



Cabinet Office

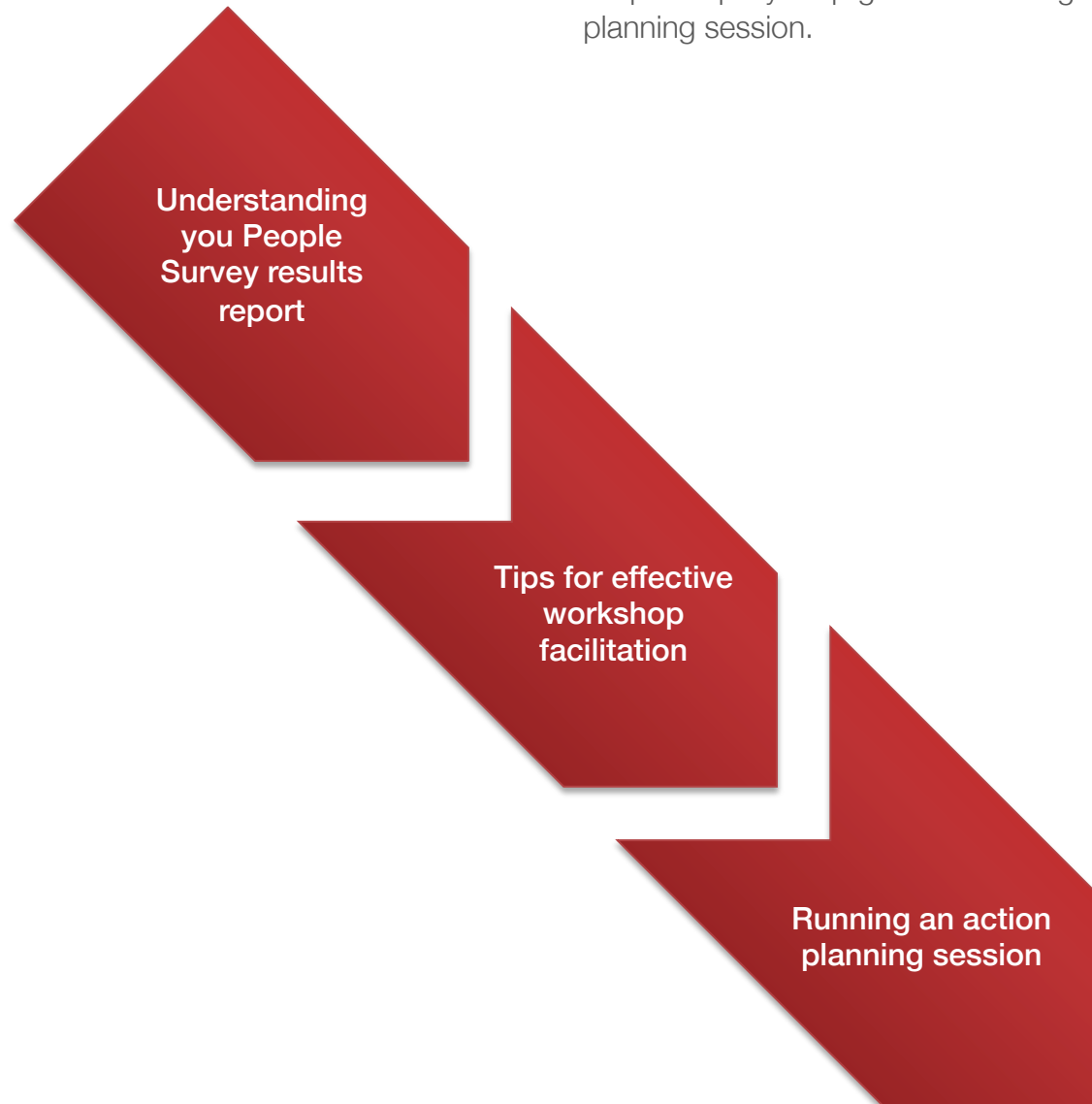
# Running a People Survey action planning session

A how-to guide

# Running a People Survey action planning session: a how-to guide

This guide gives you a simple introduction and guide on how to run an action planning session for your team about your People Survey results.

The guide is split into three parts. First, how to understand and interpret your People Survey results report. Secondly, some tips on facilitating an effective workshop. Thirdly, a simple step-by-step guide to running an action planning session.

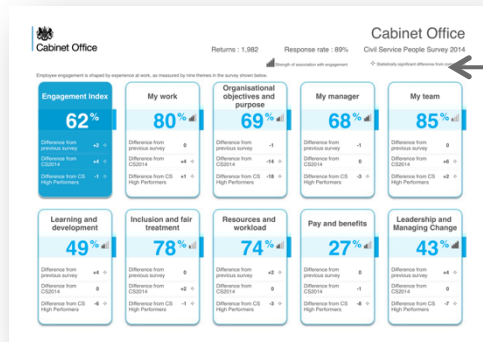


# Understanding People Survey results reports

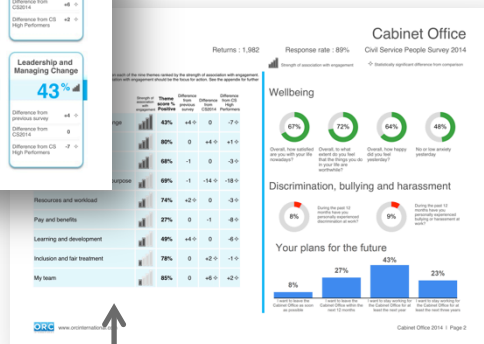
# Understanding a survey report

In the 2014 People Survey over 9,700 survey reports were produced, it provides all the results for your team, unit, group, directorate or organisation.

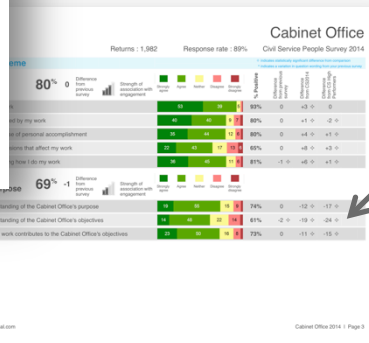
The following pages explain the different parts of the survey report and what it tells you about your unit's results.



The front page gives a high-level overview of the results, covering the engagement index and the nine engagement driver themes.

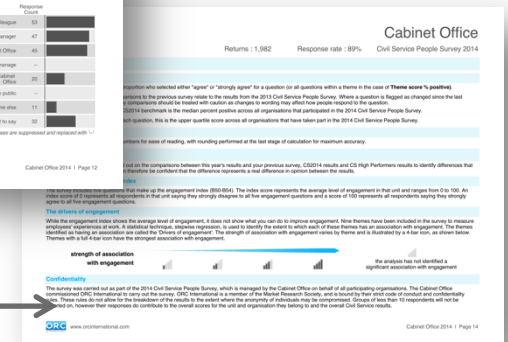
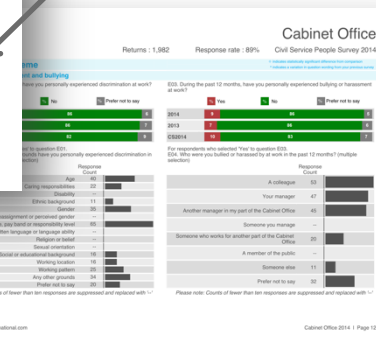


Pages 3-13 provide a full breakdown of each question asked in the survey.

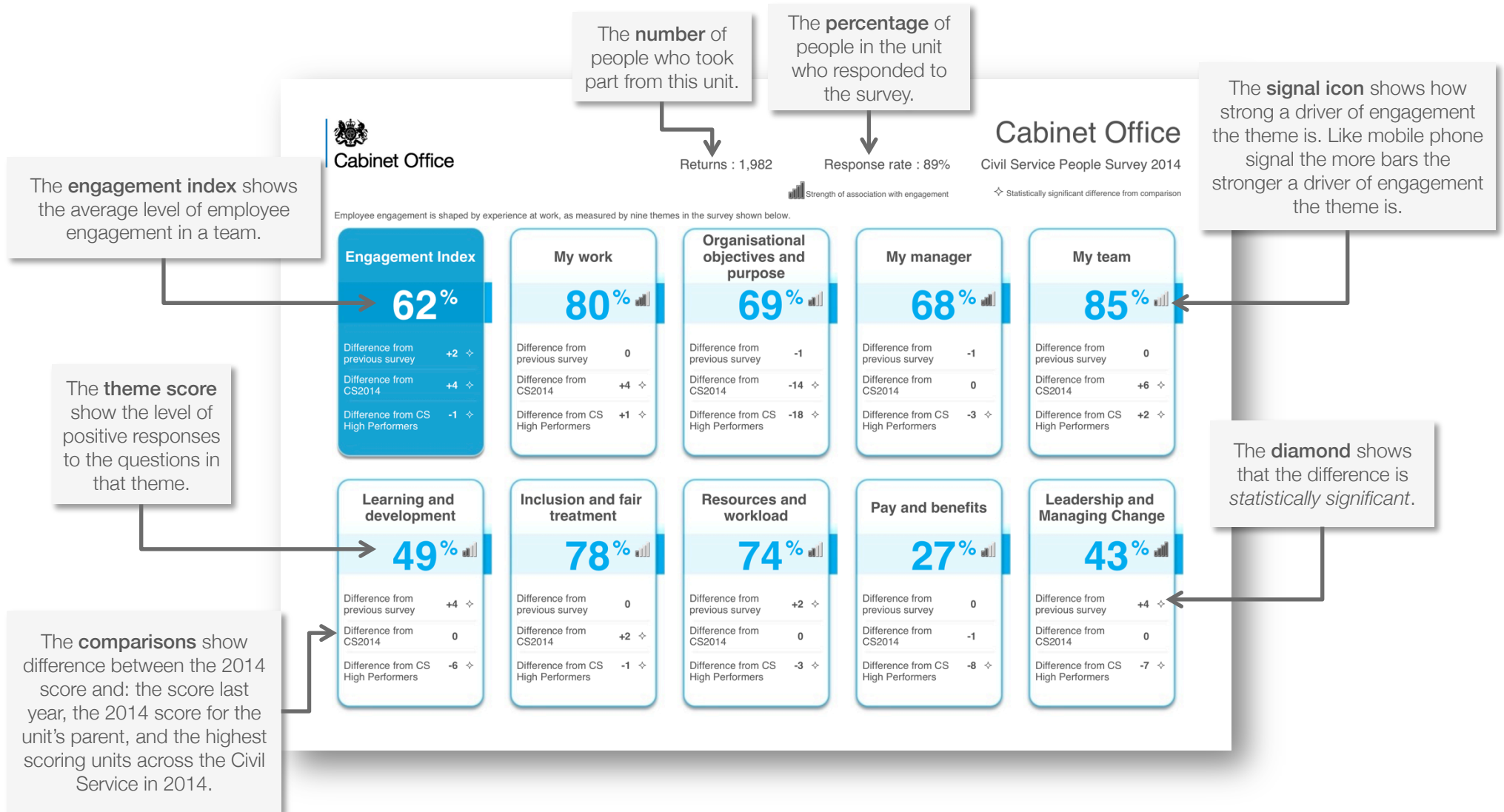


Page 2 shows how the driver themes influence employee engagement, alongside a summary of wellbeing, discrimination, harassment and bullying, and future intentions. Together the first and second pages provide a simple two-sided summary.

The final page gives a brief description of technical terms and the survey methodology



# The survey report front page



# Page 2 of the survey report

The **drivers of engagement** table shows a summary of each of the nine drivers of employee engagement ranked by their strength of association with engagement. Themes at the top of the table have a stronger impact on employee engagement and should be a focus for action.



Cabinet Office

Returns : 1,982

Response rate : 89%

Cabinet Office

Civil Service People Survey 2014



Strength of association with engagement

Statistically significant difference from comparison

The table below shows how you performed on each of the nine themes ranked by the strength of association with engagement. The themes which have the strongest association with engagement should be the focus for action. See the appendix for further details.

## Drivers of Engagement

	Strength of association with engagement	Theme score % Positive	Difference from previous survey	Difference from CS2014	Difference from CS High Performers
Leadership and Managing Change		43%	+4 ↕	0	-7 ↕
My work		80%	0	+4 ↕	+1 ↕
My manager		68%	-1	0	-3 ↕
Organisational objectives and purpose		69%	-1	-14 ↕	-18 ↕
Resources and workload		74%	+2 ↕	0	-3 ↕
Pay and benefits		27%	0	-1	-8 ↕
Learning and development		49%	+4 ↕	0	-6 ↕
Inclusion and fair treatment		78%	0	+2 ↕	-1 ↕
My team		85%	0	+6 ↕	+2 ↕



www.orcinternational.com

## Wellbeing



Overall, how satisfied are you with your life nowadays?



Overall, to what extent do you feel that the things you do in your life are worthwhile?



Overall, how happy did you feel yesterday?



No or low anxiety yesterday

## Discrimination, bullying and harassment

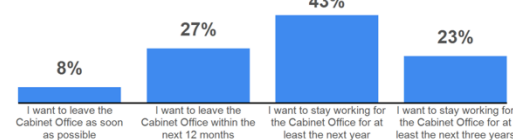


During the past 12 months have you personally experienced discrimination at work?



During the past 12 months have you personally experienced bullying or harassment at work?

## Your plans for the future



The **wellbeing** section shows the overall summary scores for the four questions we include to measure subjective wellbeing

The **discrimination, bullying and harassment** section shows the proportion of respondents who said they experienced discrimination and bullying or harassment at work in the past 12 months

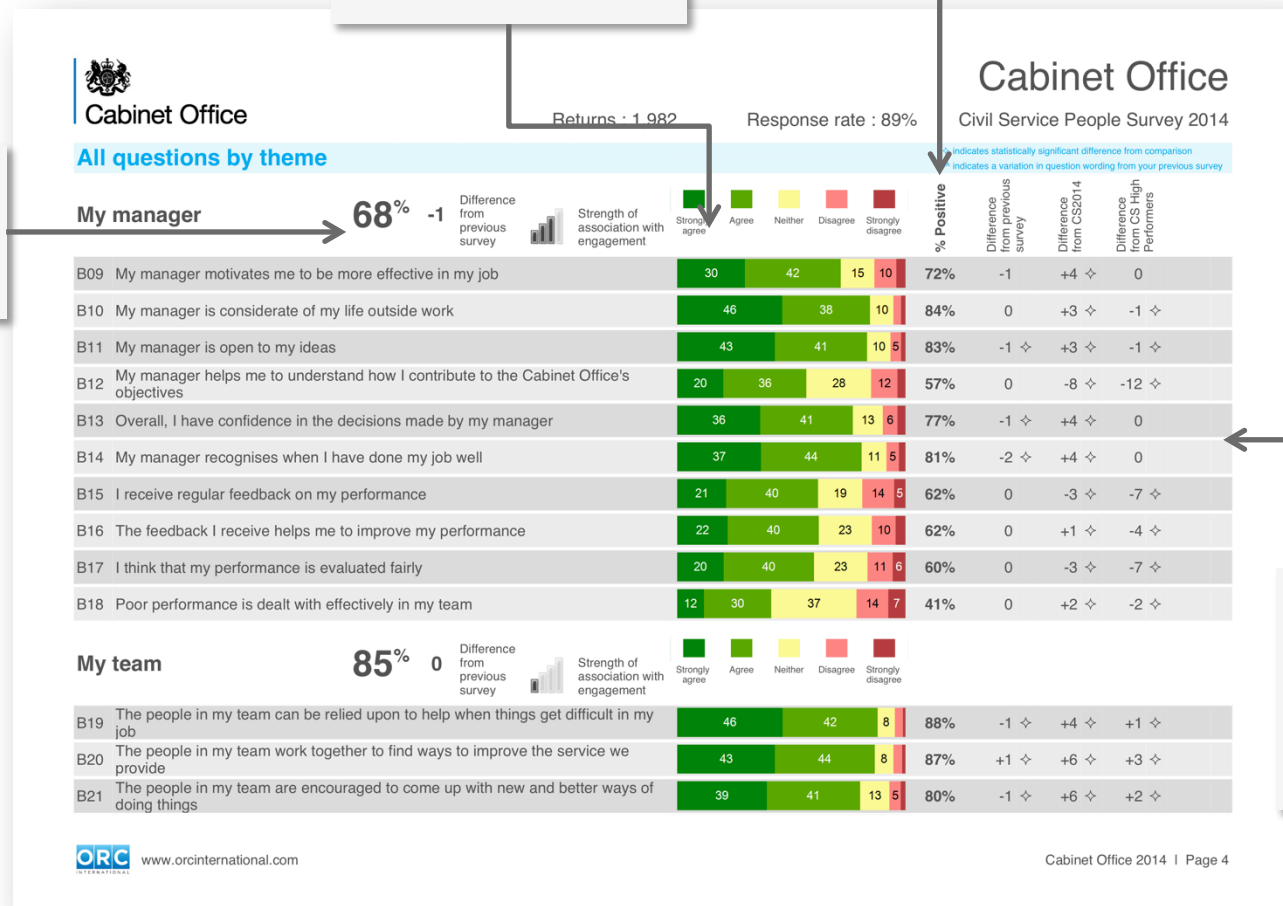
The **plans for the future** section shows the proportion of respondents who said they want to leave or stay working for the organisation

# Question results pages in the survey report

The **graphs** show the full breakdown of responses to the question from strongly agree to strongly disagree

The **percent positive** is the proportion of respondents who answered 'strongly agree' or 'agree' to the question

The **theme score** is the average percent positive responses to the questions in that theme



The **comparisons** show how the 2014 percent positive score for a question compares to the last year's score for the unit, the unit's parent, and the high performance benchmark

# Interpreting your survey report

When looking at the survey report there are three different types of issues you should try to identify:

- Strengths to build and maintain – these are areas where you are already doing good work. In our rush to focus on improvements we might forget what we do that's already good. How can we maintain our position, or even build on our good practice.
- Areas for further investigation – these are issues where we may not know enough about what's going on or how people are really feeling. We may need to dig a bit further into these issues to get to the real problem.
- Opportunities to improve – these are areas where you are seeing declines or are relatively poor performing compared to others. What can we do to improve people's experiences of work and how they feel about these particular issues?

## Strengths to build and maintain

- High positive scores for questions in your key driver themes
- Questions that have increased since last year, especially where actions have been taken
- Questions that compare well to your parent unit, organisation or high performance benchmark

## Areas for further investigation

- High neutral scores for questions in your key driver themes
- Big differences between positive scores for questions within the same theme
- Big differences between your unit's scores and that of your parent unit
- Questions with similar levels of positive and negative responses

## Opportunities to improve

- Low positive scores for questions in your key driver themes
- Questions that have decreased since last year
- Questions where scores are low compared to your parent or organisation
- High scores on discrimination or bullying/harassment questions



# Tips for effective workshop facilitation

# Your role as a facilitator

As facilitator, **you are not the leader or manager of the group**, instead **your role is to help the group do it's best thinking**.

A facilitator helps groups work through difficult issues. They **work through confusion, frustration and conflicts** that arise as different views and approaches are discussed.

It is important to **watch the mood/'vibe'** of the group. If people seem bored or inattentive you may need to speed up the pace of the session. If people seem tense because of unvoiced disagreements you may have to bring concerns out into the open.

**Make sure everyone gets a chance to speak.** It is important that everyone feels involved and that all views are treated equally.

Techniques you can use	Why?	How?
Encourage open discussion	Try to encourage people to speak up if they are reluctant to disagree with a speaker.	"On difficult issues, people may disagree. Does anyone have a different point of view?"
Draw people out with open-ended questions	Open-ended questions require more than a yes / no answer.	"We seem to be having trouble here. What do you think we should do?" "Could you say more about that?"
Paraphrase	When you paraphrase, you try to restate briefly the point that someone has just made. If paraphrasing doesn't convince them that they have been heard, you may have to repeat what was said verbatim.	"Let me see if I'm understanding you..."

# How should a facilitator behave in a workshop?

## Ineffective facilitator behaviours:

1. No ground rules
2. Directional
3. Selective
4. Hearing but not listening
5. Self-interested
6. Taking it personally
7. Abrasive style
8. Impatient
9. No agreed deliverables
10. Poor time-keeping

## Effective facilitator behaviours:

1. Establishes ground rules
2. Open – creating a “safe space” or “Chatham House rules”
3. Inclusive
4. Good listener
5. Objective
6. Generates discussion
7. Friendly tone and style
8. Respects others’ opinions
9. Gets deliverables and owners for actions
10. Good time-keeping

# Managing difficult behaviours of group participants

As a facilitator you will need to manage people's contributions equitably during the workshop/session. You need to be aware that people have different thinking styles (e.g. some people prefer to talk out their ideas and some may be more reflective and quiet. Ensuring that everyone has an opportunity to contribute during the workshop is essential.

You will need to tactfully manage dominant people who try to monopolise the discussion. You can do this by:

- Interrupting the one-person show with a statement that acknowledges and gives credit for their contribution, but asks the person to reserve other points for later.
- Paraphrasing the contribution of someone who repeats the same point over and over. This lets the person know they have been heard.
- Step in immediately if someone interrupts someone else and make sure the original speaker can finish their point.

Try to move the discussion on but be mindful that it is not for you to direct the topic (e.g. by asking the group if anyone has a similar or alternative point they'd like to make).

Keep eye contact and then use hand gestures with a phrase. The key here is the person needs to be acknowledged for their contribution as they simply want to be heard.

Try not to be intimidated by difficult behaviour, remember to keep calm and keep smiling, summarise differences and identify areas of common ground.

Follow a procedure to reach closure. For large groups you could ask the group to vote on their top priority areas and determine the best course of action.

The group does not always have to reach a consensus on every issue. As long as the person that raised the point/issue is acknowledged for their contribution and it is recorded.

Great point – let's talk about it after the session

Hold that thought – we are coming on to it

Hold on, let [...] finish what they have to say

Write it on a card/ sticky note

On difficult issues people may disagree – does anyone have a different point of view?

# Running an action planning session

# Preparing for the action-planning session

As a facilitator it's important to have a clear plan for the action planning session. Make sure you've thought about how you are going to structure the session and how much time you have available.

It is also important to think about what you are discussing, what results or thoughts are participants like to focus on. Also think about your team, are there people who are naturally loud/quiet.

Think about the room layout, how can you make it an inclusive space (e.g. putting chairs in a circle). Do you have all the materials to hand that you will need (pens, paper, cards/post-it notes).

- 
- ✓ Set aside enough time to prepare the session
- 
- ✓ Remember that you are the facilitator not the team leader during this session. If you can't be neutral then find a different facilitator.
- 
- ✓ Go through the survey report to get a feel for what issues may arise, not to lead the discussion. What are the key strengths and areas for improvement? How might improvements be achieved?
- 
- ✓ Make sure the team know what the session is for and what is expected – that it is interactive, that everyone can be open and frank about their views
- 
- ✓ Circulate the survey report in advance, even if they've seen it before, ask them to take some time ahead of the session to think strengths and areas for improvement
- 
- ✓ Think about how you can make sure all the team's views are represented – especially when the team is large and/or people are unable to attend
- 
- ✓ Use a different room/different part of the building to host the workshop in order to change the atmosphere and for attendees to feel they are attending a neutral session
-

# A step-by-step guide to running an action-planning session

## 1. Introductions

Welcome all the attendees to the workshop. Outline the objectives and agenda for the session. Tell participants that the session is interactive and a successful session will draw on everyone's views – they should respect each other's different opinions.

## 2. Writing points on cards/sticky notes

Ask participants to look through the survey report for a few minutes, and to write down 1-3 areas for improvement and 1-3 areas of strength. It's a good idea to use different coloured cards or sticky notes for improvements and strengths.

## 3. Collect in the cards and put them up on a board

Ask participants to select their one or two priority cards and hand them into you. They should hold on to their remaining cards so if it's not covered it can be put up as well.

Shuffle the cards, so that each person's cards aren't next to each other. Read out each card as you put it up on the board.

Get the help of the participants to cluster the cards by theme. If participants are unsure/dispute where to place the card ask the card's owner to decide where it goes, or put it aside and place it after all the other cards have been read-out.

## 4. Name the clusters

Using a marker pen draw a circle around each group of cards that represents a theme. Starting with the largest cluster, get participants to agree a name for each cluster.

## 5. Voting

Using stickers or pens, ask participants to vote for the clusters they feel are the highest priority for them. Participants have three votes – but they can only vote once for a cluster.

One vote should be for a cluster on the strengths board, one vote on the areas for improvement board, their third vote can be on either board.

## 6. Priority issues board

Tally up the votes and put the strength with the highest number of votes on a 'Priority Issues board', do the same with the area for improvement that has the highest number of votes.

Depending on the time available and the number of the participants put at least one or two more themes with the highest number of votes on the priority issues board.

## 7. Group discussions on priority issues

Split the participants into enough groups to cover each priority issue (make sure there are at least three people per group). Each group should be asked to discuss the following about their assigned issue:

- What is behind our success, or what is the root cause of the problem? Don't be tempted to spend all the time on this
- What practical actions can be done about this issue in our team? And the answer can't be "nothing".
- Who will be involved in making sure each action happens? It doesn't have to be the team leader!
- What is the time-frame?
- What does success look like?

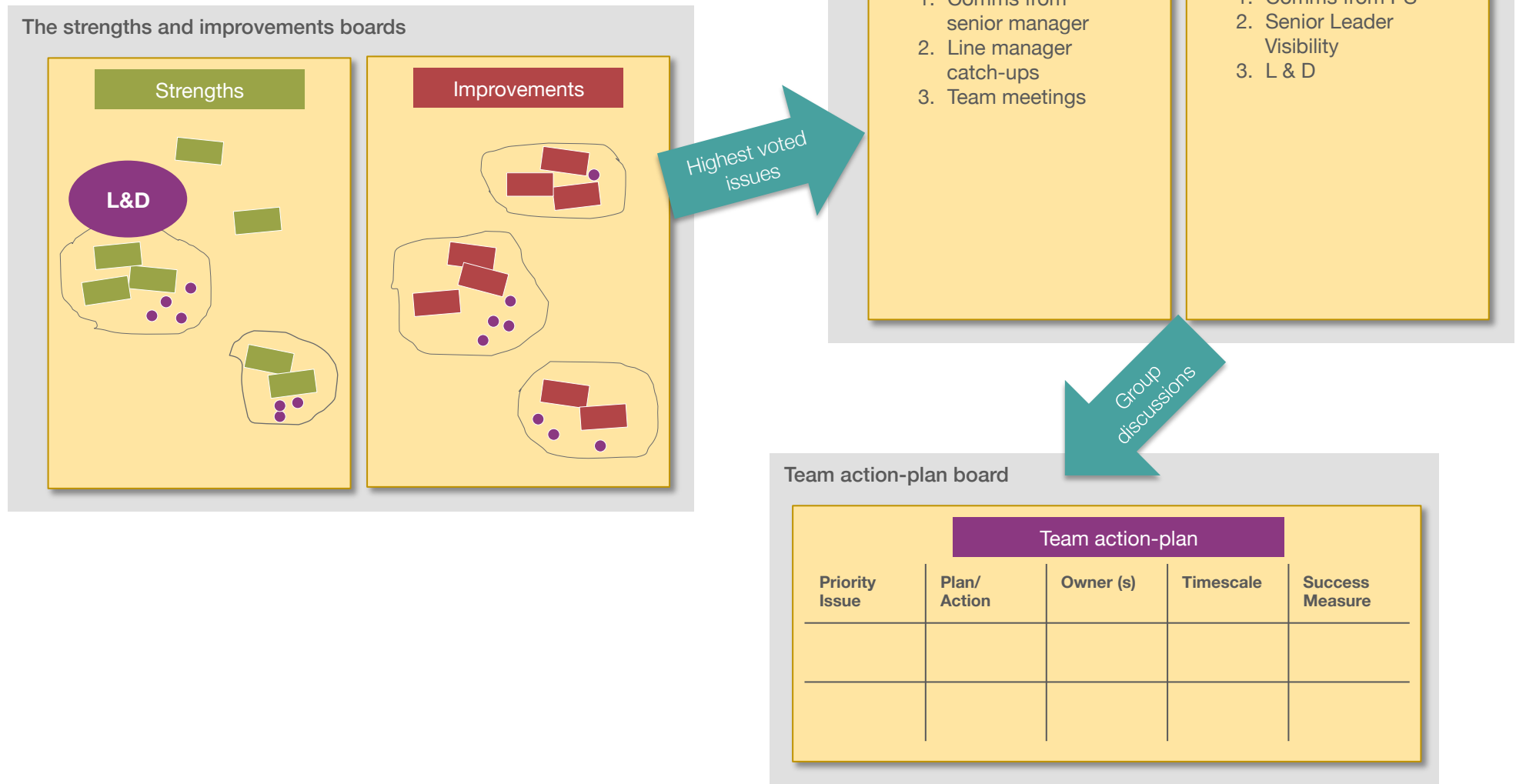
## 8. The Team Action Plan

Bring all the participants back together to go through the different actions – get one person from each group to briefly summarise the actions their group came up with. Make sure there are no major objections and that those involved in each action are happy with their assignments.

## 9. Close the session

Briefly summarise the outcomes and agree a time when the group will review progress. Finally, thank everyone for their participation and individual contributions.

# Running an action-planning session: the different boards





## Top three tips

### **Set the right environment**

Have a venue that is big enough and allows space for people to work in groups. Use somewhere that is different to your normal team meeting room. Try to avoid having discussions around a desk and try to have chairs in a horse shoe or circle.

### **Encourage discussion**

Make sure participants have opens conversations and do not discount ideas. You can use this approach in all kinds of settings where you need to engage others.

**Remember you are a facilitator for this session and not the line manager.**