



**ENGAGEMENT
AND WELLBEING
FRAMEWORK
FOR HIGHER EDUCATION**



INTRODUCTION

There is strong evidence that employees with high levels of engagement and wellbeing deliver a number of benefits to organisations¹. Both psychological and physical health are enhanced for those that are actively engaged at work, reducing the direct and indirect costs to employers of absenteeism, presenteeism, and staff turnover. Business performance is also enhanced, with committed, healthy employees delivering higher levels of productivity, customer service and safety.

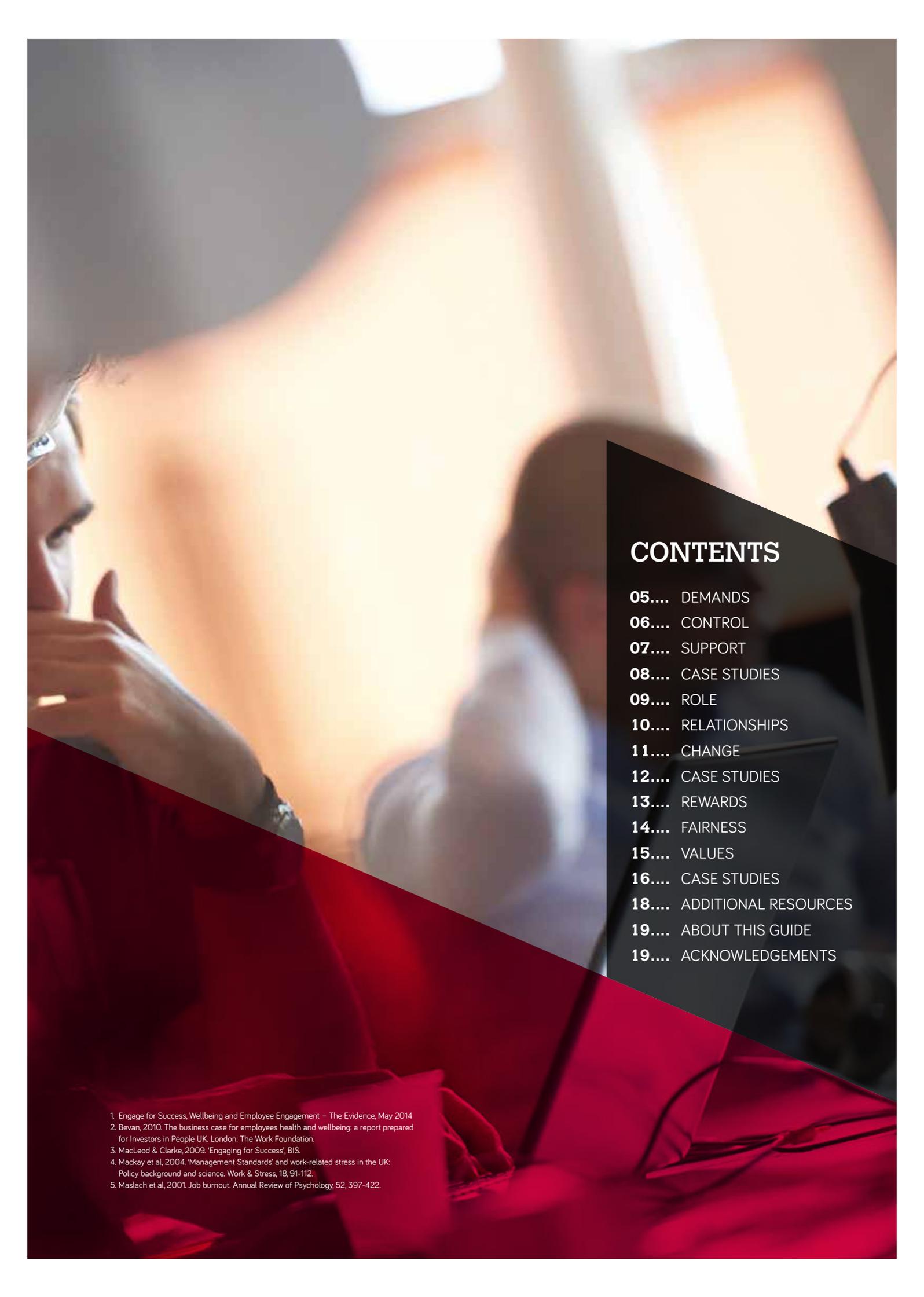
Factors driving employee engagement and wellbeing have been found to overlap and interact; with connections between poor health outcomes impacting on engagement indicators such as commitment, morale and job satisfaction. Similarly, disengaged employees are more likely to have lower levels of psychological wellbeing and are more prone to burnout. This interrelationship has been described as a virtuous circle², suggesting a 'two-way, possibly self-reinforcing relationship: healthy employees are more committed and committed employees are more healthy'.

Whilst no universal approach to engagement and wellbeing will work for all Higher Education Institutions, the common themes emerging from the Macleod

Report, *Engaging for Success*, outline the enablers that can improve the effectiveness of approaches taken³. A strong **strategic narrative** established by visible, empowering leadership defines where the institution is going, backed by credible **organisational integrity**, where the institution's values are reflected in everyday behaviours. **Engaging managers** treat people as individuals, empower and stretch them, positioning them as central to solutions allowing their **employee voice** to be heard throughout the organisation to contribute their experience, expertise and ideas.

Working across these enablers, the framework outlined in this guide aims to provide a flexible approach to engagement and wellbeing, allowing institutions to take elements that may apply to their organisation, either at departmental or university level.

The framework can be used to support the development and implementation of engagement and wellbeing strategies for Higher Education Institutions. It is derived from established models for work-related stress⁴ and burnout⁵ that provide nine factors relating to the opposite states of these conditions; engagement and psychological wellbeing.

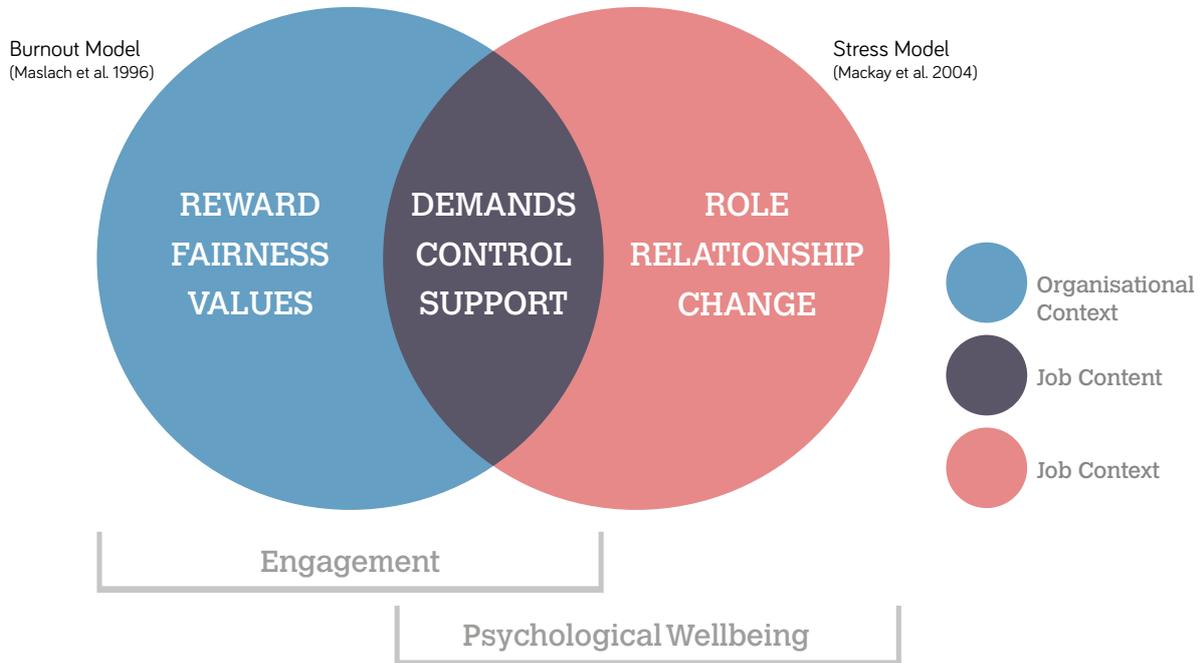


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2. Bevan, 2010. The business case for employees health and wellbeing: a report prepared for Investors in People UK. London: The Work Foundation.
3. MacLeod & Clarke, 2009. 'Engaging for Success', BIS.
4. Mackay et al, 2004. 'Management Standards' and work-related stress in the UK: Policy background and science. *Work & Stress*, 18, 91-112.
5. Maslach et al, 2001. Job burnout. *Annual Review of Psychology*, 52, 397-422.

Engagement and Wellbeing Framework (Hamilton, 2014)



Hamilton, J. E. Academic staff burnout: Identification, prevention and management. In: Andreou, N. J. A., Jain, A., Hollis, D., Hassard, J. & Teoh, K., eds. 11th European Academy of Occupational Health Psychology Conference, 2014 London. EAOHP, 145-146.

At the centre of the framework are three factors relating to the content of people's jobs: the **demands** that they face, the control and influence they have over their work, and the **support** they get from their manager and other colleagues. Connected to this is the context relating to their job: how well defined is their **role**, do their working **relationships** ensure they are not subject to unreasonable behaviours, and how well are they engaged in **change** processes. At an organisational level, the context of people's jobs is reflected in how they relate and interact with the organisation: do they have sufficient reward and recognition for their work, are they treated with **fairness**, and do their own personal **values** align to those of the institution.

Together these nine factors have the ability, positively, and negatively, to influence engagement and wellbeing. As such this framework provides a way to structure and cross-reference a range of organisational and individual initiatives, measures and interventions that will help ensure the positive influence of these factors.

For each of its nine factors the guide sets out the following:

Organisational factors that have the potential to influence engagement and wellbeing.

Organisational interventions that can be considered to help address any potential issues. These act as a checklist for action that institutions can consider at an organisational level.

Local interventions that may help line managers and local management teams. These act as a checklist for action that institutions can consider alongside wider organisational interventions.

Sample staff survey questions mapped on to each factor. These are designed to help measure the impact of any interventions being introduced.

Case study examples of good practice from a range of institutions.

DEMANDS

Employees can cope with the demands of their job.

This means that job demands are considered to be reasonable and achievable, with skills and abilities matched to demands. Employees are in jobs that match their capabilities, they understand work priorities and are given opportunities to develop. Systems are in place to address employee concerns regarding job demands.

High job demands can impact on both physical and mental health, and contribute to emotional exhaustion.

Factors for consideration relating to job demand include:

- Too little time for tasks
- Inadequate staffing
- Boring or repetitive work
- Too little to do
- Inadequate resources
- Non-work demands
- Ineffective line management
- 3rd party deadlines
- Targets
- Excessive workloads
- Excessive pressure
- Working environment

Organisational interventions for job demands might include:

- Investment in additional resources on a permanent or temporary basis
- Performance review
- Annual leave provision
- Accommodation standards
- Flexible working policies
- Senior management recognition of workloads and work pressure
- Coaching and mentoring
- Leadership and development programmes
- Managing performance policy
- Health and Safety policies and procedures
- Resilience tools and training
- Individual development for newly appointed managers

Local interventions for job demands might include:

- Local resource plans
- Employee involvement in setting workloads
- Workload planning
- Team meetings
- Adjustment of work patterns
- Personal development plans
- 1-2-1 meetings
- Manager intervention and prioritisation of workloads
- Escalation of workload issues
- Fair distribution of workloads
- Process and workflow efficiency reviews

Sample survey questions to assess job demands might include:

- I am able to handle all the conflicting demands on my time at work
- I have adequate resources to complete my work
- I am satisfied with my current level of learning and development
- I have a comfortable work space (including temperature, lighting etc)
- It is too noisy in my work area

CONTROL

Employees have a say in how they do their work.

This means that employees are involved in the decisions made about the way they do their work whilst recognising their own role in taking responsibility for their work. Employees understand their role in decision making and receive feedback on the rationale for decisions made. Systems are in place for addressing employee concerns regarding job control.

Lack of job control can be associated with unhealthy lifestyle behaviours and, together with high job demands, is associated with physical ill health such as coronary heart disease. Lack of control can also relate to feelings of lack of self-efficacy and reduced personal accomplishment.

Factors for consideration relating to job control include:

- Balancing demands of work and life outside work
- Rigid work patterns
- Lack of control over workflow
- Correct level of training for the job
- Lack of development opportunities
- Over promotion
- Employee skills underutilised
- Conflicting work demands
- Employee trust in the organisation

Organisational interventions for improving job control might include:

- Local Resource Plans
- Flexible Working Policies
- Performance & Development Reviews
- External Work Policies
- Flexitime schemes
- Maternity, Adoption, Paternity & Paternal Leave Policies
- Staff surveys

Local interventions for improving job control might include:

- Team meetings
- 1-2-1s
- Performance review meetings
- Feedback mechanisms following decision making
- Staff survey focus groups
- Clear communication of objectives and deadlines
- Employee involvement in project planning
- Staff skills audits
- Embedding flexibility and employee ownership in working practices

Sample survey questions to assess job control might include:

- I am able to take regular breaks/meal breaks on most days
- I can decide on my own how to go about doing my work
- My work offers me opportunity to use my initiative
- I have enough freedom to do what is necessary to put service users first every time

SUPPORT

Employees receive adequate support and information from colleagues and managers.

This means employees have encouragement, sponsorship and resources to support them in their work. They have the opportunity for regular social contact with others within and outside their immediate teams such that they are not isolated in the course of their work. Systems are in place to escalate individual concerns regarding social support.

Social support can have a positive effect on jobs that have high demands and low control, providing a buffering effect of stress on mental ill-health. Absence of social support can increase job conflict and enhance feelings of frustration and hostility.

Factors for consideration in the provision of support include:

- Lack of support from managers & colleagues
- Employees unaware of available support
- Lack of communication & consultation
- Blame culture
- Meetings and 1-2-1s regularly rearranged
- Failure to celebrate success
- A culture that considers stress a sign of weakness
- Expectation that employees regularly work long hours or take work home
- Fair access to training and development opportunities

Organisational interventions for providing social support might include:

- Performance & development review process
- Reward Strategy
- Employee Assistance Programme
- Union Support
- Informal support networks such as clubs, societies, bulletin boards, etc
- Learning and Development Programmes
- Flexible Working Policies
- Flexitime Schemes
- Disability Support
- Senior management support for wellbeing programmes
- Working Hours Requirements

Local interventions for providing social support might include:

- Shared discussion of issues at team meetings
- 1-2-1s
- Open door policies
- Active support from managers for support mechanisms
- Support tailored to individual needs
- Local refresher training in systems and processes
- Local awareness raising of organisational support functions (EAP, HR support, mediation etc)
- Signposting for internal and external sources of support

Sample survey questions to assess social support might include:

- I am satisfied with the support I get from my immediate manager
- My manager is available when needed
- I am satisfied with the support I get from colleagues
- My manager provides me with feedback about my performance
- Mistakes are viewed as an opportunity for learning



*Leading through
Coaching*
University of Hertfordshire.

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*New Manager
Development*
University of Sunderland.

Campus Explore
Anglia Ruskin University.

CASE STUDIES

○ The University of Hertfordshire's HR Development Team, working in collaboration with colleagues from its School of Education, developed the coaching and mentoring programme Leading Through Coaching in order to i) enhance the leadership practice of participating managers, and ii) develop a pool of coaches that could support leadership and organisation development projects and change. The current pool of fifty offers one-to-one support for managers enrolled on the University's accredited leadership development programmes, and coaching to any colleague requesting support through change and transition.

The programme has had a significant impact at individual, team, organisational and sector level, contributing to improvements across 9 out of 11 indicators for the effectiveness of line managers. Innovations include the provision of coaching for all staff not just managers, the collaboration between academic and professional departments, provision of ongoing CPD through the University's Centre for Coaching and Mentoring, and the development of research outputs that have been shared across the sector.

○ The University of Sunderland aims to support new managers within the first few weeks of their new role, in particular using two forms of development activity; New Manager Question Time and People Management Workshops.

New Manager Question Time is a facilitated session with the team of a new manager providing the team with the opportunity to get to know their new leader, establish the basis for a long-term working relationship, and lay the foundation for open communication, work planning and problem solving.

The suite of People Management Workshops aim to enhance the practical capability and confidence of managers to effectively manage their staff. The programme offers new managers the knowledge and tools to deal with matters such as supporting employee performance, sustaining employee attendance, and giving and providing feedback. The impact of attendance at the workshops is an increase in confidence of managers when dealing with staff issues, as well as building a consistent level and approach of management practise across the organisation.

○ Anglia Ruskin University has identified that building a strong sense of community pride is a pre-requisite for achieving its goal of 90% staff satisfaction. Campus Explore was born to enable its staff to spend time experiencing life on their "home" campus for half a day. This enabled them to see the excellent facilities and experience their colleagues' passion and pride in their work. There was an exciting array of sessions to choose from all of the faculties, as well as activities relating to support services. It was important that the Explore days showcased new facilities and the majority of the sessions were those that academic colleagues deliver to students. Staff created their own programme of events by selecting a number of bite sized sessions.

Around 1200 staff participated in the 2015 event which was rated good or excellent by 98% of those who gave feedback - an increase from 97% in Cambridge and 93% in Chelmsford from the 2013 event. A team of champions worked tirelessly in the run up to the events ensuring that the days ran smoothly and that there was interesting array of sessions for staff to attend. The feedback after the events was overwhelmingly positive helping to build on staff pride and satisfaction.

ROLE

Employees understand their role and responsibilities.

This means employees understand their role and the contribution they make to the organisation. Roles are clearly defined to avoid conflicting roles and responsibilities with employees having clear expectations of what is required of them in their work. Systems are in place to address individual concerns relating to their role.

Lack of role clarity leads to ambiguity and unpredictability about job performance for employees that can lead to high levels of psychological strain..

Factors for consideration relating to job role include:

- Lack of clarity of job role
- Confusion over others' job roles
- Conflicting demands
- Challenge vs pressure

Organisational interventions for ensuring role clarity might include:

- Job Descriptions and role profiles
- Organisation Charts
- Resource Plans
- Regular role profile reviews
- Staff skills audits
- Academic staff deployment
- Performance management policies
- Performance & development review process
- Job role re-evaluation processes

Local interventions for ensuring role clarity might include:

- Clarification of roles at team meetings
- Open sharing of team and individual and team objectives
- Communication of strategy at a local level.
- Individual development plans
- Formal induction process for all new starters
- Regular 1-2-1 meeting to ensure role clarity and planning awareness
- Local organisation/team charts showing individual roles

Sample survey questions to assess role clarity might include:

- I have a clear understanding about expected standards of performance
- I have a clear understanding about what I am expected to achieve in my job
- I have clear understanding about my role within the organisation
- I have the right level of responsibility in my job role
- Clear performance objectives were agreed as part of my Performance & Development Review
- I have regular discussions about my job role in a 1-2-1 discussion with my manager



RELATIONSHIPS

Employees are not subject to unreasonable behaviours.

This means that positive working is promoted to avoid negative conflict. Employees understand clearly the behaviours that are acceptable and expected from them. Systems are in place to address unacceptable behaviours and demonstrate that such behaviours are not tolerated.

Exposure to unreasonable behaviours is distressing to employees causing a major source of stress and can result in physical harm.

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Factors for consideration relating to working relationships include:

- Poor relationships with others
- Complaints
- Staff survey outcomes
- Combative or confrontational communication styles
- Bullying, racial or sexual harassment

Organisational interventions for ensuring good working relationships might include:

- Equality and diversity policies
- Dignity at work & study policies
- Employee Assistance Programme
- Performance management procedures
- Personality type mapping
- Grievance Procedure
- Mediation Service
- Dignity & Respect Network
- Development training for managers
- 360 feedback to improve managers' awareness of behaviour and management style

Local interventions for ensuring good working relationships might include:

- Poor behaviours not tolerated by line managers
- Prompt resolution of conflict between employees
- Blend experience and expertise when building project teams
- Team building activities and events
- Open discussions at team meetings
- Provide training in dealing with verbal aggression and conflict resolution
- Conflict resolution training
- Coaching and mentoring

Sample survey questions to assess working relationships might include:

- I am aware of our University's Dignity and Respect Policy and Dignity and Respect Network
- Are you currently being bullied or harassed at work?
- I am aware of our University's Equality and Diversity Policy
- I am confident my issues and concerns will be listened to and taken seriously.
- Have you felt discriminated against at work in the last 12 months?
- I feel able to raise issues and concerns
- I feel valued as part of the team I work in
- I have a good working relationship with my manager/colleagues

CHANGE

Employees are engaged when the organisation undergoes change.

This means change initiatives are effectively managed and communicated such that employees understand the need for change and how it will affect their work. Employees are consulted on all aspects of the change process and are provided with the necessary support, information and skills to adapt to new ways of working.

The uncertainty and insecurity that employees can feel as a result of the poor management of change can impact on mental health, as well as increasing the impact of other stressors such as demands and control.

Factors for consideration relating to the management of change include:

- Poor communication and uncertainty
- Fears about job security
- Not enough time allowed to implement change
- Inexperience/fear of new technology
- Lack of skills for new tasks
- Not enough resource allocated for change process
- Dysfunctional teams
- Restructuring to tackle underlying problems

Organisational interventions for managing the impact of change might include:

- JCC consultation
- Institutional project management resources and processes
- Job design to maximise development opportunities
- In-house expertise and capability to oversee and implement change
- Recruitment & selection procedures
- Management of change policies
- Learning and development programmes
- Career counselling and outplacement support
- Coaching and mentoring for managers
- Union support and discussion

Local interventions for managing the impact of change might include:

- Open and honest communication of change initiatives
- Clear road map and timetable for change initiatives
- Opportunities for meaningful consultation with employees
- Skills analysis needed for change
- Team meetings and 1-2-1s to discuss local issues
- Local work plans
- Workload prioritisation
- Management ownership of change
- Post-change evaluation

Sample survey questions to assess change might include:

- My manager involves me in decisions that affect me
- I am consulted about changes that affect my department
- In my opinion recent changes have been well communicated
- Change within my faculty/service is managed well
- My manager understands the impact of change on me
- I understand the reasons for change

*Employee Health
and Wellbeing*
University of Sheffield.

*Knowledge Exchange
Career Pathway*
University of Strathclyde.

*Understanding
Academic Staff
Engagement*
Leeds Beckett University.

CASE STUDIES

○ Juice is the University of Sheffield's everyday health and wellbeing initiative for staff. It provides a wide range of enjoyable and energising activities, combined with a wealth of resources and advice to help people look after their health. The Juice website is the focal point of the initiative. It allows staff to discover and book activities, find out and participate in health campaigns, access information through the Health Hub and keep track of their progress through their personal profile. In addition, the website has additional features to make it easy to find, book and rate activities. The site is user-friendly on any device - desktop, laptop, tablet or smartphone.

Since Juice launched three years ago, more than 2,000 members of staff have used the service, taking advantage of activities in over 100 different locations. On average, there are at least two activities taking place every day, covering everything from running, spinning and boxing, to pilates, yoga and mindfulness. Juice encourages people to take care of their physical and mental health, socialise with colleagues and even step out of their comfort zone to try something new. Supporting this is a comprehensive occupational health service, free confidential and independent counselling and a staff helpline.

○ A key and distinctive part of the University of Strathclyde's aim to be a leading international technological university is close collaboration with industry and business across research, teaching and knowledge exchange activities. Engagement with external partners is a key strategic priority which requires staff to engage beyond the traditional university research focus and move increasingly into the higher technology readiness levels that industry partners require. This creates natural tensions relating to the University's normal academic career paths and promotion criteria, in particular around the value for individual academics of investing in company relationships and the need to retain those with excellent knowledge exchange skills.

As such the University launched a new staff category for Knowledge Exchange Academic Professionals, which has been populated by a mix of new recruits and existing staff and enables the University to secure talent from industry and business – individuals who might not identify with a traditional academic/research career. The new category explicitly recognises and rewards the knowledge exchange contributions that these staff make. As a result knowledge exchange staff have contributed to an exceptional growth trajectory in Strathclyde's income from industry and from CPD, licensing and consultancy activity.

○ Leeds Beckett University undertook a detailed analysis of its staff survey data to try and understand why, like many Higher Education Institutions, its academic staff were less engaged than their professional and support colleagues. The University's engagement and wellbeing team mapped survey data across to the nine engagement and wellbeing factors contained in the framework included in this guide, identifying a number of areas of significant difference between the two groups.

The analysis indicated that in comparison academic staff enjoyed their work, found it varied and interesting, had a sense of personal achievement, felt valued by students, and to them it was not just a job. However they didn't feel they had a good work-life balance, had too many conflicting demands and unimportant tasks, didn't feel their views are listened to, and felt unsupported through change. By linking the staff survey data to student satisfaction measures, the team gained a new understanding of the importance of reward and recognition in enhancing the engagement and wellbeing of academic staff.

REWARDS

Employees are rewarded and recognised for the work they do.

This means employees receive suitable financial reward and remuneration for the work that they do. Social reward through appreciation and recognition is given for work well done, with career progression opportunities available across all roles.

Lack of reward and recognition leaves employees feeling devalued and is closely associated with feelings of inefficacy.

Factors for consideration relating to reward and recognition include:

- Lack of recognition
- Long working hours
- Discretionary effort
- Celebration of success
- Pay inequalities

Organisational interventions for reward and recognition might include:

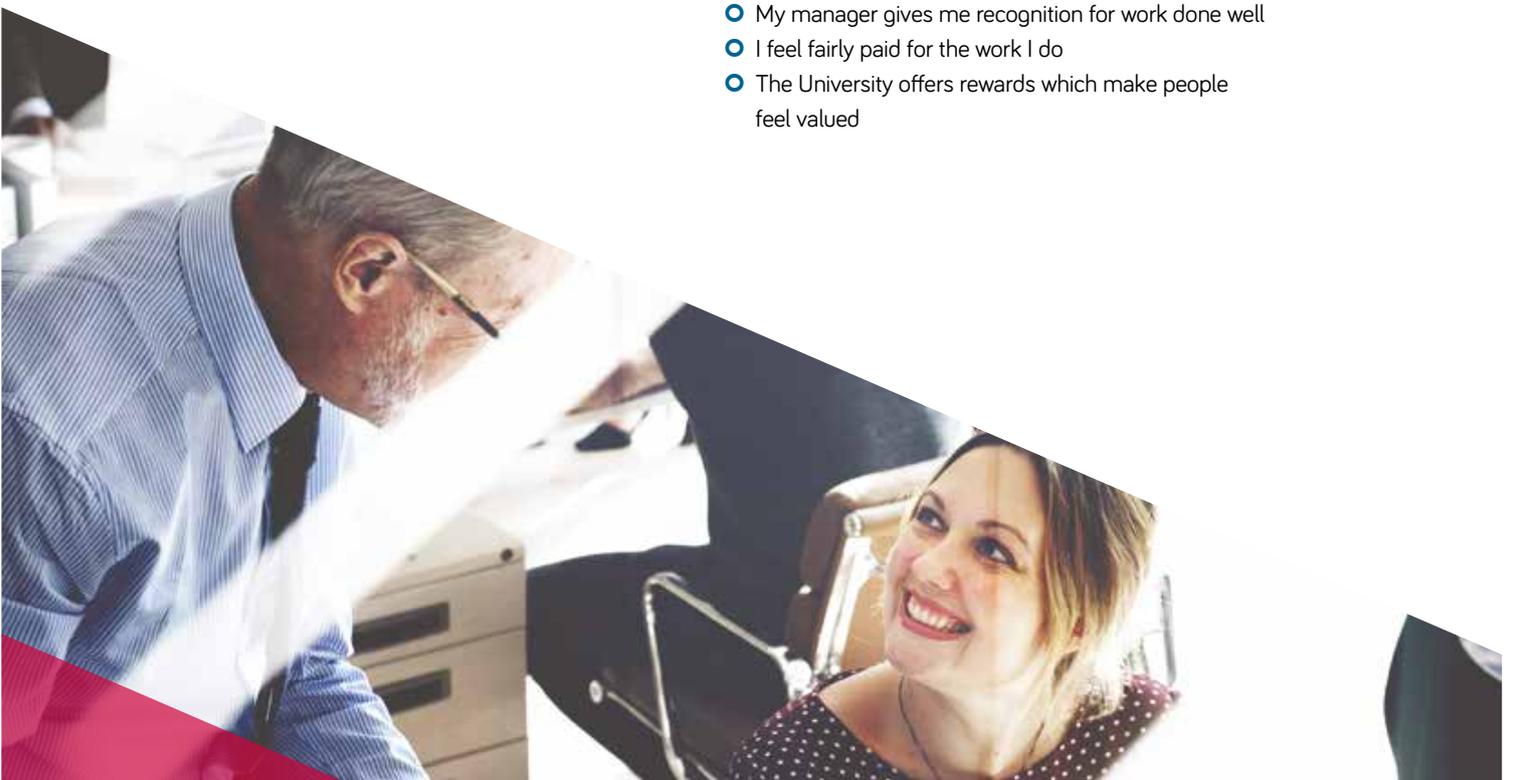
- Pay frameworks
- Career progression framework
- Employee excellence award schemes
- Performance & development review processes
- National awards schemes
- Feedback initiatives
- Contribution reward schemes
- Bonus & ex-gratia schemes
- Thank you schemes
- Additional responsibility payments
- Broad range of non-pay rewards
- Wellbeing programmes

Local interventions for reward and recognition might include:

- Sharing good news stories
- Recognition of success in team meetings and 1-2-1s
- Performance & development review outcomes
- Thanks and appreciation from line manager
- Acknowledge of effort and hard work irrespective of outcome

Sample survey questions to assess reward and recognition might include:

- I feel valued by our University
- My manager gives me recognition for work done well
- I feel fairly paid for the work I do
- The University offers rewards which make people feel valued



FAIRNESS

Employees are treated fairly and equally at work.

This means ensuring that employees perceive that they are fairly treated, workloads are fairly distributed, and that pay, reward and progression is given equitably.

Unfair treatment can be upsetting and emotionally exhausting and contributes to underlying feelings of cynicism to the manager and organisation.

Factors for consideration relating to fairness include:

- Unfair treatment
- Discrimination
- Unequal pay and reward
- Unconscious bias
- Inequity in progression

Organisational interventions for ensuring fairness might include:

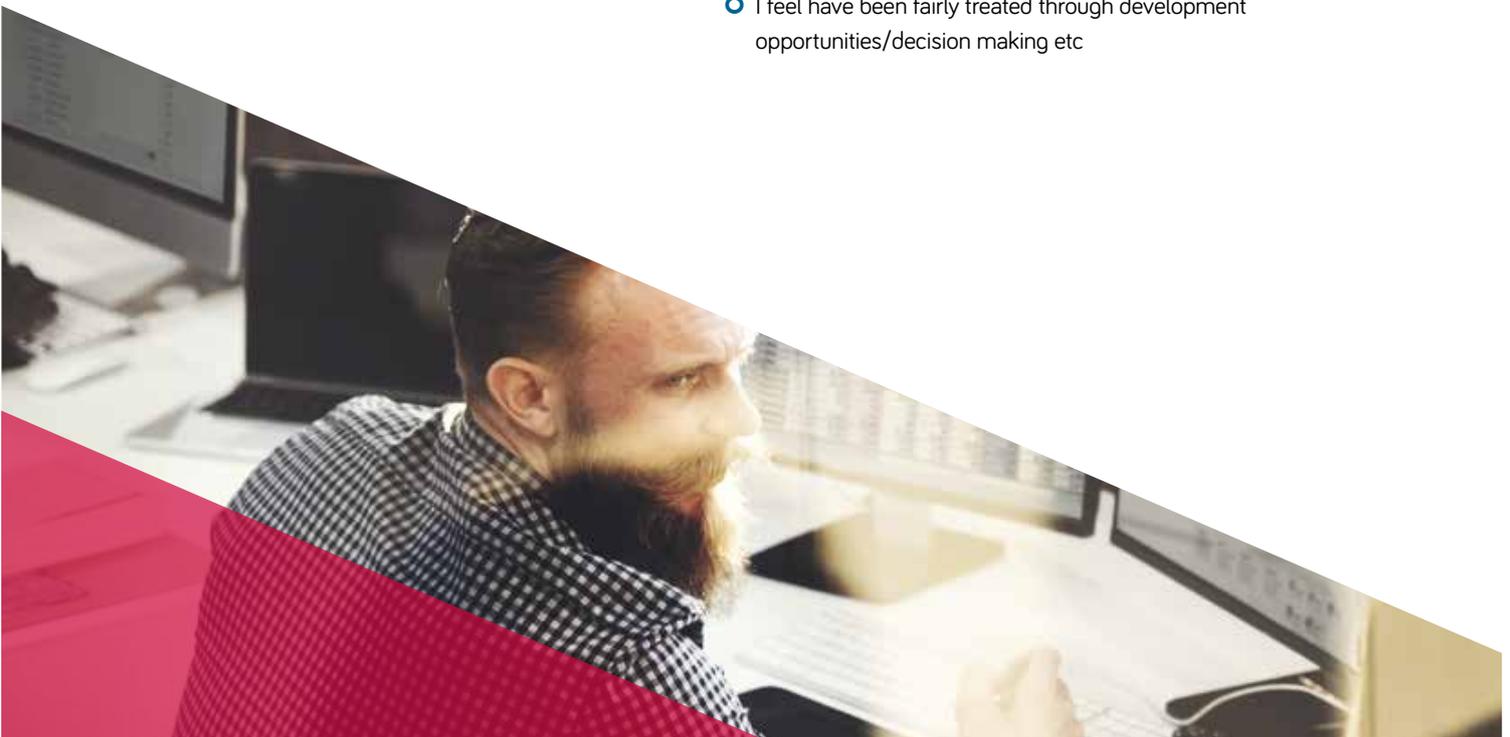
- Formal pay frameworks
- Recruitment and selection training
- Unconscious bias training and awareness
- Single equality scheme
- Organisational charters such as Mindful Employer, Athena Swan, Aurora, Race Equality Chartermark
- Career progression framework
- Organisational behavioural standards and attributes
- Transparent promotion and progression criteria
- Leadership and management training programmes

Local interventions for ensuring fairness might include:

- Consistent application of standards
- Opportunities for open dialogue and discussion
- Focus groups
- Support network groups
- Local awareness of sources of support

Sample survey questions to assess fairness might include:

- My manager respects and values me
- I believe our University is committed to equality of opportunity for all our staff
- My manager treats me fairly in comparison to other colleagues
- My pay and reward is fair for my role
- I feel have been fairly treated through development opportunities/decision making etc



VALUES

There is alignment between the organisation's values and those of its employees.

This means that the organisation behaves ethically and demonstrates values that are respectful of the range of individual values of its employees. There is an alignment of organisational vision, its values, and the actual practice delivered through management decisions and behaviours. Employees recognise their own role in ensuring respect for a wide range of values across colleagues. Opportunities should exist for personal aspirations to be realised through career progression.

A misalignment in individual and organisational values can engender feelings of cynicism and lack of trust.

Factors for consideration relating to values include:

- Unethical practices
- Progression opportunities
- Transparency in decision making
- Social identity and diversity
- Lack of consultation
- Deceptive behaviours
- Dishonesty
- Breaking promises

Organisational interventions for alignment of values might include:

- Recruitment and selection training
- Equality and diversity policies and training
- Communication of organisational vision, brand and values
- Financial regulations and procedures
- Learning and development programmes
- Community volunteering and enterprise programmes
- Consultative strategic planning processes

Local interventions for alignment of values might include:

- Team meetings
- 1-2-1 meetings
- World cafes for ideas and knowledge exchange
- Equality and diversity campaigns and events
- Unconscious bias training.

Sample survey questions to assess alignment of values might include:

- Working at our University allows me to meet my own personal aspirations
- Our University culture is such that it enables me to express values or beliefs that are important to me
- I feel my own personal beliefs are compromised by working at our University.
- I understand the University's vision, mission, and core values.

*Caledonian Code and
Behaviours Framework*
Glasgow Caledonian University.

16

CASE STUDIES

○ Glasgow Caledonian University's goal with this initiative was to rekindle staff commitment through a shared belief in its 'For The Common Good' mission, establish new values and as a consequence increase employee engagement, organisational output, customer satisfaction and employee health and wellbeing.

As part of the development of the University Strategy 2020 a series of 14 consultative events identified four clusters of values that staff and students felt represented the University and were most closely aligned to the Common Good mission; Integrity, Creativity, Responsibility and Confidence. The design and delivery of the Caledonian Code captured, in a single page, a concise summary of the University's value based behaviours. A series of workshops was held to raise awareness of the values, identify positive examples of values linked activity, identify areas for quick-win improvements as well as barriers to desired change. These values are then embedded into operational activities through a 3-layer Behaviour Framework. Final University-wide consultation was then undertaken to agree the final behaviour statements.



Employer Supported Volunteering

Nottingham Trent University.

- Having run an informal employer supported volunteering scheme for five years, Nottingham Trent University highlighted an opportunity to formally link volunteering and staff development, including the impact in terms of staff performance.

The University began by mapping a range of volunteering opportunities to its staff competency framework, forming the basis for a new policy that was consulted on with colleagues from across the Institution. The policy provides a framework to support and engage in community-based activities, develop work-related competencies and knowledge, contribute to the corporate social responsibility agenda, and enrich colleagues' roles. The new policy also enabled the University to address issues of equality and diversity in access to volunteering opportunities by diversifying the range of opportunities on offer to staff.

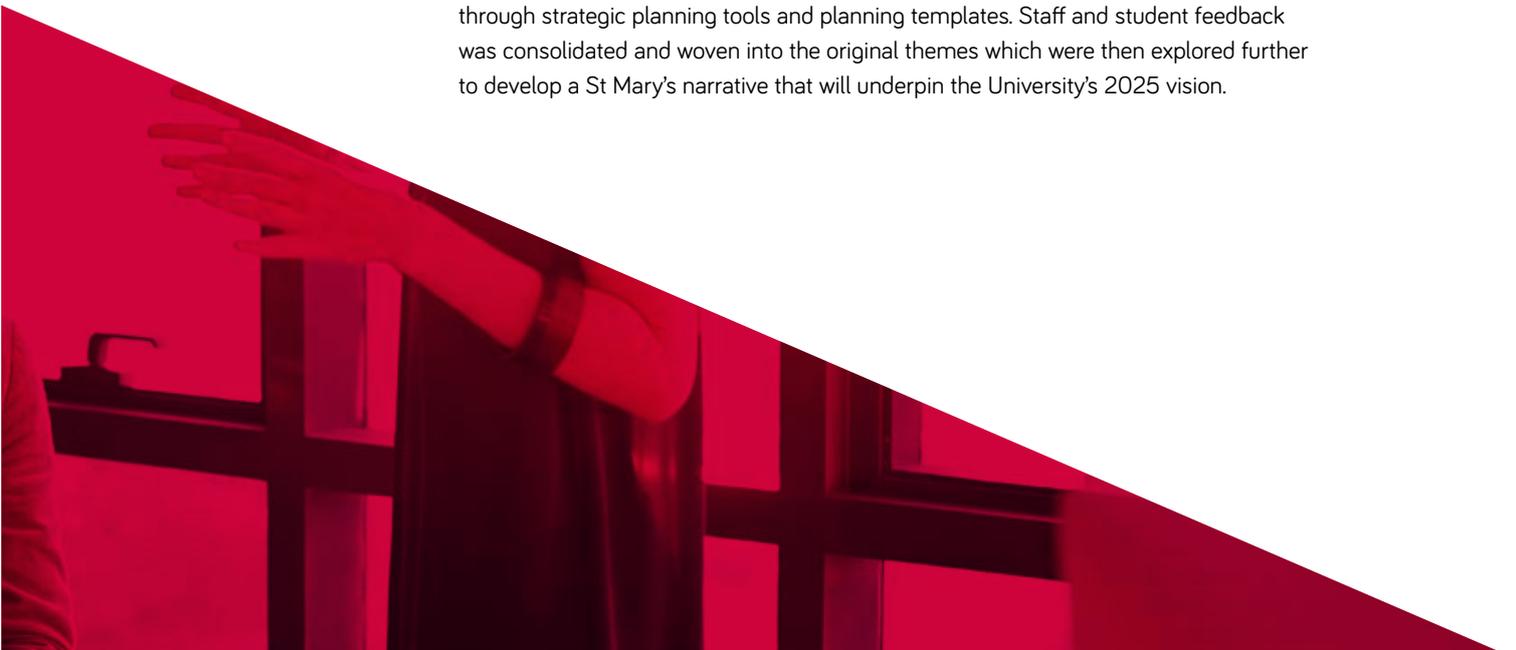
During the first year of implementation, participation in employer supported volunteering increased by 24%, with over 3000 staff hours dedicated to volunteering activities. A survey of scheme participants showed increases in communications skills (74%), adaptability (63%), initiative (59%), and self-esteem (58%).

Staff Engagement in Strategic Planning

St Mary's University, London.

- Like many in the sector, St Mary's University undertook a transformation process in order to better meet the needs of its students, the industry and society. In developing a new Corporate Plan, the University's senior management team was clear that all staff needed not only to engage with the Plan's development but also to have ownership and accountability for it. To help develop a process that would be energising, challenging, fresh and creative the HR team devised an engagement strategy with eight phases which involved both staff and students.

The initial planning phase with stakeholders included away days, a dedicated communications plan, the formation of a strategic model to define the planning process and a timetable for further development. The model included the vision, primary strategies, foundations stones and golden threads, with staff engagement through a series of ten 'Our University, Your View' sessions which invited all staff to attend. A Corporate Planning toolkit guided the formation of action plans up to 2025 through strategic planning tools and planning templates. Staff and student feedback was consolidated and woven into the original themes which were then explored further to develop a St Mary's narrative that will underpin the University's 2025 vision.



ADDITIONAL RESOURCES

Further information and guidance is available from the following sources:

UCEA engagement and wellbeing resources including the project resources from the HE sector Improving performance through wellbeing & engagement project.
www.ucea.ac.uk/en/empres/epl/engage-well/wellbeing-proj-resources/index.cfm

UCEA/UHR Employee Engagement Toolkit (UCEA/UHR member resource only)
www.ucea.ac.uk/en/publications/eetoolkit/index.cfm

UHR resources. A range of free access and members only resources on a range of HR and employee engagement topics.
www.uhr.ac.uk/Publications.aspx

CIPD Factsheet on Employee Engagement, providing an overview of employee engagement and the business benefits, including links to other resources on related topics.
www.cipd.co.uk/hr-resources/factsheets/employee-engagement.aspx

Engage for Success guide to employee engagement, including links to the Macleod Report that set out four common features of highly engaged and performing organisations.
www.engageforsuccess.org/what-is-employee-engagement

Health and Safety Executive resources for the management of work-related stress.
www.hse.gov.uk/stress/



ABOUT THIS GUIDE

This guide is supported by UHR, the professional organisation for Human Resources practitioners in the United Kingdom and Eire universities. The association is divided into geographical areas, members of which meet several times a year to exchange news and disseminate best practice. Each area group nominates a member to serve on the Executive Committee, together with a number of directly elected representatives and officers.

UHR works with associated bodies such as Universities UK, UCEA and GuildHE to offer co-ordinated responses to consultations by bodies such as the Funding Councils and government, and to share information and best practice.

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