

RETURN TO CAMPUS AND HYBRID WORK ARRANGEMENTS -- INFORMATION FOR LEADERS

LEAD 6/23/21

MU's Philosophy on Hybrid Workplace

The mission, vision, and guiding values of Marquette University call us to provide a **transformational education built upon student-centered experiences** and to adapt to the changing world around us. A hybrid workplace is a viable option when the University's strategic priorities, the specific work requirements, and the employee and supervisor are suited to such an arrangement.

Hybrid Work versus Flexible Scheduling

Hybrid Work	Flexible Scheduling
<p>Location-based: The scheduled work is performed in a combination of on-site and remote locations.</p> <p>Example: Employee is scheduled to work 4 days on-site and 1 day remote each week.</p>	<p>Time-based: The hours/days worked are adjusted to accommodate business/employee needs.</p> <p>Example: Employee works 10-hour days, four days a week versus 8-hour days, five days a week.</p>

Start with Strategy

Overall strategy – MU, Academic, Operational



College/unit strategy, goals, and priorities



Consideration of roles



Consideration of individuals in roles

Start with Strategy: Marquette's Commitment

- Transformational education built upon **student-centered** experiences
- In-person and residential campus experience
- No “dark doorways” – how do we facilitate the full campus experience?



Start with Strategy

- What is the most effective means to deliver work for our students, colleagues, etc. going forward?



Start with Strategy

- How does each college/unit most effectively interact or collaborate with others to deliver its work in service to our students, colleagues, and the university?



Consider Strategy, Goals, and Priorities of College/Unit

Discuss with your ULC Leader; align to university goals

- What is our purpose on campus?
- What are our goals/objectives/strategies for fulfilling this?
- Who do we serve?
- What do they expect/need from us?
- What is the experience we want to provide to them?
- How do we best deliver this to them?
- What may need to change to improve or ensure this experience?
- How does what we do in this college/unit impact other colleges/units?

After Strategy, Consider Roles and Employees

Overall strategy – MU, Academic, Operational



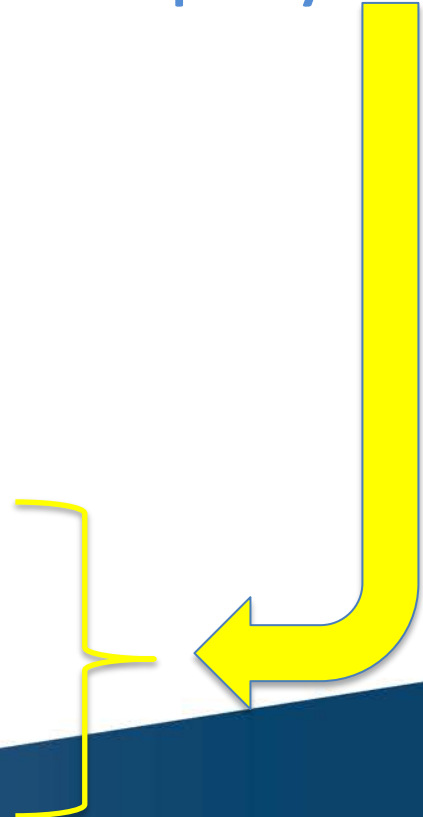
College/unit strategy, goals, and priorities



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Hybrid Work Arrangement Continuum



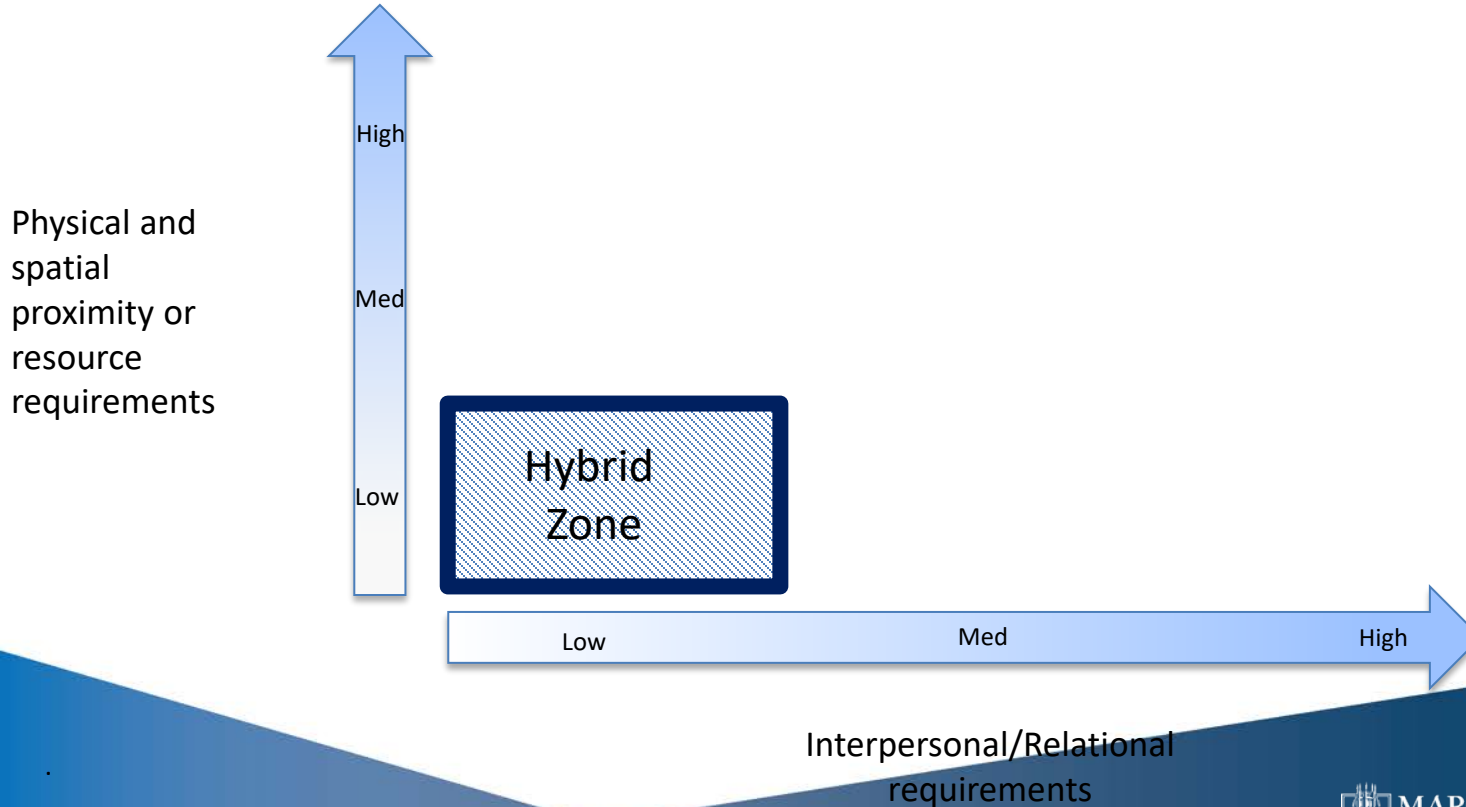
Campus Only	Hybrid Occasional	Hybrid $\leq 50\%$ (Scheduled)	Hybrid + 50% (Scheduled)	Fully remote
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- If the college or unit strategies, goals, or priorities allow for consideration of hybrid work options, start with analysis of individual roles
- Follow with assessment of employee/performance in the roles

Role and Employee Dimensions

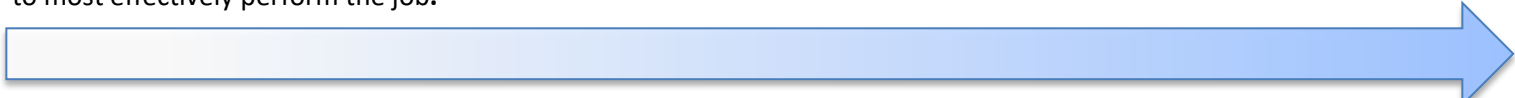
- Once the college/department determines that hybrid work arrangements may be viable for their unit, they'd conduct an assessment of roles and employee performance.
- Leaders would start with an analysis of individual roles and their physical/spatial requirements and interpersonal/relational requirements.
- Specific role dimensions may require reassessment in the wake of the pandemic to align with the unit's strategic priorities going forward.
 - A department may have different requirements for different roles.
- After the role analysis, the leader would assess the employee performance dimensions.
 - There are some roles that **MUST** be performed on campus, regardless of the employee performance dimensions.

Role Assessment for Hybrid Zone



Role Dimensions

Physical and spatial proximity or resource requirements: The degree to which the role/work performed requires physical presence on campus for in-person staffing or access to campus-based resources (facilities, equipment, technology, etc.) in order to most effectively perform the job.

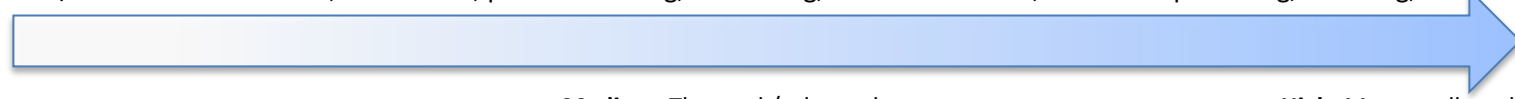


Low: No or very limited requirements; work/role can be most effectively performed physically removed from campus.

Medium: The work/role can be effectively performed on campus but also benefits from some time physically removed from campus.

High: Most or all work/role must be physically performed on campus or primarily relies on resources based on campus.

Interpersonal and relational requirements: The degree to which the role/work performed requires interpersonal, student, and/or team collaboration, interaction, problem solving, innovating, customer service, relationship building, coaching, etc.



Low: No or very limited interpersonal requirements; work/role can be most effectively performed independently.

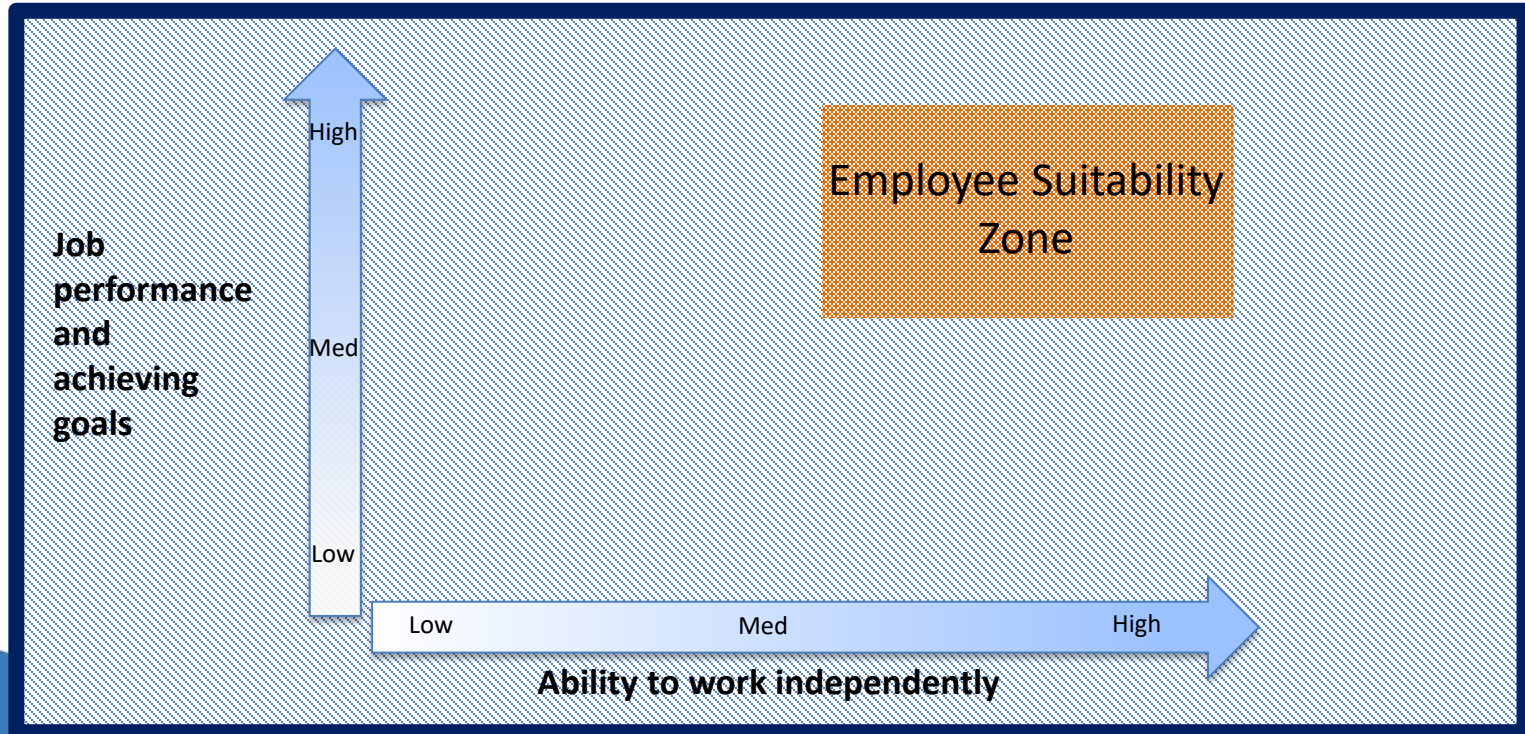
Medium: The work/role can be effectively performed independently but also benefits from interpersonal interactions and collaboration (with team and/or students).

High: Most or all work/role must be performed interpersonally and/or with team/student interactions and collaboration.

Supervisor Questions to Consider about the Role

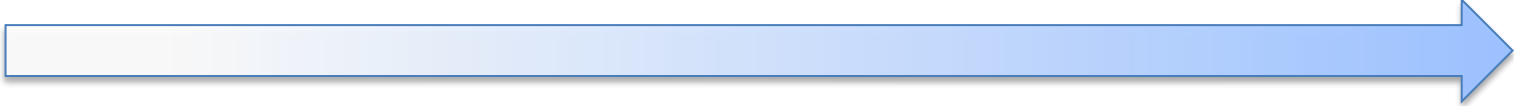
- Who are the key “customers” of this role’s work, where/how do they interact with the role (e.g., on-campus? virtual?), and how is the work most effectively delivered?
- What are the relational/interpersonal requirements of the role (e.g., independent? interactive/collaborative? supervises the work of others who work on-site)?
- To what degree do the interpersonal interactions include problem solving, innovating, coaching, etc.?
- What are the “customer ”preferences for interactions with this role?
- What are the physical/spatial requirements of the role (e.g., required physical presence on-campus for in-person staffing or access to campus-based resources including facilities, equipment, technology) in order to most effectively perform the job?
- How might a hybrid work arrangement for this role impact the workflow and team efficacy (e.g., process flows and handoffs within/between teams; coverage for onsite needs; team/colleague synergies; knowledge sharing)?

Employee Suitability within the Hybrid Zone



Employee/Performance Dimensions

Job performance and achieving goals : The degree to which the employee is effectively performing (meeting and exceeding) their role and achieving goals. This dimension includes both the performance content (the “what”) and the competencies (the “how”).

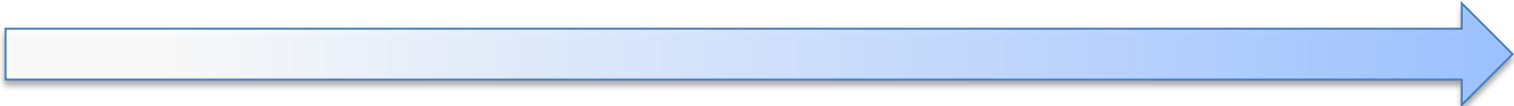


Low: Job performance is not consistently and sustainably meeting expectations.

Medium: Job performance meets and sometimes exceeds expectations.

High: Job performance consistently meets and exceeds expectations.

Ability to work independently: The degree to which the employee can successfully work independently and autonomously.



Low: Employee works best with regular supervision or oversight or access to other team members.

Medium: The employee is able to work independently at times, but also benefits from regular supervision or access to team members.

High: The employee excels with independent work and is highly autonomous and self-directed.

Supervisor Questions to Consider about the Employee

- Does the employee have a clear understanding of the position and expectations?
- Does the employee have track record of meeting or exceeding performance expectations and goal achievement?
- Has the employee demonstrated the ability to successfully perform all aspects of the role independently and with an appropriate amount of autonomy?
- Does the employee demonstrate effective communication skills with colleagues, students, customers, supervisors, etc. and leverage various communication tools appropriately (e.g., email, IM, Teams meetings, calls)?
- Does the employee understand that flexibility is required to come into the office as required by the supervisor for meetings, training, events, and other activities?
- Is the employee able to troubleshoot remote technology issues (with appropriate university support and resources)?
- Does the employee have a designated workspace at the remote work location?

Other Expectations and Considerations for the Employee:

- Employee may not use the hybrid arrangement to substitute for caregiving services.
- An employee's hybrid work arrangement may impact their visa status/eligibility and requires additional steps. Supervisors and employees should review such impacts and consult with the Office of the General Counsel prior to committing to a hybrid arrangement with a foreign national.
- Employees struggling with performance (including punctuality, attendance, meeting deadlines, effective communication with others, etc.) should not be considered for this arrangement until such time that consistent, improved performance is demonstrated.

Additional Leadership Considerations

- Change management will be essential
 - Going remote suddenly last year led to stress and uncertainty.
 - Even with advanced lead time, returning to work after a year+ remote will be a “re-entry” transition process.
 - As a leader, you can support change management
 - Explaining the "why"; re-engage the team with the MU strategy, mission, and purpose; link to your college/unit goals and purpose
 - Communicate your care for the staff – you know your staff
 - Reach out to staff and demonstrate your accessibility/open door during this time
 - Encourage peer support on your team
 - Check out wellness resources on Employee Wellness website

Additional Leadership Considerations

- Other key leadership actions
 - Recognize that there will be ambiguity; encourage all to keep lines of communication open to work through the challenges
 - Familiarize yourself with the hybrid work policy and the agreement
 - Re-establish key check-ins with your team, including goal setting, feedback, and more frequent 1:1 meetings during the transition
 - Additional tools for support: training (change management; managing blended teams, etc.); Faber Center – more on website

Next Steps

- Re-entry – summer through August 16th (or beginning date of contract)
- Supervisors work with ULC leader on your Department/unit planning for returning to campus; HR is here to help
 - Signed (by employee, supervisor) hybrid work arrangement agreements to be approved by ULC leader
 - Forwarded to HR
 - Any parking/space impacts will be forwarded to FP&M
- Step 5 Recovery Planning information coming in mid-July