



**Developing an Engaging Employee  
Experience:**  
**Exploring the MYX Generation**  
(Millennials, Gen Y, Gen X, LGBTQs in the Workplace)

1<sup>st</sup> MaPSA Human Resources Management & Development Summit  
January 18, 2019, Maria Fe Perez-Agudo Center for Leadership  
Excellence, St. Scholastica's College

# Conversation Flow

- The Workplace in a Globalized World
- Disruptions in the Workplace
- Engaged Employees and Engaging Work Environment



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Ano ang iyong  
KARANASAN?




Do you have a  
Diversity and  
Inclusion Policy?



# The Workplace in the Globalized World




# WHAT HAS CHANGED?



Technology has advanced at an incredible speed

The vast Global marketplace has opened up tremendously

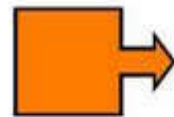
The profile of the entrant workers is distinctly different from the “older” generation





# Diverse Workforce

Young workers



Older workers

- Mostly in the service industry
- Adventurous, eager
- Techno savvy
- Fast learners, empowered
- Commitment-phobic
- Self-centered, impatient
- Feeling “Entitled”
- Short attention and interest span
- More “materialistic”
- Increasing number of millenials
  
- Tenured
- Experienced
- Techno challenged
- Underskilled
- Loyal/dependent on organizations

Disruptions in the  
Workplace:  
Multi-Generational/Orientation  
Attraction/Retention Drivers



# Diversity as a Disruption

- Multi-generation
- Gender Orientation
- Socio-Economic Status
- Political Ideology
- Religious Affiliations
- And more!





**Differentiated  
Attraction/Retention  
Drivers!**

# 2017 Survey by Willis Towers Watsons

Comparing top drivers of attraction



Rank	Employee View	Employer View
1	Base pay/salary	Career advancement opportunities
2	Job security	Base pay/salary
3	Career advancement opportunities	Reputation of organization as a great place to work
4	Challenging work	Challenging work
5	Opportunities to learn new skills	Job security
6	Reputation of organization as a great place to work	Organization's mission, vision and values
7	Health care and wellness benefits	Opportunities to learn new skills

# 2017 Survey by Willis Towers Watsons

## Comparing top drivers of retention



Rank	Employee View	Employer View
1	Base pay/salary	Career advancement opportunities
2	Career advancement opportunities	Base pay/salary
3	Physical work environment	Relationship with supervisor/manager
4	Job security	Ability to manage work-related stress
5	Ability to manage work-related stress	Opportunities to learn new skills
6	Relationship with supervisor/manager	Flexible work arrangements
7	Trust/confidence in senior leadership	Short-term incentives (e.g., annual bonus)

# One foot out the door

Figure 1: Two in three Millennials expect to leave by 2020  
Percentage who expect to leave in the next...

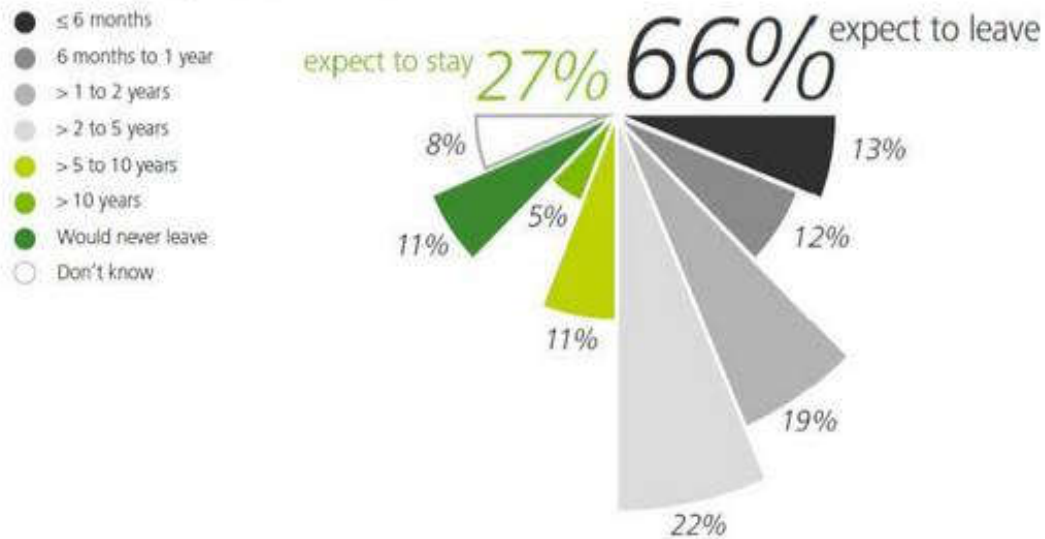


Figure 2: Millennials in emerging markets are the least loyal to their current organizations  
Percentage who expect to leave in the next five years



Source: The 2016 Deloitte Millennial Survey

# The “perfect” job environment

Figure 11: In most markets, work/life balance comes before career progression when evaluating job opportunities  
Relative degree of importance (excluding salary)



Source: The 2016 Deloitte Millennial Survey



# Workforce Diversity



# Typical Generational Profile in the Academe

BOOMERS (born 1945 – 1965: 68 – 50 years of age)

## *“Live to Work”*

- Get involved because it is the right thing to do, because one should give back to their community
- Hold a strong sense of hope
- Value tradition, teamwork and loyalty
- Have time to give to volunteer, as many women stayed home to raise a family

# Typical Generational Profile in the Academe

GENERATION X (born 1965 – 1981: 49 – 33 years of age)

## ***“Work to Live”***

- × Drawn to opportunities that offer them opportunities to learn, enjoy, and be recognized
- × Have been described as tough to motivate, too expectant, lazy, skeptics and loners
- × Describe themselves as caring, committed and seeking opportunities for learning and leadership



# Typical Generational Profile in the Academe

GENERATION X (born 1965 – 1981: 49 – 33 years of age)

## ***“Work to Live”***

Value frequent feedback on their performance, recognition, increased responsibility and exposure to decision-makers

Attracting and retaining these members will depend upon an organization's ability to be flexible, adaptive and responsive to their needs.

# Typical Generational Profile in the Academe

GENERATION Y (born 1982 – 2000: 30 & below)

## ***“ Life before Work ”***

- × Most valued traits are individuality and uniqueness
- × Have a global and diverse perspective that other generations did not have
- × Can be cynical and driven by a need for instant gratification
- × Strengths are their adaptability, innovativeness, efficiency, resiliency, tolerance and commitment

# **Educational Leadership: A Call to Action**

“Successful 21st century educational leaders will need to inspire those they lead by establishing, implementing and assessing an attractive, worthwhile, working environment.”

# Typical Generational Profile in the Academe

GENERATION Y (born 1982 – 2000: 30 & below)

## ***“ Life before Work ”***

Challenge is motivating them to get involved and retaining them for a sustained period

To engage this group, schools need to tell the truth, explain the why, tune in to their frequency, make them a star, and look for rewarding opportunities

# Generational Attraction & Retention Drivers

Attraction Drivers			
Under 30	30-39	40-49	50+
Base pay/salary	Base pay/salary	Base pay/salary	Base pay/salary
Career advancement opportunities	Job security	Job security	Job security
Job security	Career advancement opportunities	Career advancement opportunities	Challenging work
Opportunities to learn new skills	Challenging work	Challenging work	Vacation/Paid time off
Challenging work	Opportunities to learn new skills	Vacation/Paid time off	Reputation of the organization as a great place to work
Physical work environment	Reputation of the organization as a great place to work	Opportunities to learn new skills	Length of commute
Reputation of the organization as a great place to work	Health care and wellness benefits	Reputation of the organization as a great place to work	Career advancement opportunities

Retention Drivers			
Under 30	30-39	40-49	50+
Base pay/salary	Base pay/salary	Base pay/salary	Base pay/salary
Career advancement opportunities	Career advancement opportunities	Career advancement opportunities	Career advancement opportunities
Physical work environment	Physical work environment	Job security	Trust/Confidence in senior leadership
Length of commute	Relationship with supervisor/manager	Trust/Confidence in senior leadership	Job security
Ability to manage work-related stress	Job security	Relationship with supervisor/manager	Ability to manage work-related stress
Relationship with supervisor/manager	Opportunities to learn new skills	Physical work environment	Retirement benefits
Opportunities to learn new skills	Ability to manage work-related stress	Ability to manage work-related stress	Physical work environment

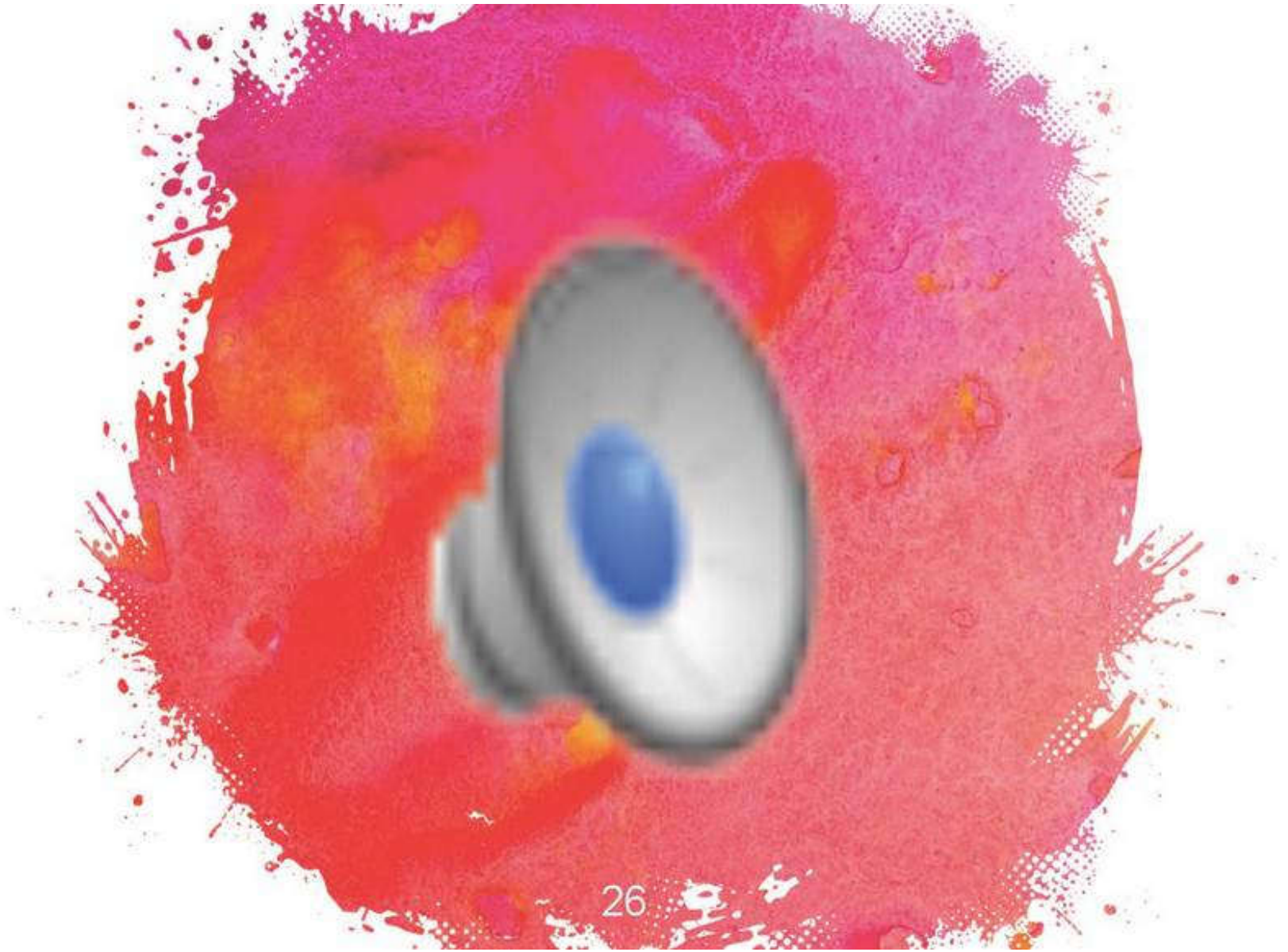


Disruptive Mindset

Glocal Disposition

To stay relevant &  
responsive







# Engaged Employees and Engaging Work Environment

# The Landscape

The Corporate Leadership Council has completed a global study of the engagement level of 50,000 employees around the world, based on a new, more precise definition of engagement and its direct impact on both employee performance and retention.



Those employees who are most committed perform better and are less likely to leave the organization

More than 1 in 10 employees are fully disengaged—actively opposed to something or someone in their organizations.


Tenure, gender, or function do not predict engagement.

Engagement levels are determined more by institutional strategies and policies than any characteristics regarding the employee segments themselves.

Emotional engagement is four times more valuable than rational engagement in driving employee effort.

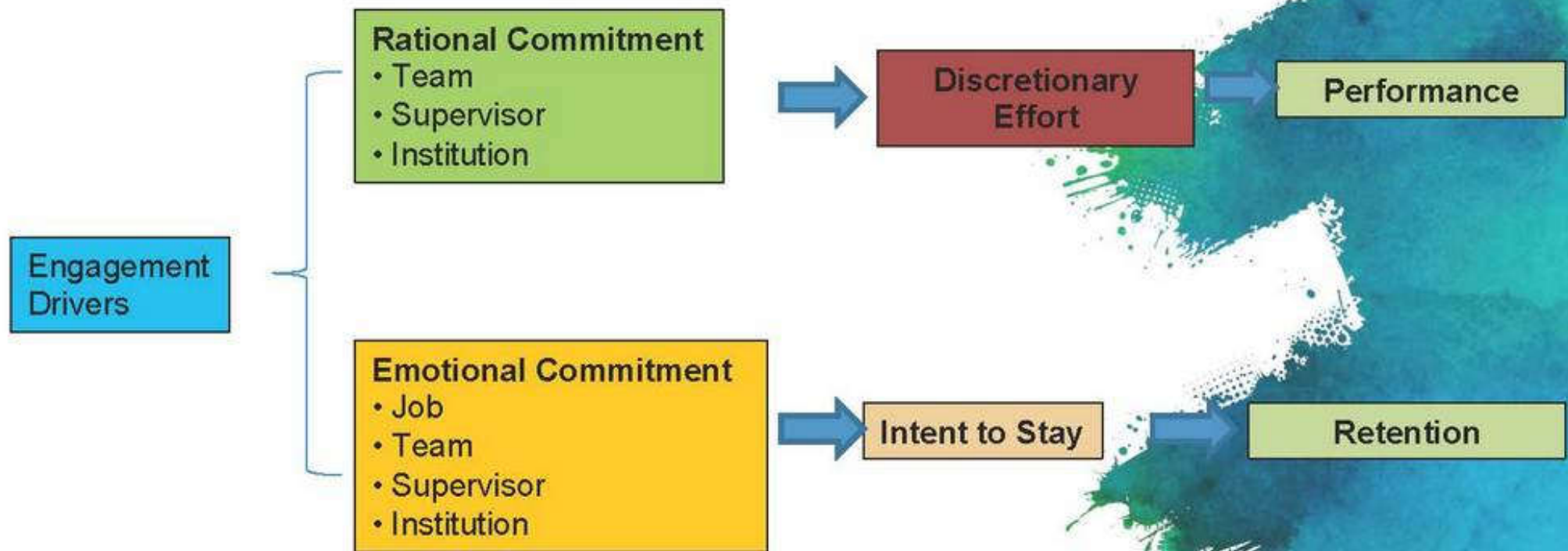
Employee retention, on the other hand, depends more on a balance between rational and emotional engagement

While employees' commitment to their supervisor is crucial to engagement, the supervisor is most important as the enabler of employees' commitment to their jobs, organizations, and teams.



The most important driver is a connection between an employee's job and institutional strategy.

# Engagement Framework





## The "Disaffected"

- Exhibit very little commitment

Poorer performers who frequently put in minimal effort



## The "Agnostics"

- Exhibit moderate commitment
- commitment

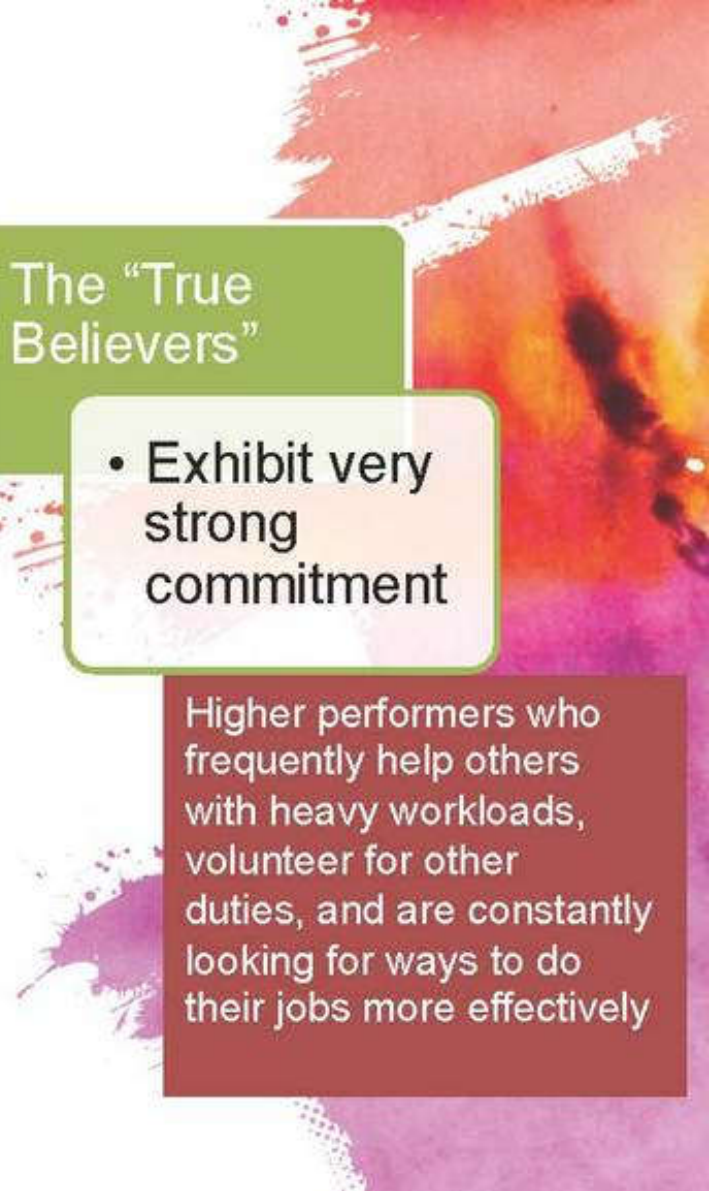
Employees neither go to great lengths in their jobs nor do they shirk their work.



## The "True Believers"

- Exhibit very strong commitment

Higher performers who frequently help others with heavy workloads, volunteer for other duties, and are constantly looking for ways to do their jobs more effectively



# Engagement Defined

- × Engagement as the extent to which employees commit to something or someone in their organization, how hard they work, and how long they stay as a result of that commitment. By using this outcomes-focused definition, we can measure the tangible benefits of engagement, as opposed to focusing on “engagement for engagement’s sake.”



While competitive compensation and benefits packages are crucial to *attract and retain talent*, other drivers of engagement are far more effective in driving *discretionary effort*.



# Attraction & Retention Drivers



Learning and working-  
driven ***adhocracy***

versus

***Traditional*** environment  
of learning & working



Meritocracy  
versus  
Entitlement



# Disruptions in the Workplace

- × New generation employees are attracted to and stay with companies that offer structures for work-life integration (through relevant and comprehensive wellness programs)
- × Work-life blending and technology have brought work arrangements that allows *flexitime and flexiplace*

# Global Employee Wellness Program

- Increased recognition by employers of the need to integrate work and responsibilities in the other aspects of the employee's life
- Wellness Programs in the Workplace will be the norm rather than the exception
- Success of any employee wellness program must be driven by top management (Wellness as an institutional agenda)





# Work-Life Blending

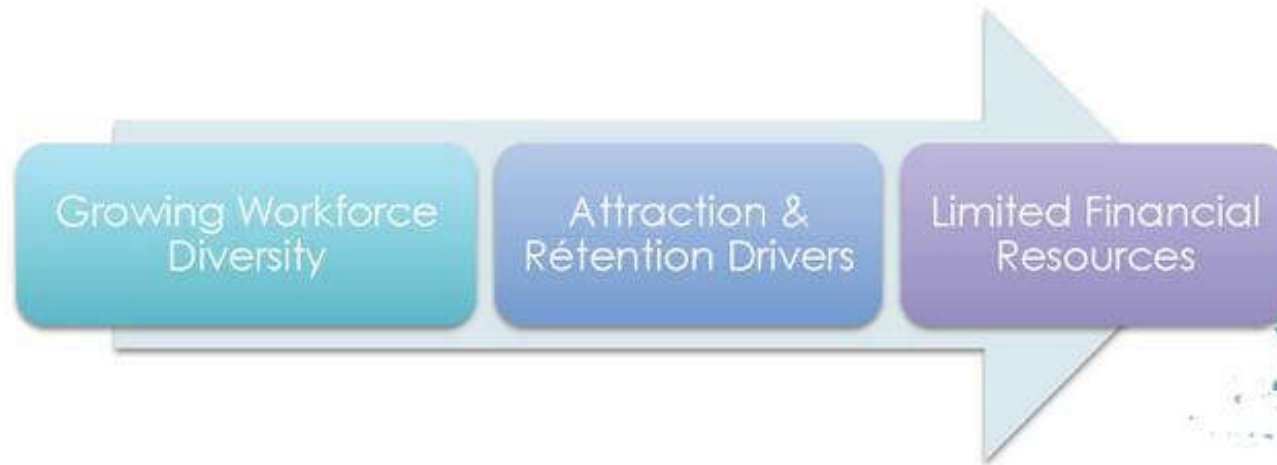
An abstract graphic on the right side of the slide, featuring a mix of blue and white colors. It includes a prominent white diagonal brushstroke, a textured blue area, and a circular pattern of small white dots.

[file:///localhost/Users/noelracho/Desktop/Evidence-Based Wellness Impact- An Exploratory Study Final .pdf](file:///localhost/Users/noelracho/Desktop/Evidence-Based%20Wellness%20Impact-%20An%20Exploratory%20Study%20Final.pdf)

**LIMITED SCHOOL RESOURCES**



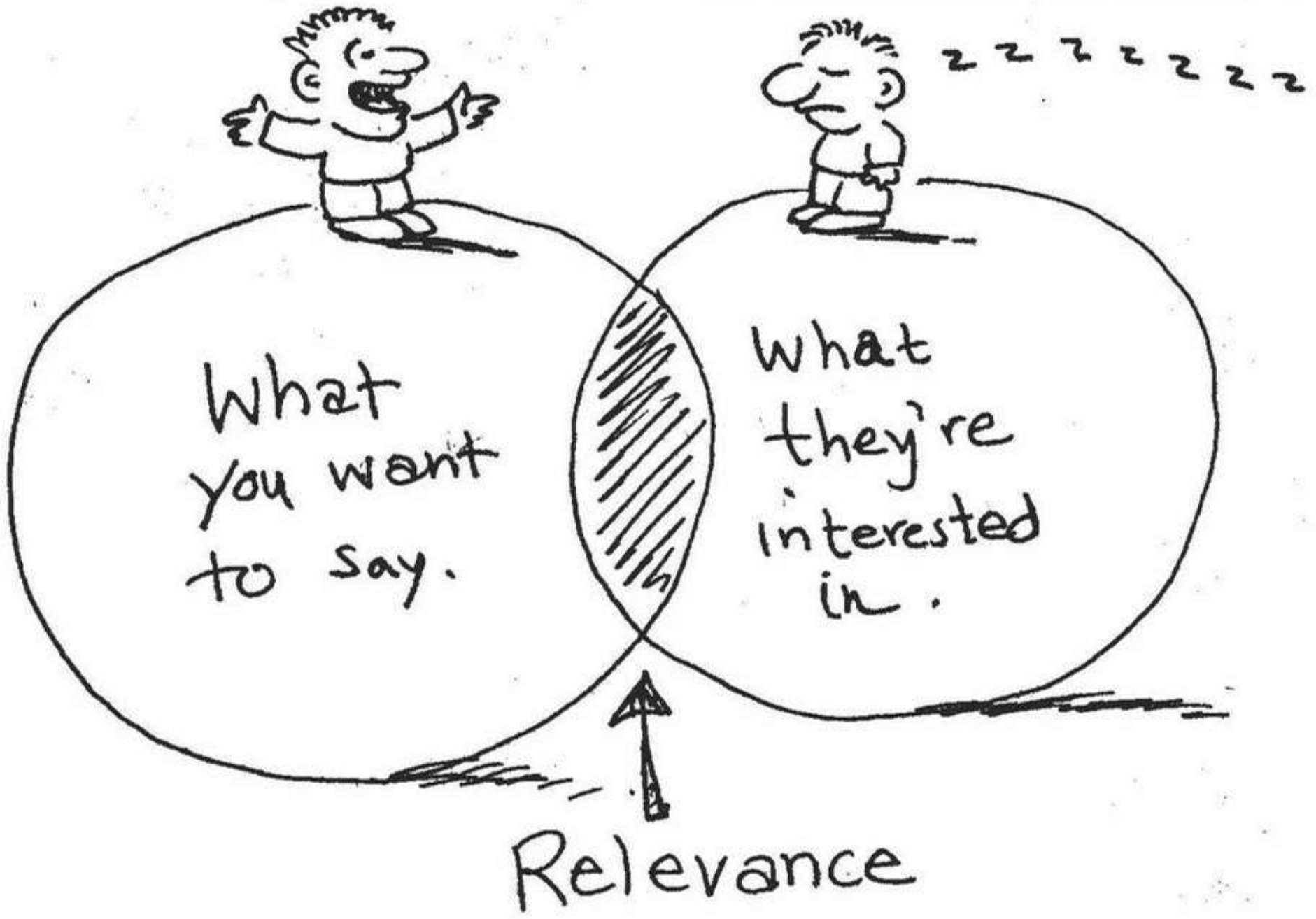
# A Case for **Total Rewards** Program



The KEY to MANAGING PEOPLE is  
FLEXIBILITY AND CREATIVITY

THINKING BEYOND THE  
BOX





# Context of Rewards Management Program



# Clearing the Terrain

- **Total Rewards** is a concept that describes all the tools available to an employer that may be used to attract, motivate and retain employees.
- To an employee or candidate for employment, the notion of **total rewards** includes perceived value as a result of the employment relationship.

# Clearing the Terrain

A *Total Rewards Philosophy* translates an organization's vision, strategy and values into a framework that guides the design and decision making of base salary, short and long-term incentives, recognition and benefits.



# Clearing the Terrain

The *total rewards* you offer form an essential part of the employee experience – your ***Employee Value Proposition***.

# Thinking Through

Competitors' Landscape

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graph TD; A[Competitors' Landscape] --> B[Industry Landscape]; B --> C[Market Landscape];
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Industry Landscape

Market Landscape

# WHAT IS AN EVP?



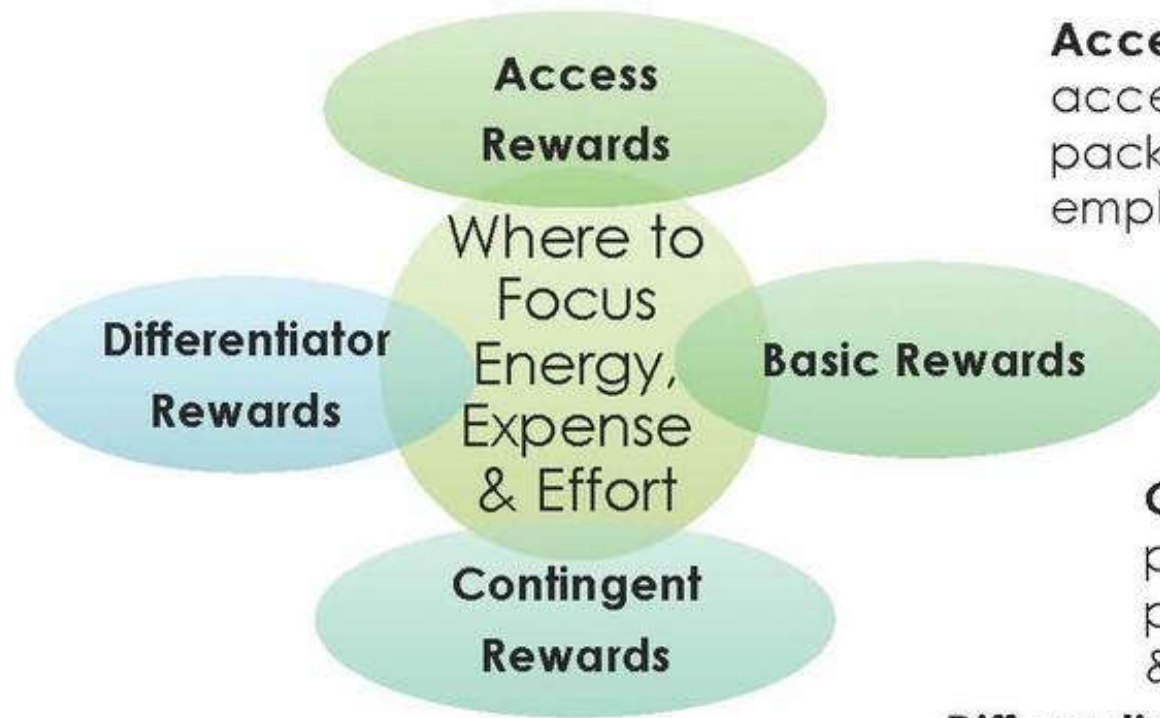


**We retain competent employees under a flexible  
work environment**

**Where hardworking employees are happy!**

**Employees thrive in an open space of creativity &  
innovation**

# TOTAL REWARDS STRATEGY



**Access Rewards:** Employer provides access to certain "compensation" package to employees but paid by employees or third party

**Basic Rewards:** Employer provides the essential "total compensation" (salary & benefits) package to be in the "game"

**Contingent Rewards:** Employer provides "compensation" package based on performance & behavior

**Differentiator Rewards:** Employer provides "compensation" package that is unique to the institution

# Look at your Data

- What is your demographics?
- What are their needs?
- What existing benefits, compensation and support structures?



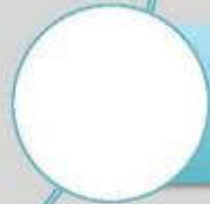
# The Operative Principles



**REACH ME!**



**CONNECT ME!**



**MOVE ME!**

# FACULTY CAREER AND LIFE-CYCLE

Stage	Needs	Faculty Dev't Program
1. Early Career (20-30 or 1 <sup>st</sup> 10 years)	Learning the job  Learning the culture of the school  Acquiring proper academic credentials  Finding an academic mentor  Making one's contribution in some special area  Establishing a clear identity in the school; becoming visible  Deciding about marriage and family	Orientation  In Service Training  Support for graduate degrees  Thesis grants  Supervision and coaching by Chairperson/Mentor  Team Teaching/Team Research  Committee Work  Career Counseling



# FACULTY CAREER AND LIFE-CYCLE

Stage	Needs	Faculty Dev't Program
2. Mid Career (31-50 or 11 - 30 years)	<p>Remaining technically competent and continuing to learn one's chosen field</p> <p>Dealing with mid-career crisis: failure "burnout" levelling off, loss of challenge</p> <p>Accepting higher level of responsibility, administrative assignments</p> <p>Becoming a mentor to others; selecting and developing younger faculty</p>	<p>Systematic consultancy program</p> <p>Faculty exchange</p> <p>Sabbaticals</p> <p>Short-term study/observation visits</p> <p>Research/writing grants</p> <p>Leadership workshops</p> <p>Dealing with mid-life crisis</p>

# FACULTY CAREER AND LIFE-CYCLE

Stage	Needs	Faculty Dev't Program
3. Late Career (Over 50 or last 10-15 years)	<p>Using one's accumulated experience and wisdom on behalf of others in various senior statesperson roles</p> <p>Learning to accept reduced levels of power, responsibility and centrality</p> <p>Learning to accept and develop new roles based on declining competence, energy and motivation</p> <p>Learning to manage life that is less dominated by work</p>	<p>Mentoring Program</p> <p>Pre-retirement/retirement preparation</p> <p>Reduction of teaching load</p> <p>Writing grants</p> <p>Privileges for "senior citizens"</p>

# Basic Aspects of Compensation

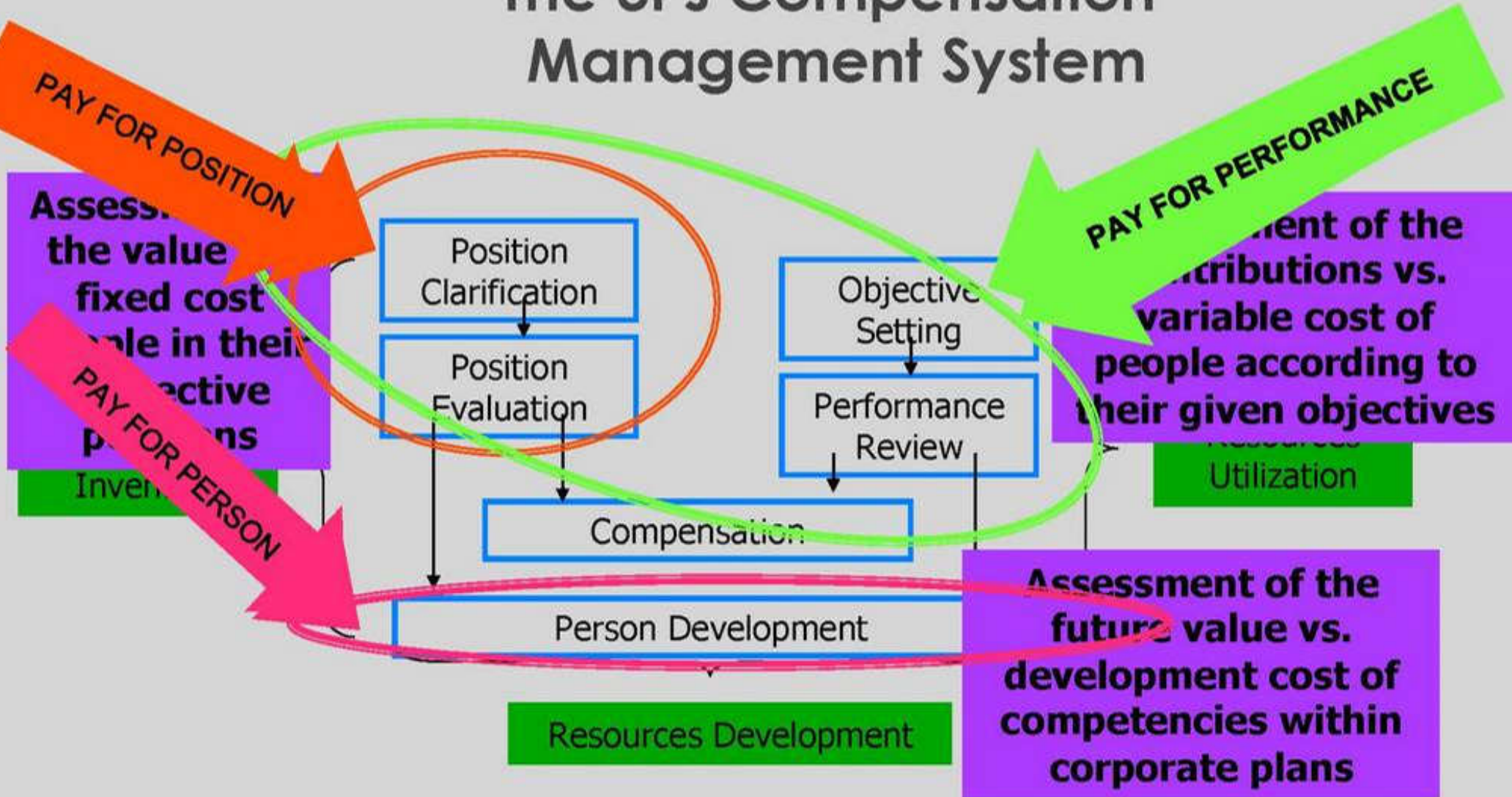
*Employee Compensation – All forms of pay or rewards going to employees and arising from their employment*

*Two main components of compensation:*

*Direct financial payments: wages, salaries, incentives, commissions & bonuses*

*Indirect financial payments: employer-paid insurance, vacation, etc.*

# The 3Ps Compensation Management System



# Sample Total Rewards Program Based on Employee Generations

## Baby Boomers

- Longevity Leave Bonus
- Increased Vacation
- Sabbatical
- Retirement Preparations
- Wellness Incentive

## Generation X

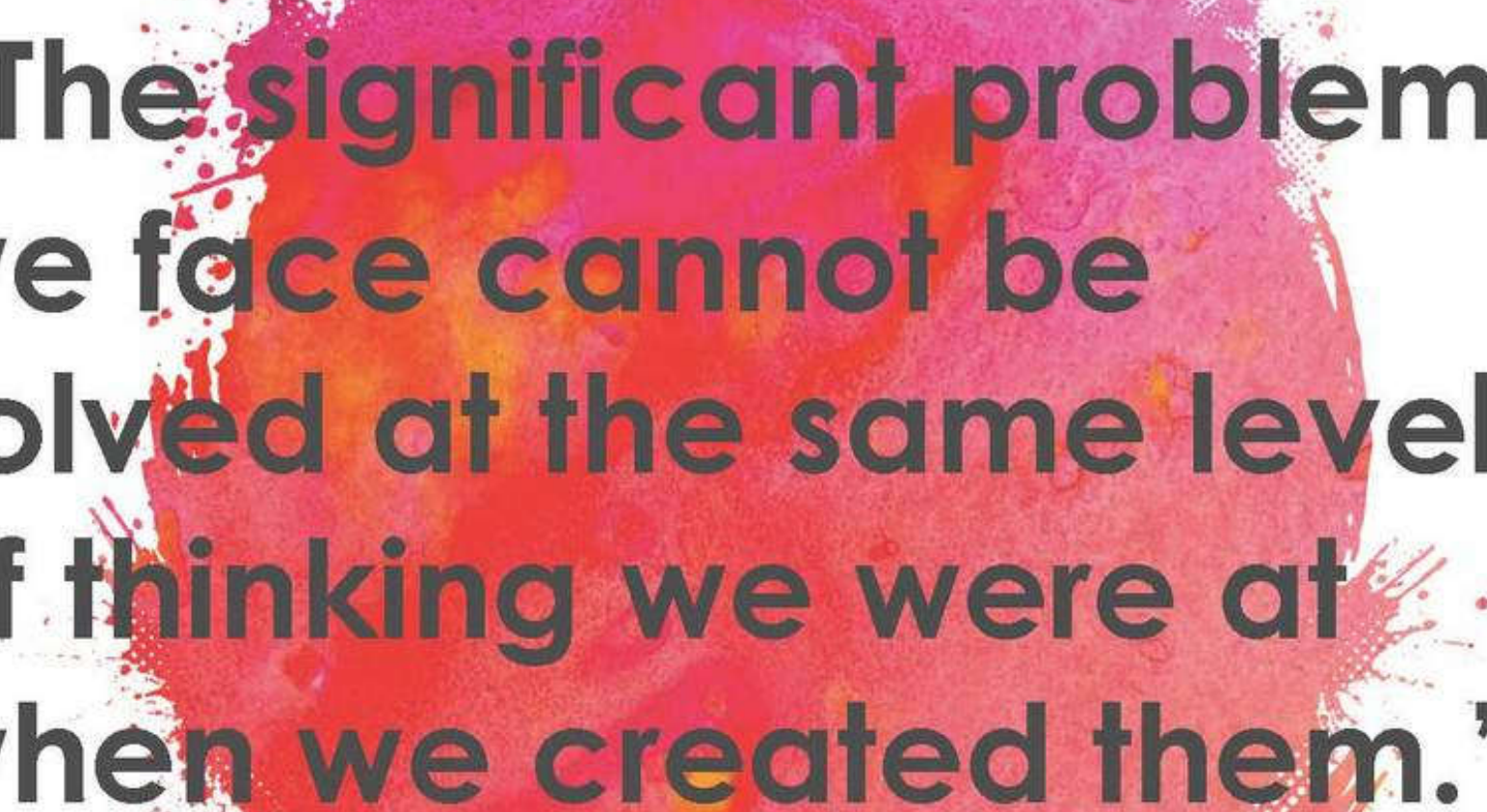
- Leadership Opportunities
- Mentoring
- Incentive Bonuses
- Behind the Wheel Programs
- Leave Conversions

## Generation Y

- Flexible Work Schedule
- Creative Work Arrangements
- Cafeteria Plan

# Some Challenges

- × Difference in perspective between the consecrated school leaders and lay school leaders
    - × Egalitarian vs. Meritocracy
    - × Mission vs. Practical concerns
  - × Rising school operations but keeping TF reasonably affordable
  - × Strategic Resourcing for total rewards program
  - × Readiness of school culture to become "differentiated" in its approach to generational attraction & retention drivers
- 



**“The significant problems  
we face cannot be  
solved at the same level  
of thinking we were at  
when we created them.”**

—Albert Einstein