavorable

#	Question	Valid N	% Favorable	% Neutral	% Unfavorable	vs. General Industry (Norm)	vs. Education (Norm)
64.	Poor performance is addressed effectively in Allan Hancock College.	197	20	30	50	-30 *	-
9.	There are enough people to do the work in my work group.	215	26	16	58	-24 *	-
37.	New employees receive the training they need to do their jobs well.	207	27	29	44	-32 *	-27 *
22.	There is a clear link between my performance and my compensation.	214	29	21	51	-16 *	-
57.	There is good communication between departments in Allan Hancock College.	210	31	34	34	-15 *	-
75.	I believe a mentorship program would help me achieve my career goals.	198	33	38	29	-	-
16.	I have trust and confidence in Allan Hancock College's senior leadership team.	214	34	32	34	-29 *	-23 *
10.	My job leaves adequate time to take advantage of job-related training opportunities.	214	35	17	49	-17 *	-15 *
27.	There are no significant barriers at work to doing my job well.	217	35	19	46	-24 *	-21 *
23.	Allan Hancock College is open and honest in communications with employees.	216	35	25	40	-23 *	-25 *
17.	Allan Hancock College provides training so that I can perform my present job well.	214	35	28	37	-28 *	-26 *
34.	There is effective sharing of ideas and resources across Allan Hancock College.	213	35	31	33	-27 *	-24 *

* Statistically significant difference   ■ +   ■ −

Mentorship

- Colleagues who are participating in the LEAP initiative score the three mentorship-specific items 29-32 points higher than those who are not participating.

		Valid N	In Order of Percent Favorable	vs. General Industry (Norm)	vs. Education (Norm)
	Mentorship			-	-
76.	There are enough people at Allan Hancock College who are qualified to serve as a mentor.	190	54 / 27 / 19	-	-
77.	A mentorship program will improve my ability to be more effective in my role.	200	38 / 37 / 26	-	-
78.	When you first joined Allan Hancock College, were you satisfied with your orientation to how work gets done?	213	36 / 23 / 41	-	-
75.	I believe a mentorship program would help me achieve my career goals.	198	33 / 38 / 29	-	-

Legend: ■ % Favorable ■ % Neutral ■ % Unfavorable

* Statistically significant difference + −

5

Recommendations and next steps

Recommendations

Opportunities for college-wide improvement

- Expand participation in the LEAP initiative (or other "like" programs)

- Be clear about how pay and performance decisions are made, communicate the process widely to improve perceptions of fairness.

- Create a set of onboarding tools, at both the college and department level to support the onboarding process. Link this to the mentorship program.

- Consider college-wide events to begin to break down siloes and promote cross-department idea sharing.

- Increase transparency into how decisions are made. Greater visibility and interaction with senior leadership to create an environment of two-way communication.

Focus on specific concerns by employee type

- Administrator: staffing resources to address workload and allow more time for training. Onboarding orientation.

- Classified: staffing resources, fairness in addressing poor performance and the link to pay, and onboarding training.

- Faculty: fairness of pay, performance management, staffing resources, and communication of changes.

Next steps

Communicate the overall survey results

- Survey participants have high expectations that change will result
- Initial communications should be high-level, but subsequent messages should be specific

Take time to review the survey results in more detail before taking action

- Consider focus groups to better understand one of the key issues outlined by the survey to better understand root causes (e.g., cross functional collaboration, communication)
  - Utilize focus groups to bring together high and low performing groups and employees across functions

Determine action planning process for addressing priority issues

- Identify 2-3 priorities for ACH-wide action planning
- Involve colleagues in the change process, where possible
- Establish a clear timeframe and accountability for implementing actions

Implementation and communication

- Communicate actions taken, deferred and not taken
- Define a method for measuring the success of actions (re-survey is one method) and holding leaders accountable for survey follow-up
- **Link actions taken to the survey results**
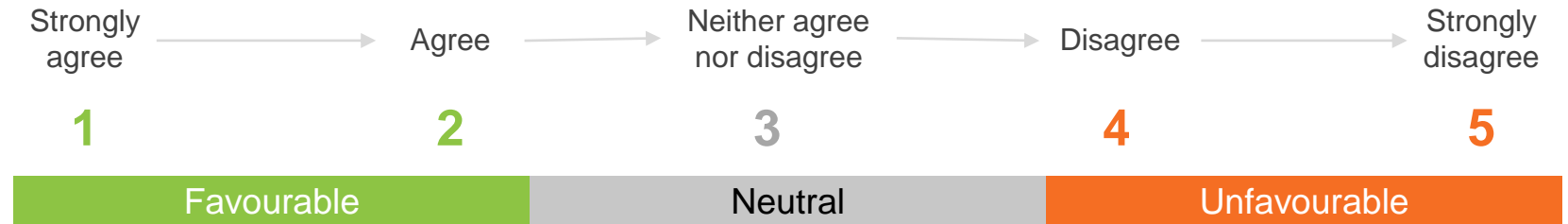- **Don't forget to celebrate successes along the way!**

Any questions?

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Appendix

Questions by dimension

How to read the results

- The five point scale is classified into favourable, neutral and unfavourable.

Strongly agree → Agree → Neither agree nor disagree → Disagree → Strongly disagree

| 1 | 2 | 3 | 4 | 5 |

| Favourable | Neutral | Unfavourable |

- Some rough guidelines on absolute scores.

Clear strength	>80% favourable
Moderate strength	65-80% favourable
Warning sign	<60% favourable or >20% unfavourable
Red flag	<50% favourable or >30% unfavourable

- But make sure you look at the distribution of responses.

50%   25%   25%   50%   40%   10%

- A clear 'Red Flag' is seen when one-half of respondents are favourable with a large percentage of the rest being unfavourable.

- A 'Warning Sign' is seen when one-half of respondents are favourable with most of the remaining being neutral.

Survey dimension definitions

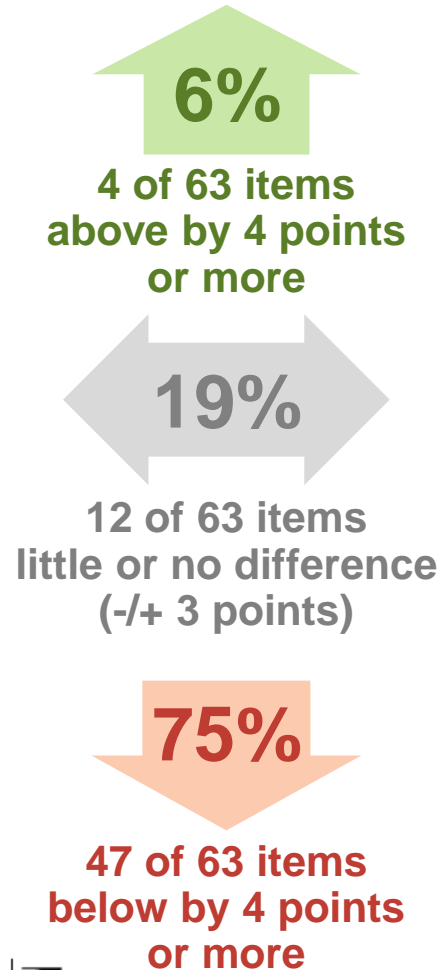| Dimension	Definition
Employee engagement	Engagement is the result organizations achieve when they stimulate employees' enthusiasm for their work and direct it toward organizational success. It includes: ▪ Commitment. Employees are proud to work for the organization, would recommend it as a place to work and express an intention to stay. ▪ Discretionary effort. Employees are willing to 'go the extra mile' to help the organization succeed.
Clear and promising direction	Successful companies rally their employees around strategy and common goals that have three things in common: they are easy to understand, measurable, and relevant to the work of employees at all levels. Most employees want to contribute to something larger than themselves, and to make a difference. Appealing to this sense of purpose by connecting employees to the big picture is the essence of transformational leadership. It is critical to promoting high levels of employee engagement.
Confidence in leaders	Performance depends largely on the quality of leaders, at all levels. Leadership influences the way employees perceive the organization as a whole. It plays a critical role in exhibiting and reinforcing the organization's strategy and goals. Effective leaders deliver key organization messages and share important information with employees in a concise, relevant, and timely manner.
Quality and customer focus	Quality is critical for business success. To deliver it, companies must meet or exceed customer expectations while using internal resources efficiently. True customer focus is only possible if employees work together towards a common purpose. This requires a climate that encourages and supports teamwork and promotes innovation and continuous improvement.
Respect and recognition	Continued growth and innovation is founded on respect for individuals and recognition of their efforts. The degree to which managers care for their people – and apply policies and procedures fairly – Influences employees' emotional ties to an organization. It is an important aspect of employee engagement.
Development opportunities	Employees are increasingly aware that they are responsible for managing their own careers and that their futures depend on continuous enhancement of their skills. Failure to do this means they cannot perform at their full potential, and they risk compromising their employability within their current organization or elsewhere. Opportunities for growth and development are among the most consistent predictors of employee engagement and enablement.
Pay and benefits	A good pay and benefits program encourages outstanding performers to remain with the organization, maintain their high performance standards, and motivate others to achieve higher levels of performance. While most managers do not directly control policies that relate to pay, benefits, and advancement opportunities, they can play a role in influencing these policies, communicating them to employees, and applying them in a consistent manner.

Survey dimension definitions

Dimension	Definition
Employee enablement	Employees are 'enabled' when jobs and work environments support them to channel their enthusiasm into productive action. Enablement includes: ▪ Optimized roles. Jobs make good use of skills and abilities and work is challenging and interesting. ▪ Supportive environments. The workplace is free from significant barriers to getting the job done and employees feel as productive as they can be.
Performance management	When managers use performance management tools to clarify expectations and set goals, individuals, teams, and the organization overall perform better. Clear personal goals and priorities improve performance because they allow employees to focus their efforts on essential, value-added tasks. Likewise, by continually 'raising the bar,' ongoing performance monitoring and feedback helps ensure that employees skill are developed and used to best effect.
Authority and empowerment	Where employees have appropriate autonomy and discretion, they can work more effectively, and by managing how they work, employees are more likely to find opportunities to use their skills and abilities to the full.
Resources	A supportive work environment is essential if the commitment and discretionary effort of motivated employees is not to be wasted. People can only work at their best if they have the necessary information, training and resources (e.g., tools, technology, equipment, supplies) needed to do their jobs effectively.
Training	People need the right skills and tools to perform to their best. Well-trained employees are more likely to be enthusiastic and positive towards their work, and to show higher levels of commitment to the organization. In assessing the training and development needs within your area, consider the skills employees need to help the organization achieve its objectives.
Collaboration	Good cooperation and teamwork helps organizations work better and react faster to customers and competitors. Collaboration is an important skill for managers and teams. Connections to fellow team members and project teams are the ties that bind and motivate. Where employees feel personal as well as professional obligations to each other, leaving a job or failing to deliver a full effort is likely to spark concerns about letting team members down.
Work, structure, and process	When employees are being asked to work hard, they want to feel that they are working 'smart' as well. Many organizations employ people who are 'with the program' and enthusiastic about making a difference, but are nonetheless held back by jobs that do not suit them or work environments that get in their way.

Results compared to general industry norm

Average difference = **-10** percentage points

6%

**4 of 63 items
above by 4 points
or more**

19%

**12 of 63 items
little or no difference
(-/+ 3 points)**

75%

**47 of 63 items
below by 4 points
or more**

ABOVE:

+10	Allan Hancock College provides a high quality student experience.
+9	My immediate supervisor supports me in my learning and development.
+5	Allan Hancock College provides high quality education and services.
+5	Given your choice, how long would you plan to continue working for Allan Hancock College?

BELOW:

-27	There is effective sharing of ideas and resources across Allan Hancock College.
-28	Allan Hancock College provides training so that I can perform my present job well.
-29	I have trust and confidence in Allan Hancock College's senior leadership team.
-30	Allan Hancock College operates in an ethical manner.
-30	Poor performance is addressed effectively in Allan Hancock College.
-32	New employees receive the training they need to do their jobs well.

Results compared to education norm

Average difference = **-8** percentage points

14%

6 of 44 items above by 4 points or more

18%

8 of 44 items little or no difference (-/+ 3 points)

68%

30 of 44 items below by 4 points or more

ABOVE:

+13	Given your choice, how long would you plan to continue working for Allan Hancock College?
+12	My immediate supervisor supports me in my learning and development.
+8	Allan Hancock College provides a high quality student experience.
+8	Allan Hancock College provides high quality education and services.
+6	I understand how my job contributes to Allan Hancock College's strategic priorities and goals.

BELOW:

-29	I have trust and confidence in Allan Hancock College's senior leadership team.
-27	There is effective sharing of ideas and resources across Allan Hancock College.
-23	Allan Hancock College is open and honest in communications with employees.
-28	Allan Hancock College provides training so that I can perform my present job well.
-32	New employees receive the training they need to do their jobs well.

Authority and empowerment

		Valid N	In Order of Percent Favorable	vs. General Industry (Norm)	vs. Education (Norm)
			■ % Favorable ■ % Neutral ■ % Unfavorable		
	Authority and Empowerment		62 / 19 / 20	-8 *	-13 *
2.	I have enough authority to do my job well.	217	68 / 12 / 21	-5	-10 *
26.	I am encouraged to come up with new or better ways of doing things.	215	65 / 20 / 15	-5	-11 *
18.	I have opportunities to have my ideas adopted and put into use.	215	53 / 24 / 23	-15 *	-17 *

* Statistically significant difference + −

Clear and promising direction

		Valn N	In Order of Percent Favorable	vs. General Industry (Norm)	vs. Education (Norm)
			■ % Favorable ■ % Neutral ■ % Unfavorable		
	Clear and Promising Direction		64 / 23 / 13	-8 *	-
41.	I understand how my job contributes to Allan Hancock College's strategic priorities and goals.	213	81 / 13 / 6	0	+6 *
42.	I have a good understanding of Allan Hancock College's strategic priorities and goals.	214	65 / 23 / 11	-12 *	-10 *
19.	I believe that Allan Hancock College will be successful over the next 2-3 years.	217	65 / 22 / 12	-4	-
58.	Allan Hancock College is responding effectively to changes in the education environment.	203	58 / 29 / 13	-5	-
12.	I believe that Allan Hancock College has the right strategic priorities and goals.	215	50 / 29 / 21	-18 *	-15 *

* Statistically significant difference ■ +   ■ −

Collaboration

		Valid N	In Order of Percent Favorable	vs. General Industry (Norm)	vs. Education (Norm)
			▇ % Favorable ▨ % Neutral ▇ % Unfavorable		
	Collaboration		44 27 28	-16 *	-
30.	There is good cooperation and teamwork within my work group.	216	76 13 11	-3	0
56.	There is good cooperation between departments in Allan Hancock College.	211	43 31 26	-15 *	-
34.	There is effective sharing of ideas and resources across Allan Hancock College.	213	35 31 33	-27 *	-24 *
57.	There is good communication between departments in Allan Hancock College.	210	31 34 34	-15 *	-
4.	My work group receives high quality support from other parts of the organization we depend on.	213	37 26 37	-19 *	-18 *

* Statistically significant difference   ＋   －

Confidence in leaders

		Valid N	In Order of Percent Favorable	vs. General Industry (Norm)	vs. Education (Norm)
	Confidence in Leaders		50 / 23 / 27	-19 *	-
52.	I have trust and confidence in my immediate supervisor.	217	70 / 14 / 16	-6 *	-
55.	Allan Hancock College is socially responsible.	209	69 / 22 / 9	-8 *	-
54.	Allan Hancock College operates in an ethical manner.	212	50 / 21 / 28	-30 *	-
8.	Allan Hancock College is effectively managed and well-run.	215	39 / 25 / 36	-22 *	-18 *
23.	Allan Hancock College is open and honest in communications with employees.	216	35 / 25 / 40	-23 *	-25 *
16.	I have trust and confidence in Allan Hancock College's senior leadership team.	214	34 / 32 / 34	-29 *	-23 *

Legend: ■ % Favorable   ■ % Neutral   ■ % Unfavorable

* Statistically significant difference   + −

Development opportunities

		Valid N	In Order of Percent Favorable	vs. General Industry (Norm)	vs. Education (Norm)
			% Favorable / % Neutral / % Unfavorable		
	Development Opportunities		57 / 20 / 23	**-1**	**-**
28.	My immediate supervisor supports me in my learning and development.	216	74 / 12 / 14	+9 *	+12 *
7.	I have opportunities to achieve my career goals at Allan Hancock College.	211	58 / 21 / 21	2	1
29.	I have good opportunities for learning and development at Allan Hancock College.	216	55 / 24 / 21	-7 *	-11 *
60.	I have opportunities for advancement at Allan Hancock College.	207	42 / 24 / 34	-6	-

* Statistically significant difference

Pay and benefits

		Valid N	In Order of Percent Favorable	vs. General Industry (Norm)	vs. Education (Norm)
	Pay and Benefits		Favorable 45 / Neutral 18 / Unfavorable 37	-8 *	-7 *
33.	Allan Hancock College provides employee benefits that meet my needs.	214	Favorable 59 / Neutral 21 / Unfavorable 20	-5	-7 *
24.	I believe I am paid fairly for the work I do.	216	Favorable 41 / Neutral 19 / Unfavorable 40	-10 *	-7 *
31.	I believe my pay is fair considering the pay of people doing similar work in other organizations.	207	Favorable 36 / Neutral 14 / Unfavorable 50	-7 *	-5

Legend: ■ % Favorable ■ % Neutral ■ % Unfavorable

* Statistically significant difference   +   −

Performance management

		Valid N	In Order of Percent Favorable	vs. General Industry (Norm)	vs. Education (Norm)
			■ % Favorable ■ % Neutral ■ % Unfavorable		
	Performance Management		52 / 22 / 26	-14 *	-
13.	I understand the results expected of me in my job.	217	86 / 7 / 6	-2	0
11.	Allan Hancock College expects a high level of performance from its employees.	217	74 / 15 / 11	-12 *	-10 *
65.	The feedback I receive during the year helps me develop and improve.	209	56 / 27 / 17	-8 *	-
6.	I receive clear and regular feedback on how well I do my work.	217	48 / 29 / 23	-13 *	-13 *
22.	There is a clear link between my performance and my compensation.	214	29 / 21 / 51	-16 *	-
64.	Poor performance is addressed effectively in Allan Hancock College.	197	20 / 30 / 50	-30 *	-

* Statistically significant difference ➕ ➖

Quality and student focus

		Valid N	In Order of Percent Favorable	vs. General Industry (Norm)	vs. Education (Norm)
	Quality and Student Focus		▇ 81 ▏13▕ 7	**3**	**-**
15.	The people in my work group are committed to delivering high quality education and services.	215	▇ 87 ▏9▕5	3	4
38.	Allan Hancock College provides high quality education and services.	215	▇ 84 ▏12▕4	5	+8 *
35.	Allan Hancock College provides a high quality student experience.	215	▇ 80 ▏14▕6	+10 *	+8 *
66.	I would recommend Allan Hancock College's high quality education or services to a friend.	216	▇ 80 ▏15▕6	-1	-
5.	Allan Hancock College is student focused (always seeking to understand and meet student needs).	217	▇ 73 ▏14▕13	-2	1

Legend: ▇ % Favorable ▏ % Neutral ▕ % Unfavorable

Resources

		Valid N	In Order of Percent Favorable	vs. General Industry (Norm)	vs. Education (Norm)
			■ % Favorable ■ % Neutral ■ % Unfavorable		
	Resources		55 / 16 / 30	-13 *	-
68.	My immediate supervisor is accessible when needed.	217	75 / 11 / 14	-7 *	-
32.	I have the information I need to do my job well.	217	61 / 22 / 17	-11 *	-11 *
1.	I have the resources I need to do my job effectively.	217	57 / 13 / 30	-11 *	-9 *
9.	There are enough people to do the work in my work group.	215	26 / 16 / 58	-24 *	-

* Statistically significant difference   ➕   ➖

Respect and recognition

		Valid N	In Order of Percent Favorable	vs. General Industry (Norm)	vs. Education (Norm)
	Respect and Recognition		62 / 20 / 18	-10 *	-
71.	My work area is safe.	217	79 / 11 / 10	-3	-
70.	Allan Hancock College values and promotes employee diversity.	211	69 / 19 / 12	-5	-
20.	I am treated with respect as an individual.	217	65 / 18 / 18	-15 *	-14 *
3.	I receive recognition when I do a good job.	215	55 / 26 / 19	-8 *	-8 *
47.	Allan Hancock College shows care and concern for its employees.	216	44 / 25 / 32	-19 *	-16 *

Legend: % Favorable · % Neutral · % Unfavorable

* Statistically significant difference + −

Training

		Valid N	In Order of Percent Favorable			vs. General Industry (Norm)	vs. Education (Norm)
			% Favorable	% Neutral	% Unfavorable		
	Training		37	25	39	-23 *	-
72.	My immediate supervisor coaches me to help improve my performance.	212	51	25	24	-15 *	-
17.	Allan Hancock College provides training so that I can perform my present job well.	214	35	28	37	-28 *	-26 *
10.	My job leaves adequate time to take advantage of job-related training opportunities.	214	35	17	49	-17 *	-15 *
37.	New employees receive the training they need to do their jobs well.	207	27	29	44	-32 *	-27 *

* Statistically significant difference   +   −

Work, structure, and process

		Valid N	In Order of Percent Favorable	vs. General Industry (Norm)	vs. Education (Norm)
	Work, Structure, and Process		47 / 24 / 29	-14 *	-
74.	When changes are made where I work, communications are handled well.	214	36 / 26 / 38	-20 *	-
45.	Allan Hancock College is effectively organized and structured.	214	39 / 27 / 34	-16 *	-17 *
73.	The amount of work expected of me is reasonable.	217	49 / 18 / 33	-17 *	-
25.	The work is well organized in my work group.	214	63 / 26 / 12	-4	0

Legend: ■ % Favorable ■ % Neutral ■ % Unfavorable

* Statistically significant difference   +   −

Dimension summary by effectiveness segment

	Total Allan Hancock College % Favorable	Employee Effectiveness Segment			
		Most Effective	Frustrated	Detached	Least Effective
	N=217	N=87	N=36	N=17	N=77
Employee Engagement	64	92 *	85 *	44	27 *
Employee Enablement	60	89 *	44	82	29 *
Authority and Empowerment	62	87 *	58	51	37 *
Clear and Promising Direction	64	84 *	71	63	38 *
Collaboration	44	63 *	41	46	25 *
Confidence in Leaders	50	73 *	54	48	21 *
Development Opportunities	57	80 *	58	60	31 *
Pay and Benefits	45	58 *	44	49	31 *
Performance Management	52	69 *	54	51	32 *
Quality and Student Focus	81	93 *	91	81	62 *
Resources	55	77 *	47	58	33 *
Respect and Recognition	62	83 *	67	62	37 *
Training	37	60 *	30	33	15 *
Work, Structure, and Process	47	72 *	36	45	23 *

Legend:
- (green) = Significantly above Total Allan Hancock College
- (pink) = Significantly below Total Allan Hancock College

Dimension summary by gender

	Total Allan Hancock College % Favorable	Gender	
		Male	Female
	N=217	N=77	N=140
Employee Engagement	64	66	63
Employee Enablement	60	61	59
Authority and Empowerment	62	67	59
Clear and Promising Direction	64	62	65
Collaboration	44	46	44
Confidence in Leaders	50	54	47
Development Opportunities	57	62	55
Pay and Benefits	45	40	48
Performance Management	52	52	52
Quality and Student Focus	81	82	80
Resources	55	58	53
Respect and Recognition	62	68	59
Training	37	41	35
Work, Structure, and Process	47	51	44

Legend:

☐ = Significantly above Total Allan Hancock College

☐ = Significantly below Total Allan Hancock College

Dimension summary by age

	Total Allan Hancock College % Favorable	Age				
		20 to 29	30 to 39	40 to 49	50 to 59	Over 60
	N=217	N=13	N=43	N=52	N=69	N=40
Employee Engagement	64	68	73	64	62	57
Employee Enablement	60	58	63	56	61	60
Authority and Empowerment	62	46	75	57	63	57
Clear and Promising Direction	64	75	71	63	63	56
Collaboration	44	49	46	42	48	39
Confidence in Leaders	50	61	54	47	50	44
Development Opportunities	57	62	70	54	51	58
Pay and Benefits	45	62	46	38	48	45
Performance Management	52	64	59	50	49	49
Quality and Student Focus	81	80	88	80	80	75
Resources	55	62	59	54	52	53
Respect and Recognition	62	67	69	60	62	57
Training	37	35	46	32	35	38
Work, Structure, and Process	47	56	57	41	43	46

Legend:
■ = Significantly above Total Allan Hancock College
■ = Significantly below Total Allan Hancock College

Dimension summary by tenure

	Total Allan Hancock College % Favorable	Tenure				
		Less than 1 year	1 year to less than 2 years	2 years to less than 5 years	5 years to less than 10 years	10 years or more
	N=217	N=23	N=12	N=41	N=28	N=113
Employee Engagement	64	72	67	73	66	59
Employee Enablement	60	69	67	65	54	57
Authority and Empowerment	62	75	61	71	61	56
Clear and Promising Direction	64	71	76	75	64	57
Collaboration	44	55	47	58	42	38
Confidence in Leaders	50	64	60	60	46	43
Development Opportunities	57	81 *	71	66	44	51
Pay and Benefits	45	50	55	53	49	40
Performance Management	52	62	58	66	51	45
Quality and Student Focus	81	84	92	91	91	73
Resources	55	62	71	63	50	50
Respect and Recognition	62	78	72	74	64	53
Training	37	51	42	46	32	32
Work, Structure, and Process	47	55	49	66 *	45	39

Legend:
- = Significantly above Total Allan Hancock College (green)
- = Significantly below Total Allan Hancock College (pink)

Dimension summary by intent to stay

	Total Allan Hancock College % Favorable	Intent To Stay			
		Less Than 1 Year	1-2 Years	3-5 Years	More Than 5 Years (or Until Retirement)
	N=217	N=17	N=26	N=26	N=126
Employee Engagement	64	35 *	31 *	49	79 *
Employee Enablement	60	42	38 *	66	68
Authority and Empowerment	62	47	46	69	68
Clear and Promising Direction	64	55	53	67	70
Collaboration	44	34	31	49	51
Confidence in Leaders	50	31	37	59	57
Development Opportunities	57	45	40	64	64
Pay and Benefits	45	55	34	52	46
Performance Management	52	42	42	55	57
Quality and Student Focus	81	73	73	85	86
Resources	55	34	47	59	62
Respect and Recognition	62	46	52	69	68
Training	37	25	18	34	44
Work, Structure, and Process	47	27	31	54	54

Legend:
- = Significantly above Total Allan Hancock College (green)
- = Significantly below Total Allan Hancock College (pink)

Dimension summary by race/ethnicity

	Total Allan Hancock College % Favorable	Race/Ethnicity			
		Asian	Hispanic or Latino	White	Unknown
	N=217	N=9	N=54	N=143	N=6
Employee Engagement	64	53	58	67	80
Employee Enablement	60	56	52	62	71
Authority and Empowerment	62	51	54	65	72
Clear and Promising Direction	64	72	56	65	90
Collaboration	44	59	38	46	63
Confidence in Leaders	50	50	43	50	86
Development Opportunities	57	70	50	57	92
Pay and Benefits	45	39	41	47	-
Performance Management	52	44	56	50	70
Quality and Student Focus	81	71	74	83	100
Resources	55	50	49	56	71
Respect and Recognition	62	49	55	65	93
Training	37	22	38	36	75
Work, Structure, and Process	47	46	44	47	67

= Significantly above Total Allan Hancock College

= Significantly below Total Allan Hancock College

What differentiates detached from most effective?

	Detached 8% 17 employees		Detached % Favorable	Total Allan Hancock College % Favorable
Engagement:			44	64
Enablement:			82	60

Legend: 🟩 Most Effective 🟦 Detached

				GAP
Work, Structure, and Process	74.	When changes are made where I work, communications are handled well.	Most Effective: 69 Detached: 13	-56
Authority and Empowerment	18.	I have opportunities to have my ideas adopted and put into use.	Most Effective: 83 Detached: 33	-50
Respect and Recognition	20.	I am treated with respect as an individual.	Most Effective: 92 Detached: 47	-45
Confidence in Leaders	16.	I have trust and confidence in Allan Hancock College's senior leadership team.	Most Effective: 59 Detached: 18	-41
Clear and Promising Direction	12.	I believe that Allan Hancock College has the right strategic priorities and goals.	Most Effective: 74 Detached: 35	-39
Clear and Promising Direction	19.	I believe that Allan Hancock College will be successful over the next 2-3 years.	Most Effective: 92 Detached: 53	-39
Resources	32.	I have the information I need to do my job well.	Most Effective: 91 Detached: 53	-38

What differentiates least effective from most effective?

	Least Effective % Favorable	Total Allan Hancock College % Favorable
Least Effective **35%** 77 employees		
Engagement:	27	64
Enablement:	29	60

Legend: ● Most Effective ■ Least Effective

Category	#	Statement	Most / Least Effective	GAP
Confidence in Leaders	8.	Allan Hancock College is effectively managed and well-run.	Most: 70 / Least: 8	**-62**
Clear and Promising Direction	19.	I believe that Allan Hancock College will be successful over the next 2-3 years.	Most: 92 / Least: 31	**-61**
Confidence in Leaders	54.	Allan Hancock College operates in an ethical manner.	Most: 74 / Least: 13	**-61**
Work, Structure, and Process	74.	When changes are made where I work, communications are handled well.	Most: 69 / Least: 9	**-60**
Respect and Recognition	20.	I am treated with respect as an individual.	Most: 92 / Least: 32	**-60**
Performance Management	65.	The feedback I receive during the year helps me develop and improve.	Most: 81 / Least: 21	**-60**

Korn Ferry Hay Group's Global Norm

- This benchmark is based on data collected from over 6.6 million employees in 285 organizations around the world in a wide variety of industries.
- An illustrative list of companies appears below. The membership list is updated annually.

Accor	Dixons Carphone plc	Marubeni	Strauss Group
AEGON	Express Scripts Holding Company	Mazda Motor Corporation	Suncorp Group
Alliance Data	Fuji Xerox	Mitsubishi Corporation (MC)	Sutherland Global Services
Bombardier Inc.	Fujitsu Services Ltd	Mundipharma International Ltd.	T. Rowe Price
Booz Allen Hamilton	Gerdau	Nationwide Building Society	Telefónica
Brambles	Honda Motor Co Ltd	Oracle	Tesco PLC
Canon	HSBC	Panasonic	Teva Pharmaceutical Industries Ltd
Cognizant Technology Solutions	Intelsat	Publicis	Toyota
Compass Group	Iron Mountain	Quest Diagnostics	UBS AG
Credit Suisse	Kao Corporation	Renault Nissan	Vattenfall
Darden Restaurants	Kering	Rentokil Initial	VISA
De Lage Landen	Kimberly-Clark	Repsol	Vodafone Group Plc
Det Norske Veritas	L'Oréal SA	Santander Group	Whitbread
Deutsche Bank	Manhattan Associates	Specsavers	

Korn Ferry Hay Group's Education Industry Norm

- This benchmark is based on data collected from over 53,000 employees in 10 organizations operating in the Education industry.

- An illustrative list of companies appears to the right. The membership list is updated annually.

Sample Companies:

Blackboard Inc.	Southern Alberta Institute of Technology
DeVry Education Group	The Great Courses
National Institute of Education	University of Calgary
Nord Anglia Education	University of Minnesota

Thank you

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