DSE New Ways of Working Group

Findings and Recommendations

Spencer Davies – 16th December 2020

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1. Introduction

1.0 The DSE New Ways of Working Group was formed on the 19th of June 2020 as a Task and Finish group to explore and reflect on DSE staff working practices and culture during early Lockdown in March 2020 and throughout the pandemic work-period, to measure the perceived success of DSE staff working practices and culture during this period, and to make recommendations on continuation/adaptation/innovation of DSE staff working practices and culture for 2020-2021

2.0 Three Work-Streams were explored:

- Professional and personal resilience and wellbeing
- The value of increased flexibility in terms of working patterns and places of work
- The user experience for students and other 'customers' as appropriate

Membership was invited from across the DSE. All divisions were represented across the Work-Streams

3.0 After the group was formed, the wider PS What Works initiative emerged. It is therefore acknowledged that any findings of the NWOW group will likely be reflected in the What Works outcomes

4.0 The sample sizes described in the main body are not large, though every attempt was made to gather as broad a view of DSE experience as possible. It is hoped that, especially with the 7 Guiding Principles on page 4, no area need feel that a small sample has created recommendations irrelevant to their needs

5.0 Thanks are due to all who contributed to the Work-Streams, attended open meetings and completed surveys. Thanks especially to the Work-Stream Leads, Tracey Campbell-Monks, Rita Feeley and Paula Arnison, and to Hannah James for her administrative assistance for meetings. Special thanks to Patricia Clift Martin for her input into the Flexibility Stream.

2. New Ways of Working – Seven Guiding Principles for the DSE

1.0 The DSE is a large and diverse entity, sat within the yet larger and more diverse Professional Services. Whilst there are specific individual recommendations for New Ways of Working later in this report, it is acknowledged here that a solely 'one size fits all' set of recommendations is not sufficient or appropriate. Thus, what follows is also a set of guiding principles that describes an approach that can be taken, whatever the area, function, size or complexity of the DSE Division or Team.

2.0 Seven Guiding New Ways of Working Principles are suggested (see 4.0). These have been generated by considering which concepts underlie the many hundreds of individual suggestions from DSE colleagues about New Ways of Working.

3.0 It is proposed that all Team Managers within a Division are tasked with applying these principles in a collegiate manner within their local context[1]. The result should be a diversity of local and focus-appropriate responses all tied together by the Seven Guiding Principles. The application of these principles is referred to in the 'Summary and Next Steps' section.

4.0 Seven Guiding New Ways of Working Principles for the DSE (see table below)

Principle	What It May Mean
1. Cultivate resilience and wellbeing	*Promote and nurture positive coping strategies in the individual and across teams. Actively discourage presenteeism. Promote Wellbeing. It is the foundation of all that we do.*
2. Foster innovation	*Support and value innovation wherever and whoever it comes from – innovation of approach, innovation of culture, innovation of behaviour. Encourage different working methods/patterns for different tasks.*
3. Celebrate individuation and diversity	*There is not one size that fits all. No Division or Team has the same need or situation. Staff members also have different needs or situations. Whilst recognising fairness and the other principles, celebrate that difference by finding solutions that work for your area.*
4. Embrace flexibility	*Flexibility is more than 'working from home vs working on campus'. It is in working practices; it is in Single Team Working; it is in hours of the day, and which days, worked; it is blended weeks or days; it is blended teams; it is working on or off campus and in different locations. Embrace it.*
5. Enable agility	*Situations change regularly and rapidly. Be prepared to be able to change and adapt with them at the same speed.*
6. Display Trust	*When we are trusted, we are empowered emotionally and operationally. Unless trust is broken, display it and reap the interpersonal and organisational benefits.*
7. Single Team Working	*One DSE – co-operation, collaboration and working across areas and teams is necessary and positive.*

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[1] It is understood that for this to happen, DSE and PS authorisation is needed and, secondly, that the PS What Works initiatives need to be considered alongside or above these DSE principles.

5.0 In addition to the Seven Guiding Principles, there follow specific suggestions for continuation/adaptation/innovation of DSE working practices and/or cultures considered under the work-stream headings of:

1. Professional and personal resilience/wellbeing
2. The value of increased flexibility in terms of working patterns and places of work
3. The user experience for students and other 'customers' as appropriate

6.0 The examples are indicative and not exhaustive and, in the spirit of the Seven Guiding Principles above, should be considered as appropriate or not on a local level

3. Recommendations by work stream

Professional and personal resilience/wellbeing – Stream Lead Tracey Campbell Monks

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Recommendations to Increase/Address Professional and Personal Resilience/Wellbeing (see 7.0 for detail)

Self-Reflection – staff to be encouraged to formally reflect on their experiences during the pandemic to capture both the positive and negative aspects in relation to working life

Develop Individual Working Practices Plans

Single Team Working – to develop and embrace the philosophy of the 'DSE as the overall team' in order to work across divisions and teams

Develop a Supporting Staff Toolkit

The Human Element – for managers to be the best people managers they can be

Training and Personal Development – in order to develop techniques to develop staff personal and professional resilience

Communication and Collaboration – to encourage more robust way of engaging with colleagues moving forward

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1.0   Purpose of Work-Stream

1.1   To make resulting recommendations on continuation/adaptation/innovation of DSE staff working practices and culture for 2020-2021 in relation to staff professional and personal resilience/wellbeing to the Director for the Student Experience.

2.0   Methodology

2.1   The following were all considered and input into our recommendations

- Individual-level factors that members of the group expressed (including personal experiences, levels of motivation, personality traits, abilities and responsibilities in our roles, experiences, and demographic attributes)
- Group-level factors including existing team norms, group size and Division structure
- Environmental factors (our own experiences of the external environment and the culture of the DSE/University as an organisation)
- Analysis of the 'What Works' survey results specifically the question: *What have you learned about the way that you work which would be useful in the future?* (see appendix 1 for responses, see 6.0 for analysis)
- Careful consideration of the terminology and definitions (see 3.0)

3.0   Terminology and definitions

3.1   Sample dictionary definitions of Resilience include

- 'the capacity to recover quickly from difficulties'
- 'the ability of people or things to recover quickly after something unpleasant, such as shock, injury, etc.'

3.2   However, Mind (mental health charity) say '*resilience is not just your ability to bounce back, but also your capacity to adapt in the face of challenging circumstances, whilst maintaining a stable mental wellbeing. Resilience isn't a personality trait – it's something that we can all take steps to achieve'.*

3.3   Based on our interpretations of resilience, resulting ideas arose that tackled resilience from a personal viewpoint and from a DSE perspective. A clear overlap was noticed. See Fig. 1
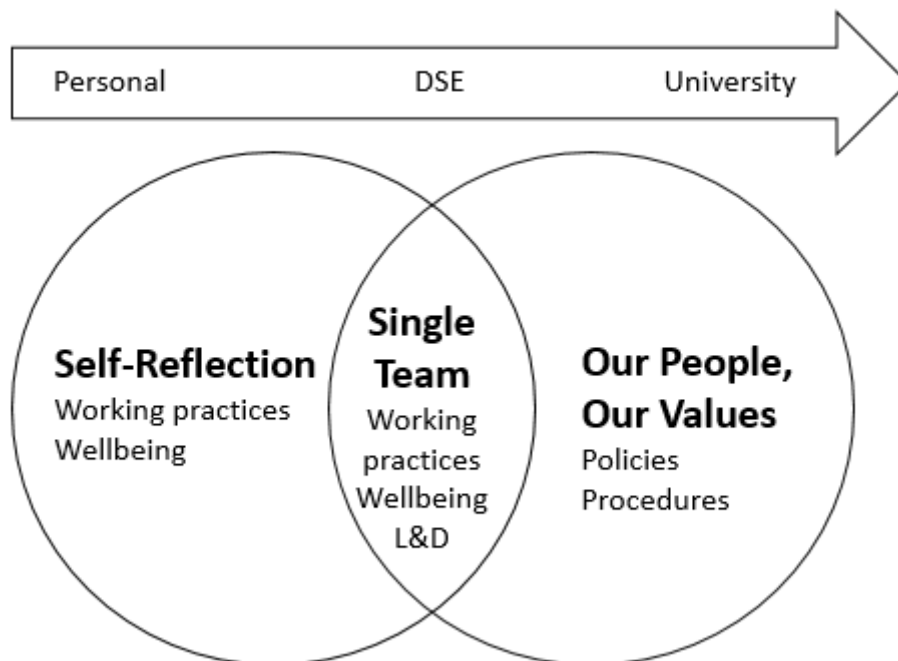

Fig. 1

4.0   Findings

4.1   It is clear from the modes of input (as outlined in 2.0 Methodology) that every individual has different approaches to, and tolerance levels in terms of, how they apply resilience to their professional and personals lives. Large scale change such as that experienced through the pandemic has provided much opportunity for reflection with many individuals becoming more self-aware of their levels of resilience and how this impacts negatively or positively on productivity. Practical considerations such as juggling childcare or Wi-Fi connectivity have also impacted productivity for many and therefore shaped, either positively or negatively how staff feel about their working from home experience.

5.0 Ideas that influenced our decision making

- Opportunity, autonomy and blended approaches must all be a part of the DSE approach
- Personalisation is key to engaging staff with the need to enhance their professional resilience
- Managers must be empowered and understand the need to have conversations (listening exercise should be routine so that Managers can identify opportunities and reasonable adjustments can be considered and adopted where feasible)

6.0 What works survey results and analysis

Across the 9 questions from the 198 DSE colleagues who completed the survey there are hundreds of free text comments. 198 staff roughly represents one third of DSE team members; however it is worth remembering that colleagues without regular access to PCs (i.e. those in residences) account for approximately one third of DSE total colleagues meaning 198 respondents represents a very good response rate (roughly 50% of those with access to the survey). It's very apparent from the results that many individuals have spent time reflecting on their circumstances and weighing up the positive and negative impacts the pandemic has brought to work patterns. Many expressed surprise about the ease of working from home and how productive they found the experience; whilst a smaller but still noteworthy proportion found the situation isolating and de-motivating. Some colleagues are clearly struggling with the demands of balancing work/life in a new environment. As expected individual experience is key to interpreting how well colleagues have coped with change, and enhanced their own resilience and wellbeing.

In most cases the pandemic has forced people to re-evaluate their own preferences regarding ways of working. This ties in with our thinking about the personal reflections and how useful the experience has been to enhance our understanding of how we work well (see 7.1). The views are mixed and a one sized all approach to making recommendations will not work. Staff need flexibility, opportunity and choice.

6.1 Sample comments

Sample comments have been provided below to demonstrate a range of themes which were prevalent in the total responses; it is worth noting however that it is very difficult to separate the practical considerations from personal approaches/preference.

Positive views

- I need a quiet space to work, with fewer distractions. I also feel so much calmer and happier without spending 2 hours a day in my car commuting to the office. I've been able to do 100% of my job from home and feel that my productivity level has increased.
- Working from home has given me a great focus during what has been an extremely busy period
- I am much more productive at home for certain aspects of my role and it is much better for my wellbeing, I use up more time actually working rather than sitting in traffic on my

commute and certain pieces of work such as reports, minutes, projects, creating diagrams etc. I can get done so much more efficiently without interruption

Negative views

- I have found that trying to keep motivated and focused on work whilst working from home is very difficult. I do prefer being able to come into the office and having a separation in location between work and home.
- Work from home is overrated. I need to be in a team.
- I have learnt that although I have got on with it, I am much more motivated in an office environment and really thrive off others to be productive.

In terms of wellbeing a slightly larger proportion of staff are reporting improved wellbeing due to additional time in the working day to pursue exercise or spend time with family. Others though indicate the experience of not interacting with colleagues is negatively affecting them.

Results from the 'What works' survey are being considered by the University-level Foresight Group which is looking at the impact of the pandemic on the University and future planning for a post-COVID world. The main outcome is a report on the findings for the Foresight Group and the Employee Programme Board and Campus Re-opening Group.

7.0 Recommendations

7.1 **Self-Reflection** – as indicated through the What Works survey many individuals have reflected on their working practices however it is the recommendation of the group that all staff be asked to engage with an exercise to formally reflect on their experiences during the pandemic to capture both the positive and negative aspects in relation to working life.

To provide structure to the process staff would be given a series of questions to guide their thoughts in order to reach some conclusions and produce a working practices plan. This process would be entirely optional and owned by the individual. However Management will support and encourage the process. Wherever possible division/team or individual working practice plans should be developed (This activity needs to ensure balance between the needs/preferences of an individual with those of the wider team and business as usual activities. Individual expectations will need to be managed sensitively with equality of opportunity for all a guiding principle in decision making.)

The group recommend seeking input from the DSE Staff, Learning and Development Partner on existing resources which would support self-reflection and underpin this activity.

7.2 **Individual Working Practices Plans** – following completion of the self-reflection piece above

Managers will provide the opportunity for a meeting with each staff member (from individual return dates onwards) to specifically discuss the self-reflection and develop individual tailored plans to incorporate what works best for each individual into their new working practice. This meeting should not focus on current work but instead a more holistic conversation about the way we all work. It is the expectation that Managers offer the meeting without any requirement for individuals to participate. The self-reflection should empower staff to have meaningful conversations with their manager about how they work, when they work, where they work. Expectations will need to be managed carefully with appropriate application of University Policy. Managers will need to be well versed on policy and procedures for this meeting e.g. around flexible working and resources available online and in person from the university. It is the recommendation of the group that DSE seek clarity re: any new developments on the Flexible Working Policy which can be expected as a result of the pandemic and changes in approach.

This recommendation overlaps with the activity of Work stream 4 and so should not be considered in isolation without sight of their final recommendations.

7.3   Single Team

Work will be undertaken to reinforce the DSE core goal of Single Team working.

- The Senior Leadership Team in DSE should provide regular communication updates which reinforce the key goal. Expectations should be set that each member of the DSE should have knowledge of the core goal, understand the purpose of the goal and act accordingly, especially when asked for support on key business activity.
- Development of a new Learning and Development Programme aimed at Grade 3 and 4 staff in DSE is underway.
- The 'Wellbeing Digest', an informal, weekly round-up of non-work related wellbeing news should continue. Launched at the start of the pandemic, with features including pets corner, through the keyhole and guilty pleasures, the magazine style format sent to all DSE staff helps to build relationships across team/division boundaries.

7.4   Supporting Staff Toolkit

The group support the creation of an interactive toolkit for Supporting Staff. It was noted that staff don't always have time to digest and interpret policies but guidance on how to support staff specifically those with issues like caring responsibilities for old and infirm relatives, bereavement, long term mental health challenges. Manager awareness of what's out there given volume of info available can be a barrier. This action aims to bring together and raise awareness of existing resources, rather than creating new content. The group recommend seeking input from the DSE Staff, Learning and Development Partner on how they would respond to this action.

7.5   **The Human Element** - Linking to Our People, Our Values (Uni Strategic Plan) – we want our Managers to be the best people managers they can be. Example: for recruitment of people managers they shouldn't just be judged on their past experience of managing people but instead we need to find people with emotional intelligence and empathy. We need the human

element to each relationship to be a high priority. Participation in flagship courses from SL&D (Managing at Manchester) should be a priority.

The group recommends creation of a DSE People Strategy Group. With membership from across each Division and a Senior Manager as Chair; this group should work in partnership with the Staff Survey Group and seek opportunities to develop our people. This group would also be the strategic level group which would oversee a DSE Learning & Development Network.

7.6   **Training and Personal Development**

Individuals should have access to training opportunities which will provide them with the tools and techniques to develop their personal and professional resilience. Staff will be signposted to relevant opportunities via existing comms channels and the DSE Learning and Development Network which is launching in 2021.

Current opportunities include

- TMS2001 Developing Personal Resilience for Change (it is recommended that every staff member in DSE create the time to attend this 1.5 hour online course)
- Supporting your mental health while working from home, LinkedIn Learning training course
- Online Learning – Developing Personal Resilience

7.7   **Communication and Collaboration**

Optimise Microsoft Teams across all areas of DSE by March 2021. By upskilling individuals and building this capability into every team colleagues will be able to work more flexibly and collaborate remotely. Zoom has provided an initial taster of how colleagues can work remotely but the introduction of Microsoft Teams with additional capabilities will provide a more robust way of engaging with colleagues moving forward.

8.0 Action Plan for Work-Stream 1 - Staff professional and personal resilience/wellbeing

What	Who	By when
Self-Reflection Exercise 1-2-1 with Manager on Working Practices Individual Working Practices Plans	Individual Individual	March 2021 June 2021
Human Element, Our People, our Values • Participation in flagship programmes (Managing at Manchester) • Creation of DSE People Strategy Group	DSE ELT to raise profile SLT	Ongoing

• Creation of DSE Learning and Development network	Directorate Office	March 2021 March 2021
Single Team • New Learning and Development Programme aimed at Grade 3 and 4 • Continuation of Wellbeing Digest	Directorate Office Directorate Office	February 2021 Ongoing
Supporting Staff Toolkit	Staff, Learning and Development	TBC
Training and Personal Development • TMS2001 Developing Personal Resilience for Change • Supporting your mental health while working from home, LinkedIn Learning training course • Online Learning – Developing Personal Resilience	Individual Individual Individual	March 2021 Optional Optional
Communication and Collaboration Optimise Microsoft Teams	DSE	March 2021

4. Recommendations by Work Stream

The value of increased flexibility in terms of working patterns and places of work – Stream Lead Paula Arnison/Patricia Clift Martin

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Recommendations on the value of increased flexibility in terms of working patterns and places of work

- **The DSE should embrace flexibility initiatives**

- **The author should seek to work with the What Works team including the HR team who are developing the Flexible Working Policy**

- **Specific recommendations:**
    - With flexible working requests, the onus should be for a manager to explore why it *won't* work, and if that reason is absent, these requests should be granted
    - Embrace blended Working – home and office
    - Come together for certain activities (e.g. team-days) but allow working from other locations when appropriate
    - Hot-Desking – not 'chained' to one place of work – agile/mobile
    - Continue remote 'large' meetings like DSE open meeting, SLT, PS etc – allows greater attendance/recording

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1.0 Purpose of Work-Stream

To make resulting recommendations on continuation/adaptation/innovation of DSE staff working practices and culture for 2020-2021 in relation to the User Experience for Students and Other Customers' as Appropriate to the Director for the Student Experience.

2.0 Methodology

- Due to an overlap with What Works activity and scheduling issues this stream did not gather data until later in the process
- Analysis of What Works survey DSE responses (see appendix) (n=197)
- Open Meeting with invited representative from all DSE divisions – *this was cancelled due to low applications*
- Survey responses from work-stream specific survey sent to all divisions via DSE Team Brief – 79 suggestions received

3.0 Findings

3.1 The findings revealed, perhaps as expected, a similarity between What Works returns and feedback gathered as part of the New Ways of Working Survey

3.2 Overwhelmingly, respondents value flexible approaches to working and wish to see them continue.

3.3 We must admit the possibility, however, of sample bias. This was a small self-selected sample and those volunteering may be those with particularly strong pro-flexibility views.

3.4 The full list of responses as to what respondents wanted to keep/refine of DSE flexible working practices can be found here and the full list of what practices were recommended to be ceased/adapted are here

3.5 Sample comments on what to keep/refine of DSE flexible working practices:

Make everything awesome

more coffee less work

More opportunities to help other teams with specific tasks.

A mix of home working and coming into the office - this last few months has proved this can work in our area.

Widespread use of online meetings - would allow more opportunities to work in places other than the office.

Being able to work in different places and spaces, not being tied to coming in to the same desk everyday - we could work collaboratively and network across teams with shared flexible working spaces for colleagues from a wide range of areas

Using collaborative online tools for managing projects and tasks etc. such as Trello, it's frustrating to be constantly told we are not allowed to use things like this when we know it could be transformative to how we work.

Widespread use of hot-desks across campus, where you can dock your laptop and log into a phone. Would help to understand other areas of work.

Have more flexible working hours, for example taking longer lunchbreaks whilst working from home in the winter to be able to get more daylight, or being able to work to your personal natural rhythm such as early mornings or later in the evenings

I think at last it is more widely accepted that working from home means that staff are still as productive, if not more. I had started working from home 1 day a week on a 3 month trial before COVID and I know some people in the office still held

old fashioned views that you are not working as hard, whereas actually I think people realise now you do get more done, without interruptions, ability to concentrate on a task which is much harder in an open plan office, stress/cost of commuting,

I have enjoyed the additional flexibility and ability to manage my own workload, especially during very busy times when I have been able to work later without having to commute. It meant a lot less stress during assessment and examination time.

A wider flexible working pattern would benefit colleagues University-wide and also the wider environment and air quality - the first University in the country to impact its local environment in such a positive way?

Being able to pick the children up from after school club at 5pm rather than at 5.45pm because of the traffic has led to much calmer evenings which has had such a positive impact on family life. Our office did not have natural light whereas I can

I have enjoyed being able to share documents together and edit as we go. This has meant there are no multiple versions of anything, the final document is agreed more promptly and a reduction in having to produce papers and Agendas for meetings .

If the working from home period continues f/if we move to a hybrid WFH and office-based environment, an agreed way of working for quick comms (e.g. we all use Teams or we all use Zoom) to send messages or organise a brief chat would be very helpful

sit by my kitchen window all day. Makes doctors/dentist/opticians appointments all easier to nip out to, taking less time off work rather than having to plan your work day around getting in late or leaving early.

I think that flexible working should be allowed to continue in collaboration with line managers and where possible. It has benefited my work/life balance with no stressful commute.

Invest in the right technology and everything else will follow. Lack of belief that the organisation can deliver new ways of working so need to show colleagues actions and results.

3.6 Sample comments on what to cease/adapt of DSE flexible working practices:

Let it go, let it go...

commuting, impact is i'm lazy

Have stopped going in the office 5 days a week but shown staff are still be highly productive Stopped continuous printing - saved paper and helped towards sustanability

Travelling to work everyday! So much more time and energy can now be spent on working = more productivity, and most of us love our new work life balance.

We have also stopped a lot of the the office politics, at least in our area, which is great!! The impact is better wellbeing, better team morale.

It is difficult to find the balance of keeping in touch with colleagues that don't directly work with you but work in the same office. It doesn't feel as natural to have to plan in a zoom lunch chat as just having a conversation in the kitchen

Being slow at rolling out developments such as Teams!

We need to be clear in the expectations when working from home and which job roles this does / does not apply to. Lack of clarity produces tensions between teams and team members.

In our team we have stopped believing that we can only be effective if we are in the office - hopefully presenteeism is an idea which has now completely been put to bed! The impact was an increased feeling of trust/empowerment

Line managers are cited as being inconsistent. This feedback whilst potentially fair may also be down to a lac... of preparedness of the organisation in home working. Don't blame line managers for this.

We stopped doing face-to-face student briefings which were part of a suite of preparatory pre-departure sessions for students going abroad. These were conducted by webinar instead, with improved attendance recorded.

We stopped having face-to-face 1-2-1 support meetings with students in our caseload on the International Exchange Programme and offered Zoom/Teams meetings instead, which resulted in greater student interaction.

stopped being tied to physical enquiry desk 9-5 5 days a week. This has given staff the opportunity to manage their work more flexibly and get involved in work that cant be done on a student facing desk

Stopped believing that have to be in the office to be working

Having multiple meetings - reduced zoom/virtual meeting burn out

Stop having the rigid timeframes for none-front line services. So that, you could work 9-5pm one day, and then the next work 11 - 3pm and 5 - 7pm. To enable you to rest, go for a walk, speak with some friends or take some time away from your desk.

It doesn't feel that much has actually been stopped, more processes have become a little bit more long-winded as permissions are needed.

The social aspects of the office have stopped which is a great shame, it's harder to have informal conversations with people therefore difficult to judge how people are.

Less informal resolution of issues, meaning these can fes... and blow up, out of proportion in a remote setting.

5. Recommendations by Work Stream

The user experience for students and other 'customers' as appropriate– Stream
Lead Spencer Davies/Rita Feeley

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Recommendations to Increase/Address the User Experience for Students and Other 'Customers' as Appropriate

Recognise the diversity of functions, business needs and environments across the DSE – There is therefore not a 'one size fits all' solution

Always have the student/customer experience in mind

Apply the 7 Guiding Principles - with relation to the above, it therefore makes sense to adopt a framework that enables different local solutions united by a common philosophy:

- Cultivate resilience and wellbeing
- Foster innovation
- Celebrate individuation and diversity
- Embrace flexibility
- Enable agility
- Display Trust
- Single Team Working

Measure, reflect and refine - user satisfaction data is needed going forwards to ensure that practices actually *are* to the benefit of students/other customers and not just what we believe them to be

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4.0 Purpose of Work-Stream

To make resulting recommendations on continuation/adaptation/innovation of DSE staff working practices and culture for 2020-2021 in relation to the User Experience for Students and Other Customers' as Appropriate to the Director for the Student Experience. Though it will no doubt be obvious in the title of the Stream, it should be stressed here that the focus of this stream is on 'what is good for students/other customers'.

5.0 Methodology

- o Analysis of What Works survey DSE responses (see appendix) (n=197)
- o Open Meeting with invited representative from all DSE divisions (23 attendees, all DSE divisions represented)
- o Survey responses from work-stream specific survey sent to all divisions (for distribution to all teams) (n=7, all DSE divisions represented)
- o Stream members own reflections and assembling of views from across their networks (n=7, all DSE divisions represented bar SAABI)

6.0 Findings

3.7 The findings revealed that, as expected, that needs and environments across different teams and divisions differ markedly. This in large part led to the formulation of the over-

arching 7 Guiding Principles which introduce this report. What was very clear was that the vast majority of views were based on what staff believe to be beneficial to students/other customers.

3.8 There were some small-scale user satisfaction surveys by areas such as DASS, Specialist Mentor Service and Careers (see 3.3 below), and anecdotal feedback on user satisfaction based on lower 'Did Not Attend' rates, but much more user satisfaction data is needed going forwards to ensure that practices actually *are* to the benefit of students/other customers and not just what we believe them to be.

3.9 Sample comments from Careers user feedback survey:

The use of Zoom to conduct the conversation was very useful and the staff member was very polite. June 2020

Really found the interview simulation useful - X was fab! Would possibly suggest streamlining the document upload aspect if feasible, as it was a bit of a struggle to manage for me. Thank you! July 2020

The appointment was very helpful. X was very supportive and insightful, and left me feeling that my goals were achievable, and with a better sense of what my next steps had to be. August 2020

3.4 DSE working practices/cultures were discussed under these four titles:

- Retain
- Refine
- Introduce
- Cease

3.5 In summary, the feedback is as follows. All comments are included for observation but it should be noted that not all of these are direct final recommendations. Also, it should be noted that the direction was to consider 'the student/customer experience'. Some comments may stray from that consideration:

Retain

1. Flexible working hours – no need to stick rigidly to 9am-5pm especially when dealing with international students in different time zones.
2. Work from home the majority of the time but retain a campus presence
3. Zoom – no travel, team meetings are inclusive, screen sharing, can address simple student discipline hearings
4. Webinar facilities
5. Student appointments via zoom are working very well (they prefer it) and cancellations greatly reduced.
6. Remote assessments are working very well
7. No commute when working from home
8. Increase in cross departmental working
9. On line fitness offers are positive

10. Digital document provision – no paper and printing

Refine

1. Physical presence on pre-set days/times for student F2F appointments
2. Embrace communications technology such as live chat with students & colleagues
3. Phone system – need a university wide (IT) system whereby colleagues/3rd partner agencies etc can be contacted via telephone
4. Blended approach to working (mix of both on campus and WFH)
5. Virtual tours and livestream development
6. Record team operational meetings instead of producing and distributing notes
7. Submission of student signed paperwork post assessment creates delays
8. 'Physical' computers to 'virtual' computers
9. Automate all appointments/bookings/reminders etc
10. Collection of physical post
11. Fitness bookings to digital to enhance monitoring engagement
12. Weekly schedules to separate 'physical calendar' and 'virtual calendar'
13. Limitation on number of 'zoom' meetings

Introduce

1. Introduce more virtual alternatives for students
2. Staff working from home when students are not in (i.e. holiday periods etc)
3. Electronic signatures to describe working hours/location across all staff
4. More webinar activities with students – more engagement
5. On line chat provision for queries from students and staff to be considered for a broaderrange of services
6. Same flexibility for all colleagues not just those with dependency/caring responsibilities
7. Hybrid approach to work – rota of working from home and on campus
8. 4 day week – i.e. where it fits locally, allow 5 days work compressed into 4
9. Block out non email task time
10. Agree one method of contact – too many different platforms – Teams, Zoom, Outlook, Blackboard, etc, etc
11. Enquiry forms – one point of enquiry that derives all the information necessary to be sent to the correct team for solution
12. Triage service
13. Digital notice board that provides timelines/key dates/milestones in one image
14. Web pages – scrap and start again. Needs to be clearer and signposted and removal of all old pages – i.e. an audit of DSE web content
15. Better guidance to students around digital documents
16. Fix timing out issues
17. A 'different' graduation provision that can be delivered regardless of environment – blended approach of virtual and physical. Need to think outside the box and let go of historic always done this way e.g. Graduation parade – utilisation of Brunswick Park.

Cease

1. Drop paper 'course unit enrolment'
2. No more Monday-Friday 9am-5pm working week as 'the standard week'

3. Stop commuting
4. Stop swapping & changing between platforms for different tasks and or collaborations
5. Avoid scheduling meetings across lunch times
6. Staff on campus to carry out appointments
7. Using zoom for complex and very difficult discipline hearings
8. Emails
9. Shared mailboxes
10. Historic format of graduation ceremonies
11. CRM – far too much traffic/repeat requests with different case numbers sent to different areas/departments/people. One of the main causes of both inefficiency and stress and a main frustration to all stakeholders especially the student.

6.0 Summary and Next Steps

Overall Recommendations

1.0 The Seven Guiding Principles for the DSE (see page 4) are suggested as a framework to be adopted by managers across the DSE in order to produce separate but cohesive New Ways of Working approaches

1.1 It is suggested that the mechanism* for this is the development and use of a self-assessment/action-planning tool based on the Seven Guiding Principles (see appendix 2)

1.2 The specific recommendations by Stream (pp 6, 13 and 16) can be considered in the context of the Guiding Principles and as example initiatives and are included in appendix table 2

1.3 The author will work with the What Works group to explore the desirability/feasibility of applying the above approach across PS. Alternatively, this could be a DSE-specific approach

1.4 *Whatever the mechanism is used for introducing New Ways of Working to a team, there will need to be an agreed sign-off process. The author will work with the Director for The Student Experience and the HR team involved with What Works to consider this

7.0 Appendix
DSE What Works Responses

The full survey can be found [here](). Filter by column F to select DSE only responses.

Appendix 2

Draft self-assessment/action-planning tool based on the Seven Guiding Principles for New Ways of Working

To be completed by team/division as appropriate – aim for no more than three or four points in columns 2 and 3				
Principle	1 What It May Mean	2 What your area currently does on this principle	3 What you plan to implement on this principle	4 Sample Recommendations/Considerations
1. Cultivate resilience and wellbeing	*Promote and nurture positive coping strategies in the individual and across teams. Actively discourage presenteeism. Promote Wellbeing. It is the foundation of all that we do.*			**Self-Reflection** – staff to be encouraged to formally reflect on their experiences during the pandemic to capture both the positive and negative aspects in relation to working life **Develop Individual Working Practices Plans** **Develop a Supporting Staff Toolkit** **Training and Personal Development** – in order to develop techniques to develop staff personal and professional resilience **Communication and Collaboration** – to encourage more robust way of engaging with colleagues moving forward
2. Foster innovation	*Support and value innovation wherever and whoever it comes from – innovation of approach, innovation of culture, innovation of behaviour. Encourage*			**Gather customer satisfaction data** **Flexibility Suggestions**

	different working methods/patterns for different tasks.			
3. **Celebrate individuation and diversity** ***This principle applies across the DSE/PS but also may apply at team level***	*There is not one size that fits all. No Division or Team has the same need or situation. Staff members also have different needs or situations. Whilst recognising fairness and the other principles, celebrate that difference by finding solutions that work for your area.*			
4. **Embrace flexibility**	*Flexibility is more than 'working from home vs working on campus'. It is in working practices; it is in Single Team Working; it is in hours of the day, and which*			**Flexibility Suggestions** **With flexible working requests**, the onus should be for a manager to explore why it *won't* work, and if that reason is absent, these requests should be granted **Embrace blended Working** – home and office **Come together for certain activities** (e.g. team-days) but allow working from other locations when appropriate

				Hot-Desking – not 'chained' to one place of work – agile/mobile Continue remote 'large' meetings like DSE open meeting, SLT, PS etc – allows greater attendance/recording
5. Enable agility	*Situations change regularly and rapidly. Be prepared to be able to change and adapt with them at the same speed.*			
6. Display Trust	*When we are trusted, we are empowered emotionally and operationally. Unless trust is broken, display it and reap the interpersonal and organisational benefits.*			
7. Single Team Working	*One DSE – co-operation, collaboration and working across areas*			

	and teams is necessary and positive.			