

People Strategy Action Plan

Task	Outcome	Milestone	Timetable	Lead	Other Resource	Assumptions	Risk
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Implementation of key strategic Challenges 1 to 4 of the People element of the Strategy

IMPLEMENTATION TASKS							
1. CREATE FLEXIBILITY IN OUR PEOPLE RESOURCE							
<p>a) Develop and roll out ‘What’s the deal?’</p> <p><i>nb: Also meets Key Challenge 3a</i></p>	<p>Align the behaviours and attitudes of existing staff to the new strategy</p> <p>Ensure new staff understand the way we expect them to operate and develop careers.</p> <p>Take up of a range of career models which demonstrate flexibility and movement within the environmental science community</p>	<p>‘What’s the deal?’ drafted by x-NERC group.</p> <p>Gain PAG, PCSG and TUS buy in.</p> <p>Gain NEB buy in</p> <p>Gain senior manager support at RCs</p> <p>Rolled out to sites and embedded in induction.</p>	<p>Mar 08</p> <p>June 08</p> <p>Oct 08</p> <p>Dec 08</p> <p>Roll out completed by end of March 09</p>	J Bates	V Potts People & Skills Network	<p>Needs to be agreed by NEB by Oct 08 to enable timely roll out.</p> <p>Deal format to be developed and finalised before NEB</p> <p>Needs a comms plan for each RC owned by senior team</p>	<p>Lack of resource for roll out.</p> <p>Lack of buy in from PAG/PCSG</p> <p>Lack of buy in from TUS</p> <p>Lack of buy in from NEB</p> <p>Lack of buy in from RC senior teams</p> <p>‘So what?’ impact - personal deal needs to follow soon after</p>

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<p>b) Develop and roll out the NERC career management model and ‘The Personal deal’</p> <p><i>nb: Also meets Key Challenge 3b</i></p>	<p>The framework & tools are effectively utilised</p> <p>Staff align their career aspirations to NERC needs</p> <p>Linkage to workforce planning to avoid cliff edges</p>	<p>Model & tools developed</p> <p>NEB commitment</p> <p>Agree process and ensure that managers are competent to deliver</p> <p>Roll out at each RC/CC</p> <p>One to one conversations with all staff completed.</p> <p>Roll out completed</p> <p>Follow up conversation with all staff</p>	<p>Oct 08</p> <p>Oct 08</p> <p>Mar 09</p> <p>Sept 08</p> <p>Apr 09 to Mar 2010</p> <p>Apr 2010</p> <p>Apr 2013</p>	V Potts	<p>Steve Thompson – Martyn</p> <p>Mehru Khizer</p> <p>Jaqui Dingle</p> <p>CEH Management Team (as pilot)</p>		<p>Insufficient competent managers</p> <p>RC/CC unable to carry out workforce planning</p> <p>Creates unrealistic expectations from staff</p>
<p>c. Establish processes for undertaking effective Workforce Planning at RCC level</p> <p><i>nb: Also meets Key Challenge 3c</i></p>	<p>Workforce planning process/tool.</p> <p>Anticipate skills needs for next 3-5 years</p>	<p>Hold Workshop to establish current position on planning & tools required</p> <p>Scope for new workforce planning tool/tools agreed.</p> <p>Pilot of workforce planning tool/tools</p> <p>Each RCC undertaking workforce planning using tools</p>	<p>Spring 2008</p> <p>Scope agreed Jan 08</p> <p>Pilot June 08</p> <p>June 2009</p>	R White	People & skills network	Key element in the ‘The Personal deal’.	<p>Disproportionate effort v return.</p> <p>Little evidence that this is being successfully done within the wider science community</p>

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<p>d. Establish People & Skills Network</p> <p><i>nb: Also meets Key Challenge 3d</i></p>	<p>Make better use of our total skills resource</p> <p>Identify & promote good practice in skills management</p>	<p>Terms of reference for Network established and membership agreed. Must include senior scientific staff.</p> <p>Priority areas for action:</p> <ul style="list-style-type: none"> ○ Skills data stores (see below) ○ Effective means of sharing information ○ Involvement of wider community 	<p>Initial meeting by March 08</p> <p>Four meetings each year, at least 50% science representation at each</p>	J Bates	Viv Potts		<p>Impact of SSC? Lack of PSMS capability</p> <p>Parochial attitudes by parts of NERC</p> <p>Confusion of purpose re PAG/PCSG</p> <p>Lack of commitment by scientific staff (becomes HR activity)</p>
<p>e. Skills Store development</p>	<p>Understanding of what skills we have (a) in the NERC family of RCCs and (b) in the wider NERC community</p>	<p>Establish current state of play at each RCC</p> <p>Identify a new pan-NERC tool for creating and maintaining data stores</p> <p>Identify skills groupings</p> <p>Populate skills store</p> <p>Make the information available across RCCs</p>	<p>Sept 2008</p> <p>June 2009</p> <p>Sept 2009</p> <p>Dec 2009</p> <p>Jan 2010</p>	J Bates	Ros White Viv Potts		<p>Task seen as 'too difficult' or benefits vs effort not accepted</p> <p>No agreement on skills categories</p> <p>Limitations on resources to establish data stores due to other demands (eg SSC) – particularly high risk</p> <p>Limitations on ability to maintain data stores in retained function – particularly high risk</p>

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f. NERC Interchange Policy <i>nb: Also meets Key Challenge 3m</i>	Increased movement of people across and to the benefit of the community	Review of lessons learned from previous schemes State of play and proposal paper to PAG New Scheme approved (NEB) and resourced Managers/staff understand and utilise	Jun 08 Aug 08 Dec 08 Sept 2009	R White	M Khizer E Lees	Needs to be proactive not reactive Benefits to the organisation and individuals need to be understood Keeping in touch and returning (and valuing) mechanisms need definition Non traditional approach in terms of time away from NERC Need to be incoming not just outgoing Needs to be resourced	Past experience may result in lack of enthusiasm/cynicism regarding value of secondment. Centres may be reluctant to let their best people go
g. NERC FTA Policy	Use of fixed term appointment where this is appropriate as the means towards greater flexibility	Draft revised policy Obtain PAG/PCSG agreement Bring TUS on board Policy implemented Evidence of its effective use	Spring 08 June 08 July 08 Aug 08 Aug 09	J Bates S Allsopp		Approved by PCSG on behalf of NEB	Management misunderstanding scope and use of FTA's. TU resistance to FTAs Misuse leads to NERC spending time in Tribunals

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<p>h. NERC Research Training Programme</p> <p><i>nb : Also meets Key Challenge 2</i></p>	<p>Improved research and generic skills</p> <p>Individuals move from programme into the wider community</p> <p>High quality individuals being retained by NERC</p>	<p>Draft outline discussed with interested RCs</p> <p>Suitable and rigorous training package developed</p> <p>Legal issues/contract resolved</p> <p>NEB approval</p> <p>Agreed scheme implemented.</p>	<p>Spring 08</p> <p>June 08</p> <p>June 08</p> <p>Oct 08</p> <p>Pilot (BGS) Oct 08</p> <p>Pilot (CEH) April 09</p>	R White	<p>M Squires</p> <p>M Petterson</p> <p>J Dingle</p> <p>J Bates</p> <p>A. Allman</p>	Approved by NEB	<p>FTA by any other name (not enough of a training element) – lacks credibility</p> <p>Lack of interest from Post grads.</p>
<p>i. Consider scope for amending redundancy terms for NERC staff</p>	<p>Preserve a reasonable safety net, whilst ensuring that high redundancy entitlements do not inhibit staff movement in and out of the organization</p>	<p>Consider cost of buying out existing entitlements and likelihood of this being funded and being politically acceptable</p> <p>Consider alternative approach – new staff only</p> <p>Seek consensus across Research Councils</p> <p>Seek DIUS/Treasury blessing</p> <p>Plan communications exercise</p>	<p>March 08</p> <p>June 08</p> <p>Sept 08</p> <p>Dec 08</p> <p>March 09</p>	S Allsopp	L Partridge	<p>Only realistic option is new staff</p> <p>RCs will agree a common approach</p> <p>DIUS will agree and wider political agenda will not preclude action</p> <p>Gaina will not accrue for 10+ years</p>	<p>Seen as worsening the Deal for staff</p> <p>Becomes coupled with limited pay awards as a negative signal</p> <p>DIUS oppose because of wider Civil Service issues</p> <p>Damages TUS relationship in NERC without benefit</p>

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		TUS consultation	April 09				
		Implementation	June 09				
j. Change Management Framework <i>nb: : Also meets Key Challenge 3f</i>	NERC senior managers more skilled at handling change, with consequential organizational benefits Greater staff buy in and commitment to change Staff more able to cope with need for adaptability and flexibility	Highly credible supplier identified Framework developed Framework introduced as part of Leadership4NERC Change Facilitators trained and network created CID form CE and NEB endorsement Roll out to all NERC staff through NEB Team Briefs Standard for all major changes	Pre Strategy ditto ditto Continuing August 08 Sept 08 Dec 08 Sept 09	J Bates (post Strategy)	V Potts		'Change industry' created Staff do not see benefits realised on ground = loss of credibility
k. Revise the Merit Promotion Scheme	See key challenge 3h						
l. L&D Strategy	See key challenge 3k						
m. Grantsmanship training	See key challenge 3l						

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2. DELIVERING TRAINING PRIORITIES TO MEET SKILLS GAPS IN OUR COMMUNITY							
a. ERFF Review of skills requirements in environmental sciences community	Better informed decisions on training strategies	Contractor identified	Early 2008	Janice Timberlake	J Bates M Barkham A Allman		Community unable to horizon scan
	Filling of skills gaps over longer-term	Familiarization programme for contractor	June 2008				Recommendations too generalized and unspecific
		Phase 1: research and setting the questions	Sept 2008				SISB/Council unconvinced by arguments
	Remedial action over shorter-term	Phase 2: asking the questions, delivering outcomes	Sept 2009?				Reluctance of stakeholders to see changes that affect their own positions
		Implementation plan	Dec 2009				No alternative means of identifying skills gaps – all our eggs in this basket
		Acceptance of implementation proposals by SISB/Council	April 2010				
		New studentships	Oct 2011				
	Students with new skills	2012-2014					
b. Ensure theme Leaders are aware of People Strategy issues and are engaged in identifying and feeding in gaps	Avoid an ‘all eggs in one basket’ approach to identifying skills gaps; create clear link between skills gaps and strategy	Presentation to TLs	Sept 08	J Bates	A Allman	TL’s receptive	No clear mechanism for acting on TL’s inputs Over-dependence on ERFF outcome

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c. Increasing awareness of current training policies: responsive and directed training; Fellows, PhD and MSc training; the algorithm; other Research Councils policies.	Increased awareness by SISB and NEB on position prior to consideration of ERFf outcomes	Paper to SISB/NEB	Second quarter 2009	A Allman		2c & d output = single paper Need to increase awareness by the time they receive ERFf outputs, say end 2009	Failure by SISB/NEB to understand background and scope for manoeuvre leads to ERFf exercise not delivering
d. Determine what extent our training maps onto our strategy	Increased awareness by SISB and NEB on position prior to consideration of ERFf outcomes	See above (2c)	See above	A Allman	N Badcock	2c & d output = single paper	See above
e. Determine the extent to which research grant support is geared towards building skills	Awaken debate on extent to which we use research grant mechanisms(as opposed to training awards) as part of the way we build skilled communities	Scoping discussion (JB/AA/Anne McF)	Sept 08	J Bates	A Allman Anne McF	RG support is seen as legitimate skills-building mechanism – to be tested at scoping stage	
f. Determine what scope there is for adjusting our approach on training	Ability to address issues raised by ERFf exercise and Theme Leaders effectively and	Scoping discussion (JT/JB/AA/Anne McF) Paper to SISB	Second quarter 09 Fourth quarter 09	A Allman A Allman	J Bates Anne McF	Needs to reflect outcomes of 2c-d Needs to be linked to 2h – ie refer to it as an issue to come	Reluctance to change limits impact of ERFf/TLs conclusions Caught up by ‘bigger

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	within a reasonable timescale					Needs to be delivered shortly before ERFF outcomes	picture' issues (eg SSC and/or other Research Councils policies)
g. Algorithm review	Determine effectiveness of current methodology	Scoping discussion (JT/JB/AA/SW/PN/Anne McF) Paper to SISB	Third quarter 09 First quarter 10	A Allman	J Bates Anne McF	Needs to be clearly linked to 2c,d,g (needs to be mentioned in 2g output) Proposal for review needs to be linked to ERFF outcomes	
h. Determine impact of NERC training	More informed decision making Evidence for SR	Assess likely benefits of RCUK study Consider NERC specific exercise Identify resource to undertake exercise Determine sample population Contact sample population Produce report	Sept 08 Oct 08 Jan 09 April 09 June 09 Dec 09	J Bates	A Allman G Adams		Difficulty tracking down population Highly resource intensive

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i. Science Leadership academy	Skill the next generation of leaders	<p>Research/meetings with wider group: what are we aiming to achieve?</p> <p>Scoping/feasibility options analysis</p> <p>Community engagement</p> <p>Implementation plan</p>	<p>Sept 08 – Feb 09</p> <p>March 10</p> <p>??</p> <p>2011/12</p>	J Bates	J T/lake V Potts M Petterson Working Group	<p>We need to understand what we mean by leadership</p> <p>We need to define what skills we wish to provide</p> <p>College can be virtual or real</p> <p>At present we are thinking about wider (ie beyond employees) enviro. Sciences community, but there might be an RCUK interest in applying this more widely</p>	<p>Lacks credibility</p> <p>Joins a crowded market place</p> <p>High costs</p> <p>No take-up</p>
j. Leadership 4 NERC	See key challenge 3e						
k. NERC Research Associate programme	See key challenge 1h						
l. L&D Strategy	See key challenge 3k						
m. Grantsmanship training	See key challenge 3l						
n. Revise the Merit Promotion Scheme	See key challenge 3h						

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3. ATTRACTING AND DEVELOPING THE BEST PEOPLE FOR NERC							
a) Develop and roll out ‘What’s the deal?’	See key challenge 1a						
b) Develop and roll out the NERC career management model and ‘The Personal deal’	See key challenge 1b						
c. Establish processes for undertaking effective Workforce Planning at RCC level	See key challenge 1c						
d. Skills data store development	See key challenge 1d						
e. Leadership 4 NERC Programme <i>nb Also meets key challenge 2j</i>	Improved levels of personal skills and awareness amongst 135 key leaders across NERC Improved use by the organization of its senior skills resource	Link existing programme to new NERC Strategy Ensure relationship with Strategy delivery is understood by participants Introduce new management arrangements, including external and RCC	April 08 Oct 08 Sept 08	J Bates	V Potts M Petterson I Ireland (ext) S Lloyd		Participants lose interest Long periods of inactivity for individuals Individuals do not follow up coaching needs New modules are not credible

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	Improved networking and breakdown of traditional barriers	<p>involvement</p> <p>Improve visibility and communication tools</p> <p>Introduce Induction programme</p> <p>Introduce Personal and Professional Impact module</p> <p>Improve coaching provision</p> <p>Introduce targeted skills modules</p> <p>Repeat 360 degree exercise</p>	<p>Dec 08</p> <p>June 08</p> <p>June 08</p> <p>Dec 08</p> <p>March 09</p> <p>Apr 09 +</p>				Participants uncommitted to NERC vision/strategy
f. Change Management Framework	See key challenge 1j						
g. IIP Investors in People	<p>Ensure SO and each RC has IiP</p> <p>Ensure reaccreditation at the earliest opportunity</p> <p>Move up to profile status</p>	Prepare paper for PCSG setting out current position and higher objectives	Feb '09	S Allsopp			

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<p>h. Revise the Merit Promotion Scheme</p> <p><i>nb: : Also meets Key Challenges 1k & 2n</i></p>	<p>Simpler scheme, focussed on current NERC values, without losing robustness.</p> <p>Successful individuals will have the range of skills and behaviours NERC seeks</p>	<p>New indicators, application form and supporting documentation finalised, taking account of objectives</p> <p>Obtain PAG/PCSG support</p> <p>Revised scheme, successfully rolled out.</p> <p>Revised training course.</p>	<p>Jan/Feb 08 to PAG/PCSG</p> <p>Sep 08: discuss with TUS</p> <p>October 08 begin roll out</p>	E Lees	<p>J Bates</p> <p>Working Groups.</p> <p>S Allsopp</p> <p>S Lloyd</p>	<p>Approved by PAG/PCSG on behalf of NEB</p>	<p>Failure to agree on appropriate indicators</p> <p>Lack of RC/CC or TUS/staff buy-in and understanding of changes</p> <p>New Scheme prevents good scientists with poor wider skills from obtaining promotion</p>
<p>i. Consider whether a 'fast track' scheme is the right approach for NERC for growing leading scientists</p>	<p>Define those to be fast tracked</p> <p>Define how to fast track</p> <p>Define whether NERC is the right place for FRS's or similar</p>	<p>Try to bring together all those interested in this area (A Willmott, E Hill, D Bloomer et al)</p> <p>Look at links to reward strategy and to other career mechanisms, including merit promotion</p> <p>Paper for NEB</p>	<p>Jan 09</p> <p>April 09</p> <p>June 09</p>	S Allsopp	<p>J T/lake</p> <p>J Bates</p> <p>E Lees</p>	<p>Need to establish to what extent we want to grow our own or buy in (recognizing we do not currently buy in significantly at B3 level plus)</p>	<p>Sacrifice of hard won ability to see 'wider picture' amongst our leaders and managers</p> <p>Divisiveness</p>
<p>j. Pay strategy</p>	<p>To review NERC pay strategy and ensure aligned with People Strategy</p>	<p>PSG options paper</p> <p>Develop proposals for change</p>	<p>Nov 08</p> <p>Apr 09</p>	Steve Allsopp	<p>Emma Lees</p> <p>Outside Consultant</p>	<p>Outcome of review needs to be endorsed by NEB</p> <p>Resources to suggest</p>	<p>Non consensus for change</p> <p>Lack of resources</p>

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		Prepare case for change	June 09			change will be made available	Public sector pay framework and SB resources do not allow change
		Implementation and delivery of new pay system	July 10			Review can be delivered in affordable framework	Pay harmonisation across all the Research Councils is seen as joint policy
						NERC is permitted to design its own pay framework	
k. NERC L&D strategy <i>nb : Also meets Key Challenges 11 and 21</i>	Align NERC L&D activities to NERC Strategy and to Leadership programme	Map current L&D activities onto Strategy and L4N	March 09	Viv Potts	J Bates J T/lake S Allsopp M Khizer RCC LTOs RCC Hs/HR	SSC change does not inhibit ability to develop tailored packages or reduce available funding	SSC dilutes ability to deliver business focussed training
		Consult with RCCs on adjustments to existing portfolio to ensure greater read across	July 09			Acceptance of need for linkaes and consequent prioritisation at RCC level	
		Develop new portfolio	Dec 09			Incremental adjustments to existing activities will be made in advance of Jan 2011	
		Identify suppliers	June 10				
		New portfolio in place	Jan 11				
l. Grantsmanship training <i>nb : Also meets Key Challenges 1m and 2m</i>	NERC Staff are better equipped to compete for RP funding	Develop training package	Aug 08	R White/V Potts	M Khizer		
	Extended into Universities	Run pilot scheme	Oct 08				
		Roll out across all sites	Apr 09				
k. NERC Interchange Policy	See key challenge 1f						

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4. IDENTIFY THE ROLE NERC CAN PLAY IN ATTRACTING YOUNG PEOPLE INTO ENVIRONMENTAL SCIENCE							
a. Producing a Policy (statement of intent)	Agreed statement of commitment and recognition of the value of the activity. understood across SO and RCCs	Bring people together NEB paper	June 09 Sept 09	J Parker J Bates	S Lloyd RCC champions	That NERC has a role in attracting people into environmental sciences over and above the RCUK activity in attracting people into science	
b. Identify and raise the profile of our current contribution to young people	Understanding of what is currently done and by who	NEB paper	Sept 09	J Parker J Bates	S Lloyd RCC champions		
c. maximise opportunities to push ES examples in RCUK fora	Greater prominence, profile and understand of what a career in ES looks like	Continuing activity	Continuing	J Parker			
d. establish EYES network (engaging youngsters in ES) across NERC	Cross RCC group with enthusiasm for activity	Group established Activities as defined below	Mar2009 June 09	J Parker J Bates	S Lloyd EYES members		

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e. ensure we are using the right people and that they have the right tools and refer to the full range/breadth of our sciences	EYES review of existing provision Matching the right people to the role Developing briefing materials for participants More targeted approach	NEB paper RCC and SO based activity Packs, briefing materials	Sept 09 Dec 09 March 10 April 10	J Parker J Bates	S Lloyd EYES members		Best people won't engage because it is not seen as of benefit to careers
f. Influence the national curriculum	Greater prominence to informed view of ES	Make suitable contacts	???	J T/lake	J Parker J Bates S Lloyd		
g. Trial 5 outside the box ideas to make youngsters more aware of what an environmental scientist does	Significantly higher profile and understanding of the work of an ES g1 - Short video clips displaying suitable role models that will attract youngsters	5 outside the box ideas (Concentrate on one at a time to ensure quality)	???	J Bates	J Parker SO Comms S Lloyd		