



People and Organisational Development Strategy

HR People and Organisational Development

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Introduction

The University of Huddersfield has seen significant growth and success over recent years. In order for this trend to continue, we need to create a culture in which personal and professional development is embedded throughout all our Schools and Services. This People and Organisational Development (P&OD) strategy sets out our plans, ambitions and commitment to developing all our staff. Our approach will help ensure people are equipped with the right knowledge, skills and behaviours to undertake their roles effectively, both for now and in the future.

Aims of this strategy

Maintaining P&OD as a service that sits at the heart of organisational improvement is an integral part of this strategy. Aligned to our 2025 Strategy Map, this document provides the blueprint through which we can continue to modernise our provision, introduce new initiatives, and evidence our impact. Our plans address the next 3-5 years, with a priority over the next 12-18 months to put all the necessary foundations in place. The intention is to provide a simple and clear model to underpin our service, and to be specific enough to enable operational plans to be put in place.

Context

Our University is facing increasing pressures from a combination of factors, and operates within an ever more competitive environment, especially since Covid 19. Responding to these challenges requires a culture of high-performance, where learning and development and continuous improvement is supported and encouraged. P&OD, like the wider institution, needs to remain flexible and relevant. Due to this need for agility, our strategies set a particular direction of travel, but are designed to be sufficiently supple to accommodate institutional changes in direction.

Scope

This strategy applies to all staff working at our University, full and part time, permanent and temporary. Wherever possible, P&OD activity will be integrated for both academic, professional services and technical services staff, and across Schools and Services, to help foster better collaborative working and learning.

Alignment to our 2025 Strategy Map

To ensure our offering is transparently aligned with the 2025 Strategy Map, we will ...

- ❖ Identify a number of development themes under which our blended range of development activities can be categorised.
- ❖ Underpin each theme with a short business case to provide clarity in relation to how the theme supports the Strategy Map, and which is signed off by an appropriate sponsor.
- ❖ Have dedicated P&OD managers as theme leads who will work closely with relevant partners, academic experts and staff groups.
- ❖ Periodically review all our themes to assess their effectiveness, both in terms of content and delivery method.



Our Vision

“Helping people achieve their full potential”

Our Principles

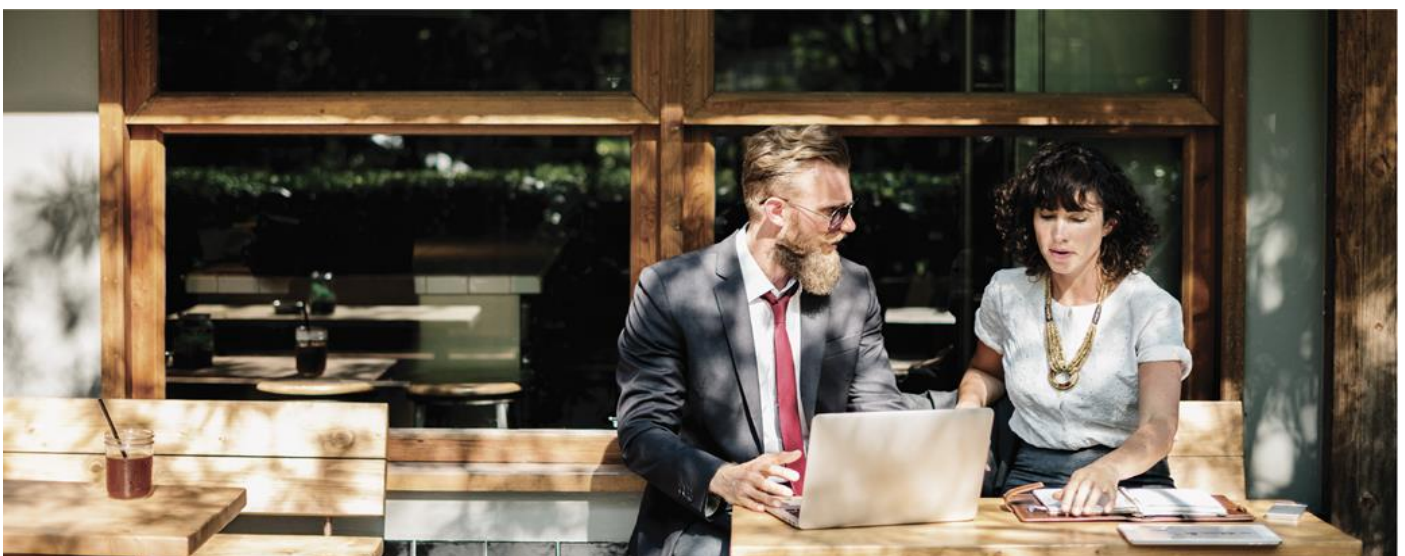
We are guided by a shared set of principles that define the way we work, and help us engage with like-minded trainers and partners (internally and externally). Our principles are ...

- ❖ Alignment to our 2025 Strategy Map.
- ❖ Ensuring our offerings are informed by the latest research, and at the forefront the latest thinking and best practice.

- ❖ Adopting cutting edge, blended learning techniques.
- ❖ Learning from the best. Our development activities are co-created with subject matter experts.
- ❖ Ensuring all staff have fair and equal access to development opportunities.
- ❖ Being inclusive and customer focussed, through a flexible delivery model, to fit around the lives of our busy staff community.
- ❖ Demonstrating tangible improvements by regularly measuring, reviewing and reporting on development activities.
- ❖ Supporting staff to be great in their current roles, as well as helping them with their future career aspirations.
- ❖ Taking a collaborative approach with all of our partners and customers.
- ❖ We strive to continuously improve ourselves. Our development offerings will be regularly refreshed to remain up-to-date and reflective of our institutional needs.

Our Approach

- ❖ **Practical:** Our activities are not just theoretically relevant, but also practical, so staff can apply their learning back in the workplace.
- ❖ **Inclusive:** Our development activities are designed to cater for a range of learning preferences and approaches.
- ❖ **Engaging:** We adopt a participative and interactive approach to support learning.
- ❖ **Reflective:** We encourage self-reflection, enabling staff to understand themselves better.
- ❖ **Assessment (where appropriate):** We are committed to work-based learning. We believe in the principle that assessment should be based on developing insight and reflection.

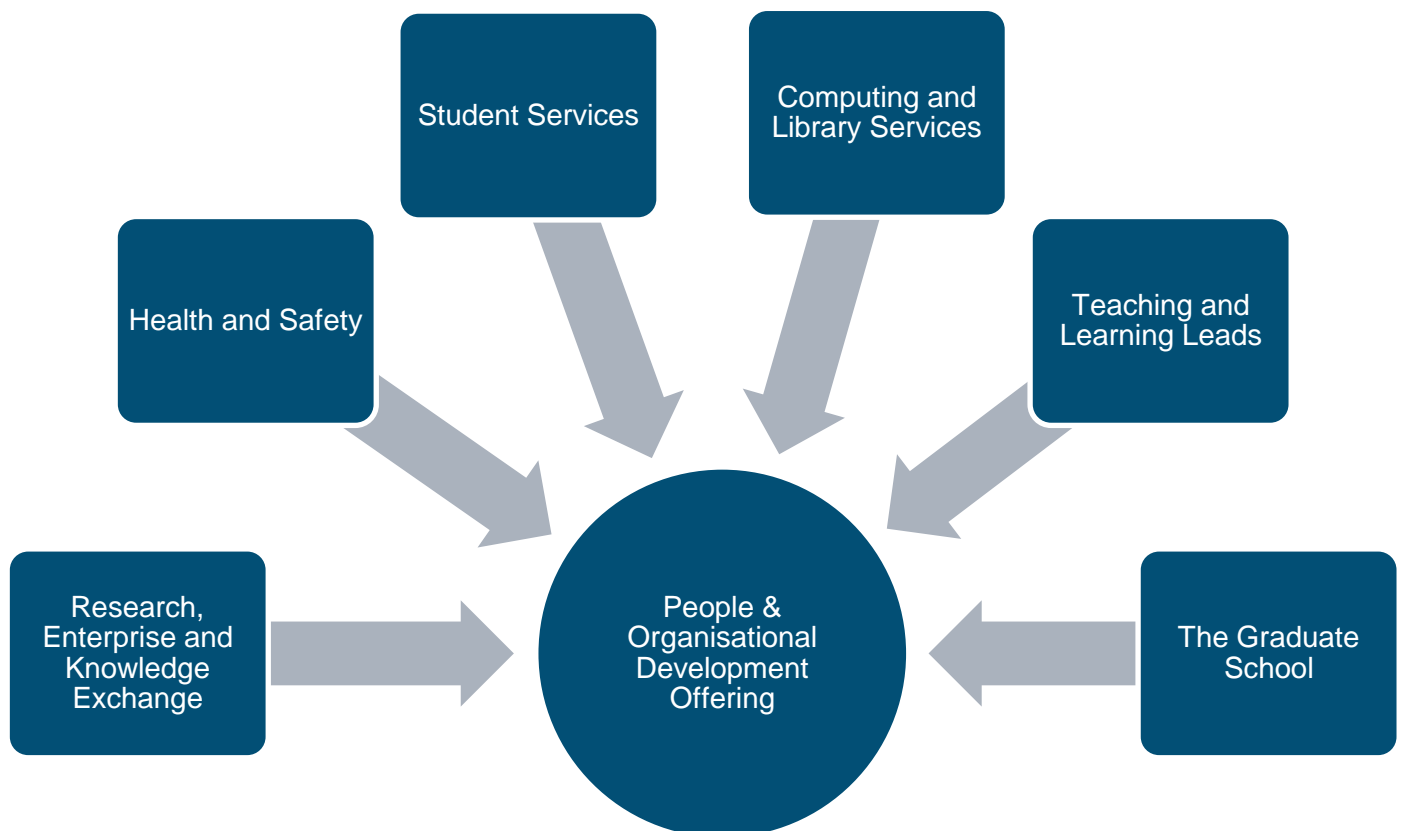


Operational Management (One-Stop-Shop)

In addition to P&OD, a number of teams across the University provide learning and development opportunities for staff (please see diagram 1). With this in mind, access to these opportunities needs to be clear and simple. Our One-Stop-Shop for all development activities will bring together best practice and expertise under one umbrella, providing multiple benefits and a coherent brand, including ...

- ❖ A co-ordinated and strategic approach.
- ❖ Less duplication, greater efficiency and sharing of resources.
- ❖ Simplified booking, reporting and data collection systems.
- ❖ Channelled marketing and promotion.
- ❖ Enhancing our speed and agility to react to changing demands.

Diagram 1:



We will ...

- ❖ Deliver of a tailored development provision.
- ❖ Ensure shared-ownership of development activities. Where appropriate, service level agreements could set out the agreed parameters and expectations (although we hope this level of formality is not needed).
- ❖ Develop informative, interactive and compelling webpages, and create a clear identity and brand through co-ordinated marketing.
- ❖ Continuously review our processes and procedures. This will eliminate ambiguity between the teams in diagram 1, as well as helping to avoid duplication.
- ❖ Ensure customer service excellence is embedded throughout all we do.
- ❖ Develop a greater mix of internal and external facilitators (with specific areas of expertise) to support our capacity and capability to deliver development activities. If necessary, a train the trainer model will be used to up-skill existing staff to deliver training.
- ❖ Review the quality of our externally-commissioned consultants, assessing if their training has adapted to suit the current climate, and ensure that materials have not become stagnant or are delivered in an ineffective way.
- ❖ To ensure quality and value for money. Any externally-commissioned training costing more than £5000 per annum shall go through a competitive process to drive down costs and maintain quality.
- ❖ Benchmark our provision against others in the sector and good practice elsewhere.



Our Development Cycle

We take a systematic approach, as outlined below:



Identifying development needs

Our aim is to have a varied approach to conducting our training needs analysis (TNA), providing a holistic picture of our development needs. We will ...

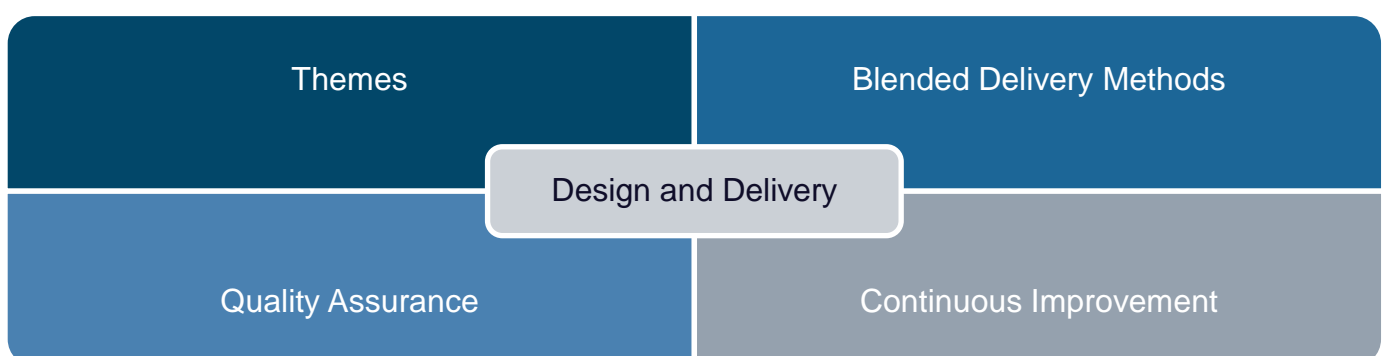
- ❖ Work with the Vice-Chancellors Office to analyse the development implications from our Strategy Map.
- ❖ On an annual basis, work with Schools and Services to summarise and analyse development needs resulting from the appraisal process.
- ❖ Work with the Research and Enterprise Office and our Schools to ensure requirements for the REF and TEF are supported.
- ❖ Analyse the results of the Quality of Working Life (QoWL) survey, providing us with a rich source of data and which can be split into several categories.
- ❖ Liaise with our coaches and mentors to gather feedback on the trends and issues from their one-to-one practice with coachees and mentees, and ensure effective processes are in place to guarantee all feedback remains confidential.
- ❖ Engage our P&OD champions (in each School and Service) to help to ensure that our development activities have the right focus, content and is delivered in the right way. This champions group provides us with valuable 'ears on the ground' and are an extremely useful source of information and discussion.

- ❖ Identify development needs using our Business Partner model through ongoing consultation with Schools and Services.
- ❖ Use additional approaches for specific projects, such as questionnaires, 360-degree assessments, feedback from focus groups, or discussions with external stakeholders.

Design and delivery

Our aim is to design and deliver an engaging and impactful range of development activities. We will ...

- ❖ Use cutting edge learning techniques that allow our staff to learn at their own pace, and in a format that best suits their needs.
- ❖ Increase the use of blended and hybrid delivery methods. Please see Appendix A for further details.
- ❖ Encourage staff to learn outside ‘the usual’ ways. For example, through stretch opportunities, projects and secondments.
- ❖ Expand our on-line provision. Staff often don’t have time to attend face-to-face sessions. On-line learning enables the same knowledge to reach all corners of the University very quickly, and staff to learn at a time which suits them best.
- ❖ Periodically review our development offering to fine tune what we do, take advantage of new technologies, and most importantly, stay abreast of the latest trends.
- ❖ Set out rigorous quality checks to ensure integrity of our development activities and aligned with our principles and approach.



Evaluation, measurement, and return on investment

Our aim is to articulate and demonstrate our contribution to the Strategy Map. Supporting our principles of continuous improvement, we will thoroughly evaluate and measure the impact of all our development activities. Please see our Evaluation, Impact and ROI strategy for further details.



Partnership working and collaborations

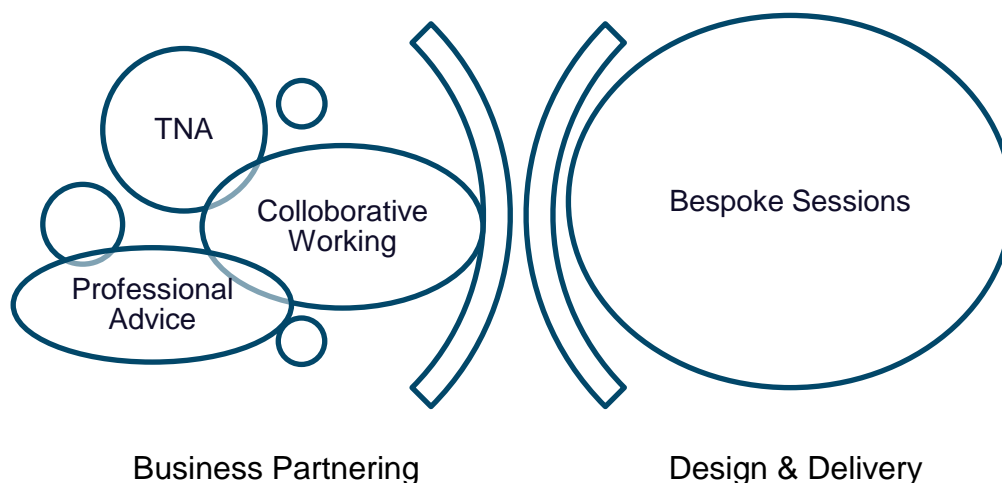
Our aim is to create a network of exceptional and purposeful partnerships. We will ...

- ❖ Collaborate in the design and delivery of development activities with the teams in diagram 1, taking a philosophy of 'co-creation'.
- ❖ Learn from subject matter experts, helping to ensure our development activities are at the forefront of the latest thinking and best practice.
- ❖ Partner with organisations to design, deliver, or commission joint development initiatives. This will help share best practice and achieve the same or better outcomes at a reduced cost.
- ❖ Work with professional bodies such as the Chartered Management Institute (CMI), so our staff can gain professional, internationally-recognised qualifications.
- ❖ Establish effective joint working relationships with our P&OD champions and the trade unions to help drive through new development initiatives. Please see our [P&OD champions](#) role descriptions for further details.

Business partnering

Our aim is to provide a first-class consultancy service, offering professional advice and bespoke facilitation to our Schools and Services. We will ...

- ❖ Operate as business partners, working with colleagues in HR and the teams in diagram 1 to provide advice and support. Our approach to business partnering is underpinned by the belief that in order to make a real difference, we must understand the issues facing each School and Service we work with. This will allow us to support the unique challenges faced by individuals and teams, rather than simply imposing pre-formed methods and solutions.
- ❖ Deliver a range of bespoke team development sessions.
- ❖ Use data sources such as our P&OD dashboard, the QoWL survey and NSS scores to inform our business partnering approach. This will allow us to proactively target and work with specific areas of our University.
- ❖ Help Schools and Services with development planning and reporting.



Building engaged learning communities

Our aim is to help create a community learning environment across the University in which staff are engaged and inspired to develop together and make improvements. We will ...

- ❖ Encourage our diverse staff community (academics, professional services and technical services) to work and learn collaboratively, helping to understand and support each other's challenges.
- ❖ Launch initiatives to tap into the expertise of our staff, and encourage them to share their knowledge with others.
- ❖ Establish cross-organisational coaching, mentoring and action learning sets.
- ❖ Work with relevant groups, such as the EDI networks, to promote development opportunities amongst under-represented groups.
- ❖ Develop a (CMI) Chartered Manager 'Alumni' community for our management and leadership population.
- ❖ Engage our P&OD champions for the promotion and dissemination of development opportunities.
- ❖ Hold events to bring staff from all parts of our University together to help tackle our key organisational challenges.
- ❖ Co-ordinate a range of forums, groups and associations.
- ❖ Use technologies that allow staff to interact virtually.
- ❖ Launch a Thought Leader series through which we interview subject matter experts regarding their research, specialisms or areas of expertise, enabling our staff to learn from each other.

Teaching and Learning

Our aim is to work collaboratively with colleagues in our Schools and Services to provide a comprehensive teaching and learning offering. We will ...

- ❖ Conduct a regular TNA to explore what kind of teaching and learning development support academics need.
- ❖ Ensure development requirements for the TEF are supported.
- ❖ Draw on the expertise from our academic community to deliver teaching and learning sessions.

NB: Design and delivery for teaching and learning development activities sits with relevant Associate Deans or Director for teaching and learning in Schools.

Research and Enterprise

Our aim is to support the Researcher Development team to provide a comprehensive offering for our research active staff. We will ...

- ❖ Conduct a regular TNA to explore what kind of research and enterprise development support academics need.
- ❖ Ensure development requirements for the REF are supported.
- ❖ Support the Researcher Development team, Computer and Library Services and the Graduate School to deliver a number of sessions, seminars, forums and associations to support researchers at all stages of their careers.
- ❖ Embed the vitae principles set out in the “concordat to support the career development of researchers” into our development offering.



Organisational Development

Our approach to organisational development consists of a number of activities (some of which are outlined below) that will help the University run more effectively, develop a healthy and productive culture and enable us to maximise the talents of our diverse workforce.

Induction and Settling In

Our aim is to create an induction / onboarding 'experience' that helps set the foundation to what new staff members can expect from the University, and what the University expects from its staff. Our offering will include new starter checklists and guides, mandatory on-line courses, as well as sessions and resources to help people settle in to their new role as quickly as possible. Please see our [Induction and Settling In](#) webpage for further details.

Management and Leadership

The 2025 University Strategy Map's 'People First' agenda is to grow an inclusive community of leaders and managers to develop people to achieve excellence. We aim to create a culture in which great management and leadership is embedded at all levels and across Schools and Services. Our Developing Great Leaders strategy will help us create body of Chartered 'professional' managers, who are far more aware of how they can inspire and engage others. Please see our Developing Great Leaders strategy and [Management Matters](#) webpage for further details.

Coaching and Mentoring

Our Coaching and Mentoring strategy outlines the implementation plan for the expansion of our coaching and mentoring provisions at the University, and will help strengthen our capacity for knowledge sharing, reflection and empowering people. Please see our Coaching and Mentoring strategy and [Coaching and Mentoring](#) webpage for further details.

Talent Management (the Talent Hub)

Our underlying principle is that everyone has talent and potential. We will develop a number of mechanisms for developing talent and help create School, Service and University 'talent maps' and 'talent pools'. These mechanisms include behavioural competency frameworks, development centres, a focus on managing performance and tools supporting managers to have talent conversations with their staff. Please see our [Talent Hub](#) webpage for further details.

Key Roles and Responsibilities

This strategy will require ownership, accountability, and commitment from a number of areas and people as outlined below.

- ❖ **Vice Chancellor Executive Group:** are key sponsors and have significant collective involvement in the delivery of our P&OD strategies.
- ❖ **Schools and Services:** are responsible for implementing 'local' development plans and helping to establish a learning culture within their area(s).
- ❖ **P&OD:** are responsible for the delivery of the P&OD strategies.
- ❖ **Line managers:** are responsible for supporting their staff to develop and giving them high quality, and on-going feedback. They also play a key role in supporting staff to translate learning back into the workplace.
- ❖ **Staff:** are required to actively engage with their own development and seek feedback. They should also try and support the development of others by actively engaging in discussions and other collaborative learning activities.



Stakeholders and Governance

Our aim is to engage our stakeholders and explore their needs, ideas for the future, and share the impact of P&OD activities. We will ...

- ❖ Develop a governance structure with clear terms of reference. Our approach will help guide both our strategic and operational planning and, moreover, help formulate ideas and manage key issues and risk. This governance structure aims to support an interdependent and successful relationship between P&OD and our key stakeholders and partners, as outlined below:



Reporting Systems

Our aim is to have reporting mechanisms that provide an effective overview of the contribution and level of service P&OD provide. We will ...

- ❖ Develop a dashboard that provides us with a visual representation, informed by credible metrics, about Schools and Services engagement with learning and development activities, as well as broader indicators of our organisational culture. This dashboard will offer a snapshot of our monthly/yearly performance, and therefore effectively communicate P&OD's story.
- ❖ Produce an Annual Report to further boost our credibility and visibility, and which will be shared with key people from across the University. Using our business partnering approach, we will analyse what the data means for each School or Service we work with, and, where needed, work with them to make plans improvements.

Related P&OD Documents

- ❖ Developing Great Leaders Strategy.
- ❖ Coaching and Mentoring Strategy.
- ❖ Evaluation, Impact and ROI Strategy.
- ❖ P&OD Guidelines and FAQs.

Review

The current HE environment is fast-paced, demanding and constantly evolving. With this in mind, we frequently review what we do, how we do it, and how we measure success. This strategy itself will be reviewed annually, with any changes being acted upon ready for the following academic year.



Appendix A: Blended delivery methods

Our approach to delivery consists of a blended menu of development activities, tools, and resources, most of which are outlined below ...

- ❖ **Sessions and programmes:** accredited to CMI qualifications where necessary, and may include expert input and facilitation from inside and outside the University.
- ❖ **On the job:** the majority of learning will take place on-the-job, learning by doing. We will design ways for our staff to record, review and acknowledge their on-the-job development.
- ❖ **Projects:** real-world projects provide staff with the opportunity to reflect on their working practices and preferences, whilst simultaneously making improvements in their area(s). These projects may be tied in with CMI assessment criteria/requirements.
- ❖ **Observations and feedback:** getting expert feedback on key role aspects or behaviours as a basis for learning.
- ❖ **Work shadowing:** structured within or outside our University - providing practical insights into key experiences and how these are handled by other staff and teams.
- ❖ **External visits:** these may be to other Universities, public or private sector organisations where staff in similar or related roles may provide insights and learning.
- ❖ **Networking opportunities:** enabling our staff to make valuable contacts and meet with like-minded staff outside our University.
- ❖ **Stretch opportunities:** to encourage staff to consider development outside 'the usual activities': such as secondments or taking on additional 'acting-up' responsibilities.
- ❖ **Coaching and mentoring:** staff are able to access qualified coaches or mentors from within and beyond our institution.
- ❖ **Thought Leader series:** this may utilise UniTube, podcasts and other means, through which we interview University subject matter experts regarding their thoughts on various topics, enabling peer learning.
- ❖ **Online and audio-based learning:** such as LinkedIn Learning or podcasts.
ManagementDirect, the CMI's online learning portal, will provide our managers with up to date resources including books, articles and videos.
- ❖ **Development Centres:** will enable staff to be actively involved in the assessment of their own and others' development needs, and will be closely aligned to talent identification and succession planning.

- ❖ **Leaders' Lounge:** facilitated by an executive or senior leader and P&OD, focussing on particular issues or challenges. The Leaders' Lounge will connect staff and executive and senior leaders by removing any positional barriers so meaningful and engaging conversation can happen and act as catalysts for change and improvement.
- ❖ **Outdoor development:** especially suited to leadership development, providing our staff with a unique and memorable opportunity to practice their leadership skills in a 'safe' environment. Outdoor development could form part of a wider and integrated programme (for example, through a leadership residential) or targeted at high-performing team events.
- ❖ **360-degree assessments and psychometric feedback:** being assessed via a 360-degree assessment tool allows staff to get structured and confidential feedback from peers, line managers, and those who report to them. This process will provide a detailed and personalised development plan.
- ❖ **Virtual leadership environments:** create platforms which allow our staff to interact through virtual learning communities and forums to discuss and support each other's learning and challenges.
- ❖ **High-performing team development:** this may involve articulating high-performance team behaviours or values, or forming a clear team vision. We may also use a range of psychometric tools and team diagnostics to enable individuals to gain a greater understanding of themselves and the different personalities they work with.
- ❖ **Action learning:** is an approach to solving real problems that involves acting and reflecting upon the results.
- ❖ **Learning libraries:** working with Computing and Library Services, we will develop a catalogue consisting of books, journals, articles, videos, podcasts and other resources, categorised by themes, to aid self-directed learning. In addition, the CMI library hosts over 25,000 books and 40,000 journals, and their Career Development Centre has services including self-diagnostic tests to support learning styles, personality or assertiveness, CV building and an interview simulator.

NB: the above are examples rather than an exhaustive list.

