

Level: Independent

Employee Engagement Grade 7

Typical Roles: Senior HR/Staffing Administration, Recruitment Coordination, Data Analysis

Experiences

Activities and responsibilities likely to be required when working at this level

Building surveys to understand engagement levels using questions provided. Coordinating activities relating to on-boarding and training according to an agreed policy. Managing an allocated budget. Communication and publicity for engagement activities e.g. creating and writing communication plans. Networking across the organisation to understand best practice and to understand what is going on 'on the ground'. Interpret and advise on policies (e.g. work life balance). Translating and promoting the policies relating to employee engagement into simple communications to clearly demonstrate how they contribute to the benefits of working at UCL. Developing engagement activities that explicitly include marginalised/minority staff groups. Advising managers on how to improve engagement in problematic areas. Implementing strategies to ensure the workplace is a fair and inclusive environment.

Personal and professional development

Development options to consider when working towards this level

On the job learning

Get some preliminary understanding on how to design effective questions for surveys; gain experience in working with communication planners, understanding the value of the individual elements they entail get involved in projects or working groups outside of your department/area; build experience in reviewing and improving or developing key engagement processes (e.g. induction). Gain experience comparing and contrasting survey results by protected characteristics.

Learning from others

Ask a colleague to talk you through budget management in your area; gain some experience of activity in this area, through job shadowing and mentoring. Join a Community of Practice. Find opportunities to provide advice regarding policy or guidelines to others.

Formal learning

Seek out advanced excel training (either classroom or online – LinkedIn Learning and UCL Finance bite size). Consider CIPD (Chartered Institute of Personnel and Development) / ACAS (Advisory, Conciliation and Arbitration Service) training. Seek out presentation skills training.

UCL Ways of Working

These describe expected behaviours in line with UCL culture and values (see pages 48-49). For Ways of Working indicators and steps to development please refer to the Ways of Working website www.ucl.ac.uk/human-resources/policies-advice/ways-working

Transferable skills and competencies

DEVELOPING RESULTS
AND SETTING CUSTOMER
EXPECTATIONS

RELATING AND
NETWORKING

PLANNING AND
ORGANISING

(see pages 46-47)

Level: Advanced

Employee Engagement Grade 8

Typical Roles: Specialist Practitioner in Occupational Health, HR Business Partnering / Management, HR/Communication and Engagement Management

Transferable skills and competencies

ANALYSING

LEADING AND SUPERVISING

PRESENTING AND COMMUNICATING INFORMATION

(see pages 46-47)

Experiences

Activities and responsibilities likely to be required when working at this level

Create relevant survey questions, analyze and interpret data to create reports for senior management. Provide recommendations to senior management for action and for evaluation of progress. Implementation of engagement strategy; finding creative solutions to address ongoing barriers to engagement (e.g. social activities, lunchtime sessions, outreach to marginalised/minority groups); evaluate impact according to pre-set metrics; understand the needs of all relevant staff groups in order to identify challenges, barriers and opportunities; budget holder for engagement activities and adjusting resource as necessary to support the plan. In depth understanding of institutional policy relating to employee engagement; advising on complex issues, and developing local strategies to support the wider policy e.g. developing and implementing local on-boarding and training policies based on engagement feedback; increasing awareness and advocating the positive outcomes of career experiences such as coaching and secondments, particularly with line managers; developing strategies to ensure the workplace is a fair and inclusive environment (e.g. ensure voices of diverse staff are included in strategies and plans).

Personal and professional development

Development options to consider when working towards this level

On the job learning

Work with senior staff in developing engagement strategies and activities presenting data and insights and recommendations to wider audiences; gain experience of organising and delivering events to engage staff; get involved with delivering targeted engagement initiatives.

Learning from others

Consider a secondment to get exposure to more strategic working; get involved with data-led projects such as Athena SWAN and EDI initiatives. Seek out job shadowing/ mentoring in this area and coaching for development.

Formal learning

Consider taking a CIPD (Chartered Institute of Personnel and Development) qualification. Seek out training in data evaluation and statistical analysis; find data visualisation training (start with LinkedIn Learning).

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Level: Senior

Employee Engagement Grade 9

Typical Roles: Head of function; Employee Experience

Transferable skills and competencies

PERSUADING AND
INFLUENCING

DECIDING AND
INITIATING ACTION

FORMULATING
STRATEGIES
AND CONCEPTS

(see pages 46-47)

Experiences

Activities and responsibilities likely to be required when working at this level

Working at Institutional/Faculty/larger departments: Creating an inclusive engagement strategy for the relevant area (from information gathering to continuous improvement); leading on designing on-boarding and training policies at Faculty, Department or Institutional levels in collaboration with key stakeholders; understanding what is happening across UCL/Faculty and creating a holistic approach and strategy.

Information gathering: Understanding what metrics need to be continually measured for a variety of needs and the best methods to do so; monitor trends in workforce data and actively listen to employee voice throughout the employee lifecycle in order to keep on top of issues and raise concerns where necessary; ensuring data collection methods are accessible to those using assistive technology; identifying gaps in existing data and developing effective, collaborative and sustainable methods at institutional or faculty to address the gaps (e.g. Athena SWAN data, creating relevant survey questions at institutional or Faculty level). Analysing and interpreting data to create reports for senior management; provide recommendations for action and how to evaluate progress e.g. setting KPIs and other evaluative metrics.

Turning information into impactful measurable actions: Lead on action-planning to resolve any engagement problems. Managing stakeholder requests and expectations in order to ensure fair outcomes; using data to inform and support engagement interventions (e.g. influencing behaviours, promoting well-being; informing development needs; recognition and appreciation activities; team building and cohesion); leverage stakeholder support to drive and deliver meaningful engagement activities; ensuring that local engagement activities play into wider organisational and faculty goals.

Evaluating and refining in a continuous cycle: Overseeing strategies to ensure the workplace is a fair and inclusive environment. Approving and endorsing engagement activities at department/institution level. Ensuring that local engagement activities play into wider goals. Designing a measurement framework to ensure continual improvement; identifying emerging trends beyond UCL across other HE institutions and sectors; working with HR policy teams to ensure policies positively impact employee experience. Capturing the impact and long term gains/positive outcomes of policies relating to employee engagement and influencing culture.

Personal and professional development

Development options to consider when working towards this level

On the job learning

Seek opportunities to deputise at key institutional or faculty meetings; join special action groups at a institutional/faculty level (e.g. Athena SWAN); take on and lead an engagement project from information gathering to evaluation.

Learning from others

Gain an awareness of the work being done by other faculty/areas; talk to representative members of staff (eg HR Heads). Seek out a secondment that exposes you to a wider area of work; industry groups Organisational Development in Higher Education (ODHE) network; lead an engagement project through a Community of Practice.

Formal learning

Leadership development programme.

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