

**UNIVERSITY OF ULSTER**

**ORGANISATIONAL  
DEVELOPMENT  
STRATEGY**

**2011/12 - 2015/16**

# University of Ulster Organisational Development Strategy 2011/12 - 2015/16

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# UNIVERSITY OF ULSTER

## ORGANISATIONAL DEVELOPMENT STRATEGY

### BACKGROUND

At the end of 2009/10 academic year the University was presented with an interim HR Strategy Statement pending the outcomes from the Leadership Programme for the Council and Senior Management Group (SMG) and the finalisation of the University's new Corporate Plan. The new strategy (**Organisational Development Strategy**) includes key themes from the interim strategy and the key themes arising from the **Collective Leadership Programme** for Council and SMG and links directly to the University's new Corporate Plan (2011/12 – 2015-16). This Organisational Development Strategy has been drawn up against the backdrop of the significant challenges that the University will face over the next four years in respect of:

- Fees and Funding
- Need to achieve efficiencies
- A changing work environment
- The broader economic climate
- The impending Research Excellence Framework (REF)
- Increasing Stakeholder Expectations

This Strategy sets the particular direction of travel over its lifespan but also must be sufficiently flexible to accommodate changes in direction as the University moves forward. The thrust of the Strategy is a positive one but at the same time highlights the realities that must be faced in light of the challenges that face the University both now and in the immediate future.

## EXECUTIVE SUMMARY

The University recognises that its excellence is dependent on its people. This Strategy sets out how the University intends to manage, develop and engage all of its staff to optimise their contribution so that Ulster can prosper into the future (GBD, NWDP) as a leading, sustainable, resilient university delivering excellence in Teaching and Learning, Research and Innovation and providing 'Professional Education for Professional Life' to enable its graduates to become leaders and innovators in their chosen careers. As indicated at the outset of this document this Strategy has been developed to enable the new Corporate Plan (2011/12 – 2015/16) and endorses its agreed purpose, goals and values.

This new Strategy will act as a focus for all leaders, managers and staff. It sets out three strategic programmes (Appendix 2) with key success indicators and linked desired outcomes which the University and its staff will work towards over the period of the strategy.

The three Strategic Programmes are:

- People Management
- Leading and Developing People and the University
- Valuing People – Engagement, Recognition, Reward and Equality.

These three Strategic Programmes will be actioned and delivered by the relevant Section Heads via an integrated approach across the HR, Staff Development and Equality and Diversity Services functions. The delivery of these three Strategic Programmes will endeavour to deliver the core outcomes for the University of **Enhanced Institutional and Individual Capability, Performance and Engagement incorporating Professionalism (High Standards of Performance and Behaviour) and Accountability (Institutional, Local and Personal)**, and as depicted in the Integrated Strategic Programme diagram in Appendix 1 attached.

### Key Outputs

The University recognises that the success of this strategy can be realised only if all members of staff actively engage and perform their roles to the required standard. Also the direction of travel for Ulster over the period of this strategy, and indeed over the next ten year period (GBD, NWDP) will require significant cultural and structural change in the University if it is to achieve its promise and ambitions. Leaders will have to raise their game in leading and managing the necessary change. Strong, agile decision-making capability and adaptive decision-making structures will be necessary. A priority of this strategy therefore will be the development of **Transformational Leadership** programmes for all leaders with a particular emphasis on facilitating change and enhanced performance. The output from these programmes will be Leaders with the competence and confidence to take decisions, to manage their functions and staff and to implement change.

Greater flexibility in Recruiting/Selecting and Inducting/Mentoring staff together with **Talent Management/Succession Planning** processes will also be a priority within the Strategic Programmes.

The University expects and demands that all staff are professional in discharging their duties and roles and recognises that **continuous development** is fundamental to achieving and sustaining professionalisation in service delivery. Again therefore development programmes for all staff categories will be a feature under the strategic programmes with the expectation that staff and Line Managers engage with these programmes.

The University has long established **reward and recognition** processes for staff which have been impacted over the last three years by funding and the economic climate. The NI Assembly cuts over the next four year period will continue to impact and therefore prudent management of financial recognition will need to continue as will the need to grow and diversify income streams which may allow for some form of financial recognition especially where it can be directly linked to achievements in efficiency/waste reduction, income generation, leadership/effective change management performance. The strategic programmes will review these processes.

The University embarked on a **staff engagement** process via the Positive Working Environment (PWE) survey in 2008/09. An important aspect of the new strategy will be to build on that staff engagement initiative through surveys and other initiatives and in particular to develop an integrated marketing / communications model to support and promote staff engagement initiatives in the University through the use of Engagement 'Champions' and 'Ambassadors'. The detail of the three Strategic Programmes and their associated implementation plans are set out in Appendix 1.

## **Wider Context**

Universities generally hold the view that higher education is not a business but rather it is a social contract that should be discharged accordingly to a clearly determined and published Vision and Corporate Plan. However Ulster's viability and sustainability depends on discharging its core activities (**Teaching and Learning, Research and Innovation**) in accordance with the new Corporate Plan and in accordance with sound business principles. The recent decision by DELNI to reduce core funding to the University over the next four year period will mean that Ulster will need to grow income from a diverse range of external funding sources and to continue to make efficiencies and to **control costs** both in respect of recurrent costs and staffing costs. Therefore this emerging strategy must contribute to the University's ability to be successful in its financial aspirations, plans and controls.

Ulster as a university with an international, national and regional remit and impact does not exist in isolation; it occupies a strategic space at the centre of Northern Ireland society and therefore is exposed to multiple **forces of change**. As previously set out in the interim strategy document the University must have the **willingness**, the **capability**, the **leadership**, the **adaptability**, the **agility**, the **foresight** and the **processes to anticipate, cope with and manage change** if it is to deliver on its potential and its core activities. There is very significant social and

economic change taking place now and over the next four year period in the UK. The changing demands of society together with the increased aspirations for personal development coupled with occupational changes and the restructuring of the economy will of themselves place **greater demands** on higher education and will act as change agents in higher education provision. In Northern Ireland this will be especially true where the University's core activities of Teaching and Learning and Research and Innovation are perceived and expected to be a continuing driving force in the move from an over reliant public sector economy to a vibrant diversified knowledge-based economy. The full impact of the Northern Ireland Assembly budget decisions will be felt in Northern Ireland generally and by the University over the course of the next four years. Ulster must deal with the reality of the cuts. That will require **leadership/management skills, traits and knowledge** which must be **captured, cultivated, retained and developed** through **talent management/succession planning processes**. And the new strategy will take account of that.

Universities are and always will be about people. Ulster is a **labour intensive** organisation with 3,500 staff and a salary expenditure of over £120m per annum. The four campus structure is **expensive** yet critical to the delivery of the University's mission. Inevitably it poses difficulties in the **performance management of the organisation itself and of some staff**. Structural change is inevitable also. However the University could not survive and succeed if it did not have a commitment to manage change and have the necessary processes for doing so. Going forward this will not be enough however. Ulster requires **more dynamic, agile, flexible decision-making and structures** to better place the University to anticipate, plan, manage and implement change. Ever more so, Ulster requires **cultural change**. Of course it is recognised that cultural change is not something which organisations can achieve overnight. It is a longer journey but nevertheless Ulster recognises that it needs to begin that journey especially in view of the new economic and funding circumstances but also taking account of some of the very significant projects that are fundamental to Ulster's sustainability and resilience e.g. the Greater Belfast Development (**GBD**) and the North West Development Plan (**NWDP**). The three integrated strategic programmes of this strategy (refer to Appendix 2), individually and when brought together as a coherent plan, seek to address the complete cycle of working life at Ulster, from recruitment through development, engagement, performance, reward, retention and exit.

The articulation and communication of the strategy throughout the University will be important to its successful implementation. It will require **ownership, accountability, responsibility and commitment to the strategy by all managers/leaders and all staff**. A particular aspect of the implementation plan will be staff engagement and the development of an integrated marketing/communication plan.

The above therefore presents a high level look at the wider context for the new Organisational Development Strategy at Ulster. People are the life blood of the University, both students and staff. The staffing resource is made up of individuals, each with different functions and responsibilities and with disparate attitudes and abilities. The new strategy will recognise this to ensure each individual is able to meet the demands placed on them. **Equal importance will be given to a positive working environment as will performance management** so that staff see and

understand the nexus of the strategy with the future of the University and will fully engage with it to benefit themselves and Ulster.

### **Evolving the Strategy**

As indicated at the outset of this paper the Organisational Development Strategy has been informed by the interim HR Strategy (10/11) and the key themes from the SMG and Council Collective Leadership Programme.

The three strategic programmes (Appendix 2) have been discussed and agreed by the Director of Human Resources, the Head of Staff Development and the Head of Equality and Diversity Services. The strategic aims were shared with Pro-Vice-Chancellors, Deans, Directors at the SMG – Leading Effective Organisation workshop (16/2/11). Also the Strategy and the implementation plans for each of the three strategic programmes were shared with VCAG (30/5/11) and SMG (6/6/11).

### **Three Strategic Programmes**

The detail of the three strategic programmes of the Organisational Development Strategy are set out in Appendix 1 and are designed to reflect the following business driver which is the cornerstone of the University's activities, i.e.

- To support the University in the achievement of its objectives in Teaching and Learning and Research and Innovation.

An overview of the strategic programmes follows together with the key objectives attached to each.

## Strategic Programme 1 – People Management

Ulster enjoys an international, national and regional reputation for excellence in teaching and research.

Key to maintaining, enhancing and developing this reputation will be the ability of the University to attract, recruit, develop and retain high performing staff. Critical to Ulster's position as a centre of academic and research excellence will be the ability to attract high performing academic and research staff in an increasingly competitive UK and International market. This is likely to require more flexible recruitment and reward practice. The use of targeted 'discretionary' payments that are consistent with equal pay requirements may be necessary. And of course a commitment to equality and diversity is integral to the University's recruitment objectives and, more broadly, widening the recruitment pool for academic and research posts and becoming an 'employer of choice' in all staff groups will help improve Ulster's ability to compete and attract the best and most diverse field of candidates whilst enabling it to meet its commitments under equality legislation.

Also in line with the enabling goal articulated in the new Corporate Plan the University will continue with its plan to evolve a Positive Working Environment (PWE) for all staff so that individually and in teams the workforce will engage with the goals, ambitions and strategic plans for the University and to achieve all of these for the University. Through staff engagement initiatives and surveys Ulster will be able to harness the expertise, innovation and commitment of all of its staff and will enable the University to provide a supportive, inclusive, resilient and financially sustainable working and learning environment and physical infrastructure in which change is managed and embraced and structures and job roles provide challenging and satisfying outputs for all staff.

Key to the success of all of this of course will be ability of the University to make strong, agile decisions and therefore accurate, timely and relevant information for managers and leaders will be important as will the need for workforce planning in terms of talent management/succession planning for managerial/leadership positions as well as the management of knowledge sharing and addressing 'single points of failure' in faculties and departments.

### Key Objectives – Strategic Programme 1 – People Management

- 1) To develop **clear standards for job roles** linked to Generic Role Profiles which are sufficiently flexible, allowing autonomy and responsibility for job holders.
- 2) To continue to attract high performing academic and research staff by developing **flexible approaches to recruitment**.
- 3) To seek to balance the range of demands on academic and research staff (rebalancing workloads) so that they can **focus** on their core role in research and teaching activities which are key to Ulster's academic mission.
- 4) To become an **employer of choice** in the local and national labour markets.

- 5) To develop electronic '**on-boarding**' systems to facilitate staff **induction** processes and to have **probationary** processes that are timely and engage staff from the outset including mentoring arrangements.
- 6) Business Information tools are used to develop a suite of **Workforce Planning** Information sets for managers to assess the performance of their function and to plan for succession and change as appropriate.
- 7) To develop **talent management/succession management** systems to retain high performing staff with potential to succeed in key academic/leadership roles in the University.
- 8) To identify the need for change in the University, to **articulate** the process for change, to **communicate** the change to staff and trade unions and to **implement change consistently** in the University.
- 9) To implement the University's Restructuring/Redeployment/Redundancy processes to achieve agreed **efficiency** targets
- 10) To facilitate staff **creation/innovation**/suggestions for improvement and enhancement in processes/systems in the University and which can be recognised and rewarded where efficiency, cost/waste reduction is achieved.
- 11) To provide a **safe, healthy** and b for staff well being.

## **Strategic Programme 2 – Leading and Developing People and the University**

In this strategic Programme the University will work towards **transformational leadership** at all levels, developing mechanisms to enable academic staff and leaders to focus on key priorities, and developing systems for appropriate career and **professional development** for staff. Underpinning the latter is the development of effective **Performance and Development Review** processes for all staff to support the University's goals and to facilitate staff development. Specific staff development for the professionalisation of key groups of support staff (e.g. PACSS) will be included.

Effective **leadership at senior levels** facilitates the delivery of academic/managerial plans at all levels and inspires and motivates staff by giving clear direction and support. Similarly **middle and first-line leaders** are crucial to the motivation and performance of staff across the University and to the delivery of the new Corporate Plan. Leaders in all of these positions need **timely and effective development** and support if they are to deliver services within the requirements of the Corporate Plan and **to lead change** at a time of considerable major developments within the University (GBD, NWDP etc) with diminishing financial and human resources. Particular importance will be attached to supporting and developing Leaders who are responsible for reviewing staffing needs in light of the University's plans/budgetary constraints and facilitating transition to new staffing profiles where required. Also dealing fairly and effectively with restructuring, redeployment, redundancy, and underperformance and capability issues will be a development priority for all leaders and all of these will require hands-on support from central departments.

Within this Strategic Programme emphasis will also be placed on **developing** and equipping administrative staff to provide excellent **professional support** for the University's mission. Also the **development of excellent teaching and research staff** will be a priority to ensure that the University retains and enhances its position as a centre of excellence for teaching and excellence in selective areas of research.

### Key Objectives – Strategic Programme 2 – Leading and Developing People and the University

- 1) To recruit and select **future Leaders** for their leadership and management capability and congruence with Ulster's core values.
- 2) To **enhance the effectiveness of leadership** in the University and to provide development opportunities for those who aspire to leadership roles and for those identified through **talent management processes** with the potential to succeed in leadership roles both in academia and management.
- 3) To **develop and enhance Research and Teaching capability** for academic and research staff
- 4) To **develop and manage Contract Research Staff** more effectively.

- 5) To develop more **effective Performance Development and Review** processes for **all staff** which supports the University's needs and at the same time facilitates staff development through improved systems that are consistent with Ulster's values.
- 6) To **develop transformational leaders at all levels** with a specific emphasis on middle and first-line managers, manifesting competent and confident managers.
- 7) To establish a University framework ensuring **equal access to training and development** tailored to the needs of different groups of staff.

### Strategic Programme 3 – Valuing People – Engagement, Recognition, Reward and Respect

This Strategic Programme seeks to build on the University's **engagement** exercise in 2008/09 on the Positive Working Environment (PWE) survey.

A key priority will be the development and implementation of further staff surveys and a specific model which seeks to engage staff through an **integrated marketing/communication** approach for staff initiatives in the University.

This Strategic Programme will also focus on the need to build on developments in recent years in the University to **recognise and reward** high performing academic and research staff e.g. Professoriate Progression Process (Teaching and Learning and Research and Innovation), Teaching and Reward Fellowships.

Reward is not narrowly defined as pay rather attention will be given to new initiatives based on career progression, development opportunities and recognition and reward in line with the existing Employee Recognition Scheme. **Equality and Diversity principles** will be integrated through the monitoring and evaluation of general and specific initiatives and through targeted staff development which promotes career progression amongst under-represented groups.

#### Key Objectives – Strategic Programme 3 – Valuing People – Engagement, Recognition, Reward and Respect

- 1) To ensure the **retention** of high performing academic and research staff.
- 2) To retain key staff in acute areas where necessary and objectively justifiable via the use of **discretionary payments** which are cost effective and consistent with equal pay requirements.
- 3) Keep under review **excellence awards** for staff and revise as appropriate
- 4) To **strengthen and promote teaching excellence** recognition through the University's promotion processes for academic staff.
- 5) To reward **exceptional performance** amongst University support staff.
- 6) To provide **realistic terms and conditions of employment** which encourage existing staff and prospective applicants to view Ulster as their employer of choice.
- 7) To ensure that various categories of staff receive salaries commensurate with the roles they are required to perform.

- 8) To build on the PWE 2009 exercise through staff engagement surveys/initiatives and the development of an integrated **marketing/communication model** for such initiatives.

### **Monitoring and Reporting**

The Implementation of this Strategy will be via the associated implementation plans set out under the three Strategic Programmes (Appendix 2). An integrated HR / Staff Development / Equality and Diversity Services Group will be responsible for the implementation plans under the three strategic programmes and will require significant cross functional working. The Section Heads within Integrated Group will take lead responsibility for the associated deliverables.

The Integrated Group will report to the Director of Human Resources on the implementation progress which in turn will be reported through the University Committee Structure via VCAG and SMG and then to Resources Committee.

As indicated at the outset of this document the Strategy sets out the programmes for action as they are known now but the Strategy must also be sufficiently flexible to take account of reprioritisation of University business and allow for realignment of action as necessary as Ulster progresses over the period.

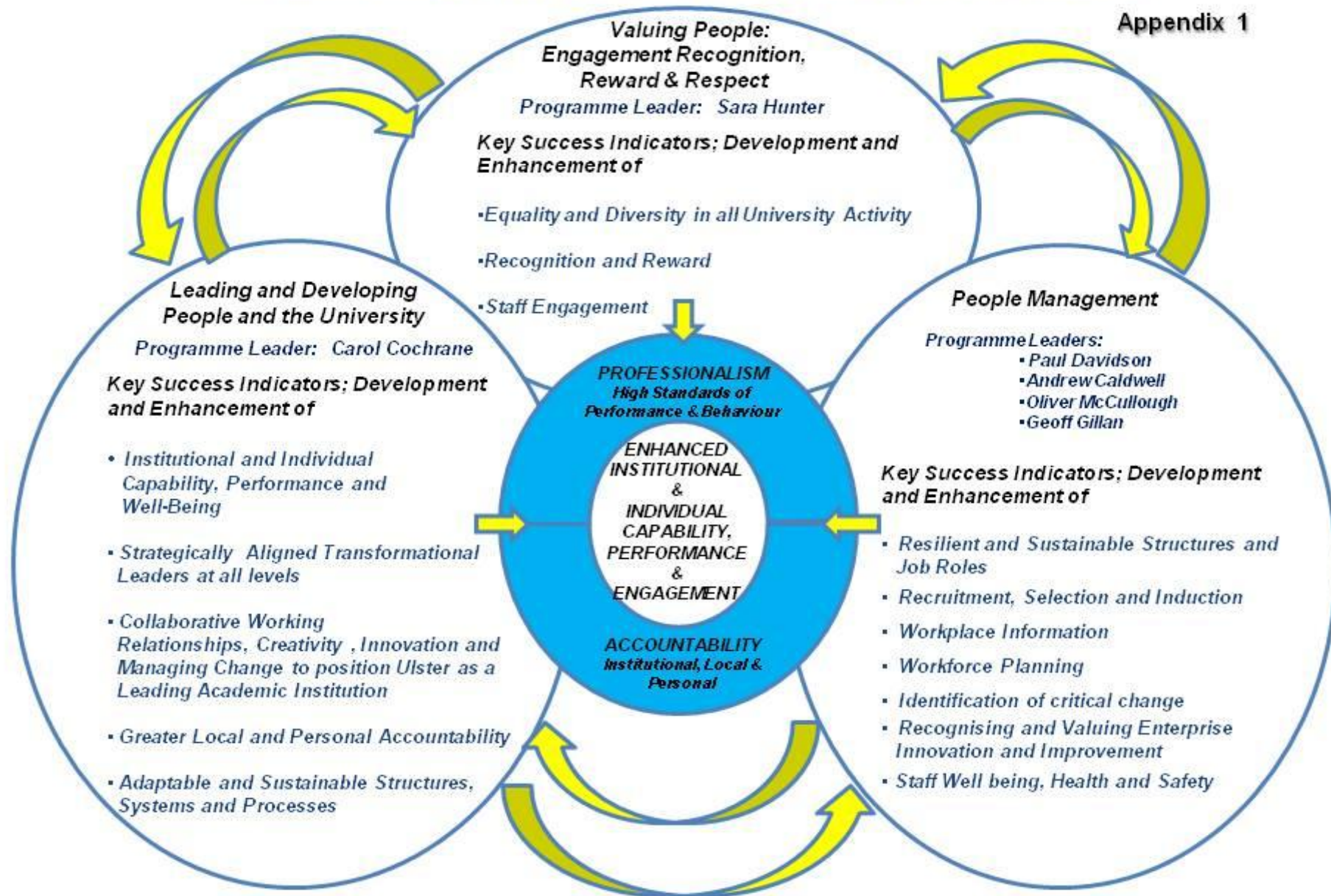
### **Cost**

The ambition of HR, Staff Development and Equality and Diversity Services is to deliver this strategy within existing and future budgets.

If additional financial support is required in connection with any aspect of the strategy than a costed proposal will be put forward for consideration.

# ORGANISATIONAL DEVELOPMENT - INTEGRATED STRATEGIC PROGRAMMES

Appendix 1



## Strategic Programme 1: People Management

### Key Success Indicators: Development and Enhancement of

- Resilient and Sustainable Structures and Job Roles
- Recruitment, Selection and Induction
- Workforce Information
- Workforce Planning
- Identification of Critical Change
- Recognising and Valuing Enterprise, Innovation and Improvement
- Staff Wellbeing, Health and Safety

Key Success Indicator	Desired Outcomes	Requirements for Process/System	Requirements for Culture/Behaviour Change
1) Resilient and Sustainable Structures and Job Roles	<p>A) There are effective and resilient structures that best share responsibilities and enable positive teamwork and innovation.</p> <p>B) Roles are designed to be flexible, sustainable and motivating for current and future post-holders.</p> <p>C) Staff have an appropriate degree of control over how they carry out their responsibilities.</p> <p>D) Roles and Requirements for posts are clearly described and understood by post-holders and those who work with them.</p>	<ul style="list-style-type: none"> <li>• Advice and support is available to Leaders to develop effective team structures and roles.</li> <li>• Recruitment and other processes require clearly articulated job descriptions and person specifications.</li> <li>• Performance Development Review processes clearly articulate Performance targets and facilitate development needs</li> </ul>	<ul style="list-style-type: none"> <li>• Leaders and teams regularly think about the best way to structure roles.</li> <li>• Staff understand and appreciate each others roles and how they fit together.</li> <li>• There is a high level of teamwork and job satisfaction.</li> <li>• Staff view Performance Development Review positively, providing them with feedback, development and potential for recognition / reward.</li> </ul>

Key Success Indicator	Desired Outcomes	Requirements for Process/System	Requirements for Culture/Behaviour Change
2) Recruitment Selection and Induction	<p>A) High quality candidates are attracted to posts and are comprehensively and fairly assessed so that the best candidates are appointed.</p> <p>B) New staff are welcomed into the University and their Faculties/Departments, and are properly inducted so that they have the direction, knowledge and understanding to succeed in their new posts.</p> <p>C) There are effective and fair probationary processes applied to different staff categories.</p>	<ul style="list-style-type: none"> <li>• Systems to ensure that person specifications clearly articulate required criteria which are appropriate and fair.</li> <li>• There is a range of appropriate selection methods available to test required criteria.</li> <li>• There is high quality training and development in Recruitment and Selection techniques available to Managers.</li> <li>• There are comprehensive quality University and local induction processes.</li> <li>• Probation procedures with appropriate timescales and guidance for managers exists for each staff category.</li> </ul>	<ul style="list-style-type: none"> <li>• Recruiting managers have a rigorous and fair approach to Recruitment and Selection focused on identified criteria.</li> <li>• Line managers are committed to effective induction of their staff.</li> <li>• Staff feel welcomed and take best advantage of induction processes to quickly develop the knowledge for their new roles.</li> <li>• Line Managers consistently apply the relevant probationary procedures to new staff and in accordance with the required timescales.</li> <li>• Line managers put in place appropriate mentoring, coaching, buddy arrangements for new staff.</li> <li>• Staff engage with and view probation as a positive experience.</li> </ul>
3) Workforce Information	<p>A) Accurate, timely and relevant information is available to Leaders and staff to monitor the University's Workforce Related Performance in line with this Strategy and identify areas for improvement.</p> <p>B) All staff information is maintained accurately, securely and confidentially.</p> <p>C) All Facs/Schools have Workload Allocation models for Academic and Research staff.</p>	<ul style="list-style-type: none"> <li>• Effective HRM and Payroll system which is maintained accurately, securely and confidentially and provides appropriate secure access to Managers and staff.</li> <li>• Training for managers in how to access workforce information, how to interpret and use it appropriately to improve performance.</li> <li>• Transparent Workload Allocation Systems in Facs/School</li> </ul>	<ul style="list-style-type: none"> <li>• Leaders proactively monitor the Workforce Related Performance of their functional areas to improve performance.</li> <li>• All Academic and Research Staff engage in workload Allocation discussions positively.</li> </ul>

Key Success Indicator	Desired Outcomes	Requirements for Process/System	Requirements for Culture/Behaviour Change
4) Workforce Planning	<p>A) Leaders have a clear vision of what the future workforce needs to be able to do, and plans for both staffing levels and capabilities to create resilient, sustainable roles and structures that best deliver the University's requirements.</p> <p>B) The University has built-in capacity to reconfigure systems and structures and to redeploy resources in a timely manner.</p>	<ul style="list-style-type: none"> <li>• Systems for forecasting human resource requirements and for planning structures, teams and roles to meet future requirements.</li> <li>• Planning process that includes scenario planning, financial modelling and contingency arrangements.</li> <li>• Succession/talent management processes for the identification of potentially high performing staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Leaders actively engage and identify potential high performing staff through Performance Development Review processes and put appropriate development measures in place.</li> <li>• Leaders proactively manage the short, medium and long term human resource requirements for Faculties/Departments.</li> <li>• Leaders manage knowledge transfer, performance objectives and 'single points of failure' in their areas using talent management system.</li> </ul>
5) Identification of Critical Change	<p>A) Leaders are sharply perceptive in identifying and communicating the critical strategic changes in the University's environment and their impact on the University, particularly in relation to staff, thereby building understanding and setting direction.</p> <p>B) Organisational development requirements are properly considered and incorporated within plans for change from the outset.</p> <p>C) Leaders across the University are able to communicate with their staff on the changing environment and engage them in identifying and implementing the changes.</p>	<ul style="list-style-type: none"> <li>• Provision of quality, accurate management information.</li> <li>• Robust, agile, collective decision making processes which enable the integration of advice from specialist functions (e.g. Finance, HR) at the earliest opportunity.</li> <li>• Processes are in place to learn from significant organisational changes.</li> <li>• Assistance is available to Faculties / Departments, to help them review and identify their staffing / efficiency needs</li> </ul>	<ul style="list-style-type: none"> <li>• Leaders are ready and able to explain critical changes and their impact to staff.</li> <li>• HR advice is sought and considered by Leaders at the earliest possible opportunity for all significant organisational changes so that organisational development and change management requirements are integrated into the approach from the outset.</li> </ul>

Key Success Indicator	Desired Outcomes	Requirements for Process/System	Requirements for Culture/Behaviour Change
5) Identification of Critical Change (Contd)	<p>D) Staff have realistic expectations about the degree of change that will be required of them.</p> <p>E) Staff are able to positively engage with and adapt to change, without sense of threat, and work collaboratively to innovate and improve to engineer the best outcome for the circumstances.</p> <p>F) Staff take opportunities through Performance Development Review to review and revise their role to best meet the business/service requirements and their skills.</p>	<ul style="list-style-type: none"> <li>• Team structures and job descriptions are designed to allow varied roles and responsibilities, with regular review of role/job descriptions through Performance Development Review process.</li> </ul>	<ul style="list-style-type: none"> <li>• Leaders set expectations of flexibility and adaptability and help their staff to develop this.</li> <li>• Leaders are able to demonstrate change as potentially positive and enriching.</li> <li>• Staff are able to adapt to changing requirements and can see the benefits for their own development.</li> </ul>
6) Recognising and Valuing Enterprise, Innovation and Improvement	<p>A) Leaders and staff are able to exercise autonomy and discretion, within clearly articulated boundaries, to take opportunities and maximise the effectiveness of their operation/team/area to create value.</p> <p>B) There are opportunities for staff to share knowledge and ideas in a supportive and creative environment to generate innovation and ongoing improvement.</p>	<ul style="list-style-type: none"> <li>• Systems that support and capture the best ideas.</li> <li>• Resources are available to support entrepreneurial activity and improved business processes across the University.</li> </ul>	<ul style="list-style-type: none"> <li>• Acceptance by leaders of “informed risk-taking” among their staff.</li> <li>• A spirit of continuous improvement is shared by staff and leaders across the University which ensures that change is not viewed or communicated as a threat.</li> </ul>
7) Staff Wellbeing, Health and Safety	<p>A) Staff are encouraged and enabled to maximise their wellbeing and health.</p> <p>B) Stress is managed effectively and mitigated and minimised within the University.</p>	<ul style="list-style-type: none"> <li>• Flexible working policies that ensure that the needs of staff are met where properly balanced with the University’s business/service needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Leaders at all levels are supportive of flexible working and able to work with staff to balance individual with business/service needs in a sympathetic way.</li> </ul>

<p>7) Staff Wellbeing, Health and Safety (Contd.)</p>	<p>C) Sickness is managed pro-actively and supportively to enable staff to fulfil the requirements of their roles.</p> <p>D) Flexible working arrangements are properly considered and available to staff wherever their care/childcare needs can be properly balanced with the business/service needs of the University.</p> <p>E) All staff are provided with a safe working environment.</p>	<ul style="list-style-type: none"> <li>• There are opportunities and encouragement for staff to take part in wellbeing activities.</li> <li>• Development for leaders and managers in stress management skills and designing resilient teams and roles.</li> <li>• Health and safety advice and training is provided to leaders, managers and staff.</li> <li>• Confidential health / advisory and mediation services are available for all staff</li> </ul>	<ul style="list-style-type: none"> <li>• Staff are able to work with their leaders to ensure that University business/service needs are met within proposed flexible working arrangements.</li> <li>• All staff appreciate the need for stress management, and are constantly alert for and take the necessary action to manage workplace stress.</li> <li>• Leaders have the skills to proactively manage stress.</li> </ul>
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**STRATEGIC PROGRAMME IMPLEMENTATION PLAN for PEOPLE MANAGEMENT**

<i>Engaging People Strategic Programme 1 Deliverables</i>	<b>Lead Partner</b>	<b>Partner(s)</b>	<i>Key Success Indicators</i>	YR 1 11/12	YR 2 12/13	YR 3 13/14	YR 4 14/15	YR 5 15/16
<ul style="list-style-type: none"> <li>Generic Role Profiles supporting Job Descriptions and Personnel Specifications defining Role Requirements / Competencies are developed and linked through to Appraisal / DAR</li> </ul>	HR	HR/SD	<i>Resilient and Sustainable Structures and Job Roles.</i>					
<ul style="list-style-type: none"> <li>Review of Performance Development / DAR process to engage staff in performance standards and to facilitate development and recognition / reward opportunities</li> </ul>	HR	HR/SD/EDS	<i>Resilient and Sustainable Structures and Job Roles</i>					
<ul style="list-style-type: none"> <li>Training and Development in Recruitment and Selection is available to all recruiting managers</li> </ul>	HR	HR/EDS	<i>Recruitment, Selection and Induction</i>					
<ul style="list-style-type: none"> <li>A range of Selection techniques are developed to test Recruitment and Selection criteria and is 'fit for purpose' on a post by post basis</li> </ul>	HR	HR/SD/EDS	<i>Recruitment, Selection and Induction</i>					
<ul style="list-style-type: none"> <li>Guidance on Probation is reviewed and disseminated to all Line Managers</li> </ul>	HR	HR/SD	<i>Recruitment, Selection and Induction</i>					
<ul style="list-style-type: none"> <li>Induction guidance is developed and implemented by all Faculties / Departments and electronic 'on-boarding' of new staff is facilitated</li> </ul>	SD	SD/HR/ISD	<i>Recruitment, Selection and Induction</i>					

**STRATEGIC PROGRAMME IMPLEMENTATION PLAN for PEOPLE MANAGEMENT**

<b>Engaging People Strategic Programme 1 Deliverables</b>	<b>Lead Partner</b>	<b>Partner(s)</b>	<b>Key Success Indicators</b>	<b>YR 1 11/12</b>	<b>YR 2 12/13</b>	<b>YR 3 13/14</b>	<b>YR 4 14/15</b>	<b>YR 5 15/16</b>
<ul style="list-style-type: none"> <li>• A range of Workforce Information Data sets is developed and made available through Business Intelligence tools for all Line Managers</li> </ul>	HR	HR/ISD	<i>Workforce Information</i>					
<ul style="list-style-type: none"> <li>• Review of Workload Planning Schemes for Academic and Research staff in Faculties / Schools to facilitate transparency in workloads and to allow focus on core teaching and research activities</li> </ul>	HR	SD/Facs	<i>Workforce Information</i>					
<ul style="list-style-type: none"> <li>• Talent Management / Succession Planning Models are explored to enable Managers to identify potential and existing high performers and to develop these for suitable managerial roles</li> </ul>	HR	HR/SD/EDS	<i>Workforce Planning</i>					
<ul style="list-style-type: none"> <li>• Development of Knowledge Sharing Systems, Communities of Practice and Perform – Learn – Perform practices for Faculties / Departments</li> </ul>	HR	HR/SD	<i>Workforce Planning</i>					
<ul style="list-style-type: none"> <li>• Change Management Practice and Process Guidance incorporating Good Practice is developed and available to Line Managers in order to have a consistent approach to the development and implementation of Change Management</li> </ul>	HR	HR/SD/ESD	<i>Identification of Critical Change</i>					
<ul style="list-style-type: none"> <li>• Implement Restructuring / Redeployment / Redundancy Policy processes to support Fac/Sch/Dep/ University to achieve agreed efficiency targets</li> </ul>	HR	HR/Fac/Sch/ Dept/SMG	<i>Identification of Critical Change</i>					

**STRATEGIC PROGRAMME IMPLEMENTATION PLAN for PEOPLE MANAGEMENT**

<b>Engaging People Strategic Programme 1 Deliverables</b>	<b>Lead Partner</b>	<b>Partner(s)</b>	<b>Key Success Indicators</b>	<b>YR 1 11/12</b>	<b>YR 2 12/13</b>	<b>YR 3 13/14</b>	<b>YR 4 14/15</b>	<b>YR 5 15/16</b>
<ul style="list-style-type: none"> <li>Development of Staff Suggestion Schemes to improve efficiency and reduce cost and waste and which is recognised in the University's reward processes</li> <li>Implementation of the University's Equality Action Plan and associated policies and procedures by Line Managers to contribute to staff well-being and flexibility and simultaneously address business needs</li> <li>Implementation of the University's Annual Health and Safety Plan and associated actions, policies and procedures</li> </ul>	HR	HR/EDS/SD	<i>Recognising and Valuing Enterprise, Innovation and Improvement and Strategic Programme 3 – Reward</i>					
	EDS	EDS/HR	<i>Staff Wellbeing, Health and Safety and Strategic Programme 3 – Equality</i>					
	H&S	HR/Facs/Dept	<i>Staff Wellbeing, Health and Safety</i>					

**Key**

- Institutional Enhancement Project Agreed
- Institutional Enhancement Project Implemented
- Institutional Enhancement Project Successfully Completed
- Institutional Enhancement - Maintained

## Strategic Programme 2: Leading and Developing People and the University

### Key Success Indicators: Development and Enhancement of

- Institutional & Individual Capability, Performance & Well-Being
- Strategically Aligned Transformational Leaders at all Levels
- Excellence in Collaborative Working Relationships, Creativity, Innovation and Managing Change
- Greater Local and Personal Accountability
- Adaptable and Sustainable Structures, Systems and Processes

Key Success Indicator	Desired Outcomes	Requirements for Process/System	Requirements for Culture/Behaviour Change
<p>1) Enhanced Institutional &amp; Individual Capability, Performance &amp; Well-Being</p> <p>2) Greater Local and Personal Accountability</p>	<p>Senior leaders create and share clearly articulated standards for, and expectations of, performance and behaviour that enable the delivery of Faculty/Department and University goals.</p> <p>Research and Teaching capability in respect of academic and research staff is developed and enhanced in the University.</p> <p>Staff receive and utilise regular and constructive feedback to enhance their professional practice and/or performance</p> <p>Staff are regularly appraised and fairly assessed against their agreed performance objectives</p> <p>Staff are given opportunities to develop their capability and potential to meet current and future role requirements</p>	<ul style="list-style-type: none"> <li>• Clearly articulated professional development frameworks outlining the respective Professional Standards, CPD Interventions/Resources and Career Development Scope</li> <li>• Contract Research Staff are developed and managed in line with the National Concordat for Contract Research Staff</li> <li>• Performance &amp; Development Review Systems for staff at all levels that facilitate Enhanced Institutional and Individual Capability, Performance and Well-Being</li> <li>• Faculties / Schools have fair and transparent Workload Allocation Models for Academic and Research staff</li> </ul>	<ul style="list-style-type: none"> <li>• Leaders consistently appraise, support and develop their staff to enhance individual and institutional capability, performance and well-being</li> <li>• Academic and Research Staff understand and accept that the development and enhancement of Research and Teaching capability is an expectation and requirement of their individual performance and progression</li> <li>• Contract Research Staff understand the development and performance expectations under the National Concordat for Contract Research Staff</li> <li>• Staff consistently meet the required standards of performance and behaviour of their agreed role</li> <li>• Staff have the opportunity to optimise their talent/skills and are encouraged to achieve for the University?</li> </ul>

Key Success Indicator	Desired Outcomes	Requirements for Process/System	Requirements for Culture/Behaviour Change
<p>3) Strategically Aligned Transformational Leadership at all Levels (senior, middle and first line managers)</p> <p>4) Greater Local &amp; Personal Accountability</p> <p>5) Adaptable and Sustainable Structures, Systems and Processes</p>	<p>Leaders create and/or facilitate change programmes/projects leading to enhanced institutional capability, performance and well-being i.e., cultural, or structural, or service or process change to enable delivery of strategic goals</p> <p>Succession Management System that identifies, assesses and develops the required quality and quantity of potential future leaders to enable current and future leadership continuity</p>	<ul style="list-style-type: none"> <li>• Leaders have the required support and capability to manage conflict and/or underperformance in a prompt and professional manner</li> <li>• Provision of open and bespoke Transformational Leader Development Programmes/ Interventions for all levels of Leaders (senior, middle and first line managers) to facilitate the effective implementation of cultural or structural or service or process change strategies and projects</li> <li>• Development and implementation of a transparent, fair and effective succession/talent management and development system</li> <li>• Develop a pool of Transformational Academic and Business Support Leaders to assure current and future leadership continuity</li> </ul>	<ul style="list-style-type: none"> <li>• Leaders take a proactive and consistent approach to managing performance</li> <li>• Leaders at all levels are committed to open and clear communication and are enthusiastic and skilled in communicating with staff</li> <li>• Staff have sufficient notice of need/rationale for change which directly impacts them and have the opportunity to actively contribute to the planning, implementation and evaluation of the required change</li> <li>• All staff feel that their views are respected</li> <li>• The need for sustainability and adaptability is shared by staff, leaders and Trade Union representatives across the University</li> <li>• Acceptance that change can be enriching</li> <li>• Staff view leadership roles as desirable and aspire to contribute to the University's achievements through this developmental route</li> </ul>

<p>6) Excellence in Collaborative Working relationships, Creativity, Innovation and Managing Change</p>	<p>Enhanced Professional Practice and/or Performance</p> <p>Creative and innovative practice which positions and maintains Ulster's reputation as a leading and academic institution</p>	<ul style="list-style-type: none"> <li>• Strategically targeted Peer Supported Review consistently implemented and positive outcomes disseminated within and between Faculties</li> <li>• Mechanisms and programmes developed and implemented to enable staff to exchange knowledge, ideas and work together across disciplines and "boundaries"</li> <li>• Creativity and innovation actively encouraged, facilitated, recognised and rewarded</li> </ul>	<ul style="list-style-type: none"> <li>• Greater engagement in Collaborative Working Relationships</li> </ul>
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**STRATEGIC PROGRAMME 2 - IMPLEMENTATION PLAN for LEADING & DEVELOPING PEOPLE AND THE UNIVERSITY**

<b>Engaging People Strategic Programme 2 Deliverables</b>	<b>Lead Partner</b>	<b>Partner(s)</b>	<b>Key Success Indicators</b>	<b>YR 1 11/12</b>	<b>YR 2 12/13</b>	<b>YR 3 13/14</b>	<b>YR 4 14/15</b>	<b>YR 5 15/16</b>
<ul style="list-style-type: none"> <li>Induction provision welcomes and enables all new and existing staff to perform effectively in their new role at the earliest opportunity</li> </ul>	SD	Line Managers	<p><i>Enhanced Institutional &amp; Individual Capability, Performance &amp; Well-being</i></p> <p><i>Greater Local &amp; Personal Accountability</i></p>					
<ul style="list-style-type: none"> <li>All Probationary Programmes are consistently managed to ensure a shared understanding of standards of performance and behaviour, documented evidence of formative and summative assessment, feedback &amp; provision of adequate support when required.</li> </ul>	HR	SD/ Line Managers	<p><i>Enhanced Institutional &amp; Individual Capability, Performance &amp; Wellbeing</i></p> <p><i>Greater Local &amp; Personal Accountability</i></p>					
<ul style="list-style-type: none"> <li>A CPD Framework for each constituent group of staff outlining the respective Professional Standards, CPD Interventions/Resources and Career Development Scope</li> </ul>	SD	HR	<p><i>Enhanced Institutional &amp; Individual Capability, Performance &amp; Wellbeing</i></p> <p><i>Adaptable &amp; Sustainable Structures</i></p>					
<ul style="list-style-type: none"> <li>The National Concordat for Contract Research Staff is consistently applied</li> </ul>	R & I	HR/SD/ Facs/Depts	<p><i>Enhanced Institutional &amp; Individual Capability, Performance &amp; Wellbeing</i></p>					
<ul style="list-style-type: none"> <li>All staff actively engaged in Performance Development &amp; Review with evidence of regular feedback and the required support/development to achieve their agreed performance objectives</li> </ul>	SD	Line Managers	<p><i>Enhanced Institutional &amp; Individual Capability, Performance &amp; Wellbeing</i></p> <p><i>Greater Local &amp; Personal Accountability</i></p>					
<ul style="list-style-type: none"> <li>Increased number of staff engaging in Centre for Higher Education Practice activities leading to enhanced Professional Practice &amp; Institutional Performance</li> </ul>	CHEP	SD/ Line Managers	<p><i>Enhanced Institutional &amp; Individual Capability, Performance &amp; Wellbeing</i></p> <p><i>Excellence in Collaborative Working Relationships, Creativity &amp; Innovation</i></p>					

**STRATEGIC PROGRAMME 2 - IMPLEMENTATION PLAN for LEADING & DEVELOPING PEOPLE AND THE UNIVERSITY**

<b>Engaging People Strategic Programme 2 Deliverables</b>	<b>Lead Partner</b>	<b>Partner(s)</b>	<b>Key Success Indicators</b>	<b>YR 1 11/12</b>	<b>YR 2 12/13</b>	<b>YR 3 13/14</b>	<b>YR 4 14/15</b>	<b>YR 5 15/16</b>
<ul style="list-style-type: none"> <li>Further development of existing Coaching Infrastructure to enhance Individual or Team Performance at all levels within the Institution</li> </ul>	SD	Line Managers	<p><i>Enhanced Institutional &amp; Individual Capability, Performance &amp; Well-being</i></p> <p><i>Adaptable &amp; Sustainable Structures</i></p>				 	 
<ul style="list-style-type: none"> <li>Development and consistent implementation of Professional Mentor Infrastructures for Academic Teaching Staff, Researchers, Leaders and Potential Successors</li> </ul>	SD	Line Managers	<p><i>Enhanced Institutional &amp; Individual Capability, Performance &amp; Well-being</i></p> <p><i>Excellence in Collaborative Working</i></p>	 	 	 	 	
<ul style="list-style-type: none"> <li>Strategically targeted Peer Supported Review consistently implemented and positive outcomes disseminated within and between all Faculties</li> </ul>	SD	Line Managers	<p><i>Enhanced Institutional &amp; Individual Capability, Performance &amp; Well-being</i></p> <p><i>Excellence in Collaborative Working Relationships, Creativity, Innovation &amp; Managing Change</i></p>	 	 	 	 	 
<ul style="list-style-type: none"> <li>Provision of Transformational Leader Development Programmes for all levels of leaders (senior, middle &amp; first line) to facilitate and/or support the effective implementation of cultural or structural or process or service change strategies and projects (NB Priority focus on middle and first line managers)</li> </ul>	SD	Line Managers	<p><i>Enhanced Institutional &amp; Individual Capability, Performance &amp; Well-being</i></p> <p><i>Strategically Aligned Transformative Leaders at all Levels</i></p>		 	 	 	 
<ul style="list-style-type: none"> <li>Develop a pool of transformational Academic &amp; Business Support Leaders to assure current and future leadership continuity</li> </ul>	SD	Line Managers	<p><i>Enhanced Institutional &amp; Individual Capability, Performance &amp; Wellbeing</i></p> <p><i>Local &amp; Personal Accountability</i></p>	 		 	 	 
<ul style="list-style-type: none"> <li>Staff are aware of the rationale for change which directly impacts them and have an opportunity to contribute to the planning , implementation and evaluation of the required change</li> </ul>	SD	Line Managers	<p><i>Enhanced Institutional &amp; Individual Capability, Performance &amp; Well-being</i></p> <p><i>Local &amp; Personal Accountability</i></p>	  				

## **Strategic Programme 3: Valuing Staff – Engagement, Recognition, Reward and Respect**

### **Key Success Indicators: Development and Enhancement of**

- Equality and Diversity in all University activity
- Recognition and Reward
- Staff Engagement

<b>Key Success Indicator</b>	<b>Desired Outcomes</b>	<b>Requirements for Process/System</b>	<b>Requirements for Culture/Behaviour Change</b>
1) Equality and Diversity in all University activity	<p>A) There is an embedded appreciation and application of equality and diversity processes and practices in all University activities by all staff.</p> <p>B) Leaders are aware of and mitigate against potential inequalities in discharging the functional activities of their respective areas.</p> <p>C) Leaders understand the diversity of their staff and are able to take proper account of this in their management of staff.</p> <p>D) There is equality of opportunity in Recruitment, Training and Development, Promotion and Reward processes.</p> <p>E) The diversity of University staff is representative of the wider population.</p>	<ul style="list-style-type: none"> <li>• Policies and Procedures which make explicit the potential Equality and Diversity dimensions for consideration in respect of University activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Inequality is challenged wherever it is encountered by Leaders and staff.</li> <li>• All staff behaviours align with the University's values.</li> </ul>

Key Success Indicator	Desired Outcomes	Requirements for Process/System	Requirements for Culture/Behaviour Change
2) Recognition and Reward	<p>A) Effective staff performance (individual and team) is recognised, celebrated and rewarded where standards/objectives have been exceeded.</p> <p>B) There is fair and equitable Pay and Grading structures and Reward processes in the University.</p> <p>C) The effective discharge of quality leadership skills is highly valued, recognised, rewarded and celebrated within the University.</p> <p>D) Promotion pathways for academic and research staff and give equal recognition to teaching excellence as an accepted pathway for promotion.</p>	<ul style="list-style-type: none"> <li>• Performance Development Review processes lead into reward and recognition processes to recognise exceptional performance.</li> <li>• Reward and Recognition processes that motivate academic and research staff to achieve high performance standards.</li> <li>• Discretionary payments to recognise high performance and to aid retention of key staff.</li> <li>• Policies and procedures that link performance to reward.</li> <li>• Rigorous system for assessing the pay and grading of posts.</li> <li>• Effective leadership and people management is a specific category for progression and recognition/reward.</li> <li>• There are systems for recognising and celebrating quality leaders and managers in the University.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistency of approach by Leaders in Reward and Recognition Processes leading to staff feeling assured that reward and recognition is fair, competitive and performance based.</li> <li>• All staff in the University value quality leadership and management skills.</li> <li>• Achievement in Teaching / Pedagogy excellence is viewed by academic staff as a recognised meritorious pathway in the promotional processes for academic staff.</li> </ul>

<p>3) Staff Engagement</p>	<p>A) Staff understand and align with the University's strategic aims, direction and Corporate Plan.</p> <p>B) There is a high degree of loyalty and pride from staff to the University.</p> <p>C) Staff are engaged in identifying enhancements within their Faculty/Department and the University and these are valued, carefully considered and wherever possible utilised.</p> <p>D) All staff are proactive in developing and maintaining effective working relationships within and across functional boundaries.</p> <p>E) There is a Positive Work Environment which is supportive and inclusive and where staff are able and encouraged to share knowledge and insight to learn, develop, innovate and improve.</p> <p>F) Support is available for staff where they need help in improving their working relationships and/or managing conflict.</p>	<ul style="list-style-type: none"> <li>• Independent assessment of staff engagement and wellbeing is conducted regularly via staff surveys.</li> <li>• Integrated marketing / communications model to engage staff in engagement initiative.</li> <li>• Engagement 'champions / ambassadors' to promote engagement initiatives</li> <li>• Effective processes for communication to and from staff exist.</li> </ul>	<ul style="list-style-type: none"> <li>• Leaders proactively encourage staff participation in University engagement initiatives and surveys.</li> <li>• Leaders encourage ideas for improvement and innovation and respond positively when they receive them.</li> <li>• Leaders at all levels are able to assess and act on indicators of staff engagement.</li> <li>• 'Traditional' silos are broken down through collaborative working.</li> </ul>
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**STRATEGIC PROGRAMME IMPLEMENTATION PLAN for VALUING PEOPLE – ENGAGEMENT, RECOGNITION, REWARD AND RESPECT**

<b>Engaging People Strategic Programme 3 Deliverables</b>	<b>Lead Partner</b>	<b>Partner(s)</b>	<b>Key Success Indicators</b>	<b>YR 1 11/12</b>	<b>YR 2 12/13</b>	<b>YR 3 13/14</b>	<b>YR 4 14/15</b>	<b>YR 5 15/16</b>
<ul style="list-style-type: none"> <li>Implementation of the University's Equality Scheme Action plan</li> </ul>	EDS	HR	<i>Equality and Diversity in all University Activity</i>					
<ul style="list-style-type: none"> <li>Review and update equality and diversity policies and practices to ensure compliance with legislative changes</li> </ul>	EDS	HR	<i>Equality and Diversity in all University Activity</i>					
<ul style="list-style-type: none"> <li>Conduct 3 yearly Equal Pay Audit (in 13/14) and Annual Review of Pay Grades to ensure compliance and take corrective action as necessary</li> </ul>	HR	HR/EDS	<i>Recognition and Reward</i>					
<ul style="list-style-type: none"> <li>Review existing Excellence Awards and Recognition processes to include criteria such as Efficiency / Cost Reduction, Leadership and Change Management success, Creativity and Innovation and collaborative Working</li> </ul>	HR	HR/EDS/SD	<i>Recognition and Reward</i>					
<ul style="list-style-type: none"> <li>Performance Development and Review / DAR outcomes contribute to Pay and Reward</li> </ul>								
<ul style="list-style-type: none"> <li>Explore the use of targeted 'discretionary' payments to reward high performing academic and research staff to help retention</li> </ul>	HR	HR/EDS/SMG	<i>Recognition and Reward</i>					
	HR	HR/EDS/T&L/R&I	<i>Recognition and Reward</i>					

**STRATEGIC PROGRAMME IMPLEMENTATION PLAN for VALUING PEOPLE – ENGAGING, RECOGNITION, REWARD AND RESPECT**

<i>Engaging People Strategic Programme 3 Deliverables</i>	<b>Lead Partner</b>	<b>Partner(s)</b>	<i>Key Success Indicators</i>	YR 1 11/12	YR 2 12/13	YR 3 13/14	YR 4 14/15	YR 5 15/16
<ul style="list-style-type: none"> <li>Develop further non-financial rewards e.g. career progression and development opportunities, linked to significant achievements and talent management processes</li> </ul>	HR	HR/DS/EDS	<i>Recognition and Reward</i>					
<ul style="list-style-type: none"> <li>Strengthen and promote the recognition of Teaching Excellence as an equal pathway in University promotion processes</li> </ul>	HR	HR/SD/EDS/T&L	<i>Recognition and Reward</i>					
<ul style="list-style-type: none"> <li>Examine reward processes for support staff to recognise exceptional performance</li> </ul>	HR	HR/SD/EDS/SMG	<i>Recognition and Reward</i>					
<ul style="list-style-type: none"> <li>Develop an Annual 'Benefits Statement' for all staff to recognise Ulster's terms and conditions of employment</li> </ul>	HR	HR/Fin	<i>Recognition and Reward</i>					

**Key**

- Institutional Enhancement Project Agreed
- Institutional Enhancement Project Implemented
- Institutional Enhancement Project Successfully Completed
- Institutional Enhancement - Maintained

**STRATEGIC PROGRAMME IMPLEMENTATION PLAN for VALUING PEOPLE – ENGAGING, RECOGNITION, REWARD AND RESPECT**

<i>Engaging People Strategic Programme 3 Deliverables</i>	<b>Lead Partner</b>	<b>Partner(s)</b>	<i>Key Success Indicators</i>	YR 1 11/12	YR 2 12/13	YR 3 13/14	YR 4 14/15	YR 5 15/16
<ul style="list-style-type: none"> <li>Conduct 2<sup>nd</sup> PWE Survey for all staff</li> </ul>	HR	HR/SD/EDS	<i>Staff Engagement</i>					
<ul style="list-style-type: none"> <li>Develop other Engagement Survey Initiatives to assess staff engagement 'readiness'</li> </ul>	HR	HR/SD/EDS and Consultant	<i>Staff Engagement</i>					
<ul style="list-style-type: none"> <li>Develop an integrate marketing / communication model to support and promote staff engagement initiatives</li> </ul>	HR	HR/SD/EDS and Consultant	<i>Staff Engagement</i>					
<ul style="list-style-type: none"> <li>'Appoint' Engagement 'Ambassadors' / 'Champions' to promote engagement initiatives across the University</li> </ul>	HR	HR / Consultant	<i>Staff Engagement</i>					

**Key**

- Institutional Enhancement Project **Agreed**
- Institutional Enhancement Project **Implemented**
- Institutional Enhancement Project **Successfully Completed**
- Institutional Enhancement - **Maintained**