

Staff Survey 2015: Action Plan Template

Name of: Faculty / School / Directorate / Organisational Unit: **FHMS**

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Notes:

- Your plan should record those actions which respond directly to local findings, it should list **no more than 3-5 achievable actions overall**
- You may wish to include items from your Staff Survey 2013 outcomes which are still relevant and in progress
- Further advice on action planning is available in the supporting document: Staff Survey 2015: Manager's Guidance for Action Planning

Please record your principal actions points	Person Responsible	Timescale	Progress and Evaluation Include dates of meetings in progress, reports and details of how staff are engaged in the process	Action Completed	Notes
Job satisfaction, line management and personal development					
Summary feedback from survey:	<ul style="list-style-type: none"> • There is evidence from across the faculty of issues which relate to effective line management. These include awareness of university policies, support for work-life balance, understanding the wider context of the university and dealing with poor performance • Use of PDRs remains inconsistent, with Research staff particularly affected. Those who have had PDRs reported that they found them useful, but only 55% actually receive the training identified • Research staff report significant job insecurity and lack of clear career pathways • There are inconsistent views across the Faculty about the fairness of the promotions procedure, with confidence in the process ranging from 45% to 80%. The average satisfaction with the process is only 60% 				

Action/description of planned activity:					
<ul style="list-style-type: none"> • Improved training for new line managers. • Improved marketing of existing training opportunities for managers 	Heather Graham/TDU	From autumn 2015			The University action plan has flagged the need for a new staff training and development strategy. This is to be developed by the new head of Training and Development, Jonathan Winter. Faculty should consider making basic training (eg one half day session) compulsory for all new line managers. Once University TD strategy in place, HR lead to work with TDU to identify packages of training which may be of value to line managers, such as 'difficult conversations' or 'managing performance'. These will be offered to line managers as a 'menu'
<ul style="list-style-type: none"> • It should be compulsory for PDRs to be offered to all staff, with line managers provided with appropriate briefings about the new system 	Sali Midjek-Conway Heather Graham				
<ul style="list-style-type: none"> • Work-life balance has been highlighted as a university priority. Guidance on work-life balance for line managers is being developed and should be widely circulated to line managers. 	Sali Midjek-Conway				This has been highlighted as a University-wide priority
<ul style="list-style-type: none"> • Continue and further develop 	Neil Hanley				Research staff feel insecure, and

<p>the Faculty Fellowship Academy</p> <ul style="list-style-type: none"> • Consider introducing internal fellowships/small grants to support research staff in becoming independent researchers • Continue to provide career support for Research staff. HR to monitor what action ensues at university-level from the 'HR Excellence in Research' concordat 	<p>Julian Davis</p> <p>Heather Graham</p>			<p>the lack of a career structure for research staff means that the Faculty loses a significant number of talented staff. Supporting early career researchers should therefore be a priority.</p> <p>There is a university-wide 'HR Excellence in research' concordat and action plan, which seems not to be widely known about. The Faculty should be aware of any university-wide action in this area</p>
<ul style="list-style-type: none"> • Institutes and Schools will explore staff perceptions of the promotions process in more detail. 	<p>HoS for each Institute/School</p>	<p>Start in Sept 2015, report by July 2016</p>		<p>Those with particularly low satisfaction rates will run focus groups with staff to find out which aspects of the process are felt to be 'unfair', with a report provided to faculty by Summer 2016</p>
<p>Change management and communications</p>				
<p>Summary feedback from survey:</p>	<ul style="list-style-type: none"> • In spite of considerable investment in this area, and a number of actions from the previous survey, there has been no improvement in either the proportion of staff who feel communication is effective (63%) or the proportion who feel able to feed views upwards (52%) 			
<p>Action/description of planned activity:</p>				
<ul style="list-style-type: none"> • Faculty communications team to continue to invest in communications during the current Faculty reorganisation 	<p>Sally Midjek-Conway</p>			<p>The current reorganisation is underpinned by a clear communication strategy, with appropriate investment. This needs to continue throughout the process</p>
<ul style="list-style-type: none"> • Line management training to 	<p>Heather</p>			<p>Staff satisfaction with their ability</p>

<p>include modules which aim to enhance understanding of how the Faculty operates and how middle grade staff can act within the structures to influence policy</p>	<p>Graham /TDU</p>				<p>to influence policy may be improved if they are supported to develop a better understanding of how decisions are made within the faculty, and a reasonable expectation of where and when they can contribute</p>
<ul style="list-style-type: none"> • Faculty will work to try to ensure that invitations to PSS staff to attend biannual staff conferences include a range of relevant staff 	<p>Kay Day</p>				<p>KD will review invitations and ensure that opportunities to attend are spread amongst relevant staff</p>
<ul style="list-style-type: none"> • A report on the action plan from the staff survey should be widely distributed via the Faculty announcements process, with an update provided in 6-9 months 	<p>Sally Midjek-Conway</p>				