

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Contributing to Employee Engagement

Word Count: LO1 – 943
LO2 – 853
LO3 – 1020

Student Name: Elinor Beynon

Student Number: 2016038

CIPD Membership Number: 57493068

By signing below, I confirm that the work/evidence presented is my own, unaided work. I understand the regulations pertaining to candidate malpractice and the action that may be taken as a result.

Signed: 

Date: 7th March 2022

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Evidence Matrix

Candidate name: Elinor Beynon				CIPD Membership/registration No.: 57493068		
Qualification title: CIPD Diploma in Applied Human Resources (Level 5)				Unique Learner No. (ULN): 2016038		
Unit code	Unit title	Assessment criteria no.	Evidence description	Evidence reference number	Assessor initials	I/V initials if sampled
5CDPP	Contributing to Employee Engagement	1.1, 1.2	Email with Supervisor for Agreeing on Surveys	1		
5CDPP	Contributing to Employee Engagement	1.3	Google Docs Employee Engagement Survey	2		
5CDPP	Contributing to Employee Engagement	1.3	Email Survey Link to Sample	3		
5CDPP	Contributing to Employee Engagement	1.4	Employment Engagement Survey Results	4		
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5CDPP	Contributing to Employee Engagement	3.2	Notes Written Up From Team Meeting	15		
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Candidate declaration:						
• I confirm that the work/evidence presented for assessment is my own unaided work. • I have read the assessment regulations and understand that if I am found to have 'copied' from published work without acknowledgement, or from other candidate's work, this may be regarded as plagiarism which is an offence against the assessment regulations and leads to failure in the relevant unit and formal disciplinary action. • I agree to this work being subjected to scrutiny by textual analysis software if required. • I understand that my work may be used for future academic/quality assurance purposes in accordance with the provisions of the Data Protection Act 1998. • I understand that the work/evidence submitted for assessment may not be returned to me and that I have retained a copy for my records. • I understand that until such time as the assessment grade has been ratified through internal and external quality assurance processes it is not final.						
Signature:					Date:	7th March 2022

LO 1.

Be able to assess levels of employee engagement within an organisation.

1.1 Identify, and justify selection of, suitable diagnostic tools for measuring employee engagement in the organisation.

The tool I have chosen to assess the current levels of employee engagement within the Service Centre Workforce Team at Swansea Council is an online survey (EV1). I discussed with my supervisor the best method for data collection, and we agreed on a survey in this case as it is cheap, fast and can be completed by respondents in their own time. Although draw backs to using a survey includes not being able to prompt respondents to go into more details on particular answers and not being able to ask complex questions, we agreed that given the timeframe I had to complete this research and how busy the team are at the moment, this is the best method. Other methods of data collection we considered included interviews and focus groups but we agreed that they were both too time consuming and I would have to have had a smaller sample size in order to fit interviews in to our work schedule and to have time to analyse the data (Perkins and Woodhams, 2016, pp. 99-100).

1.2 Liaise with key people to plan and agree the application of diagnostic tools.

Before sending out my survey to the team I discussed the different types of applications of diagnostic tools I could use with my supervisor and we agreed on an electronic survey (EV1).

1.3 Apply diagnostic tools accurately and to an appropriate sample of employees to give meaningful results.

I created my survey on Google Docs (EV2) and sent the link out to my sample by email (EV3). The sample included the whole of the Service Centre Workforce Team. This covers the recruitment team, changes team, analytics team and our supervisor and manager. All together this included 16 people. I gave 2 weeks for the survey to be completed so I had time to analyse the results. I let my sample know what the research is for and what will be done with the results. I also let them know that all answers will be confidential and anonymous. The survey questions were based on the Gallup Q12. This is a popular tool used for employee engagement research and is popular for setting benchmarks for engagement (Gallup, 2022).

1.4 Analyse resulting data and draw reasoned conclusions about levels of employee engagement in the organisation.

The results from my survey showed that in general, there is a high level of employee engagement (EV4). 100% of respondents agreed that they know what is expected of them in their job role, that they have the necessary resources to sufficiently do their job role, they enjoy working in their team and they feel encouraged and supported at work.

When employees understand what is expected of them in their job role and have the resources to perform their job role effectively, this leads to high levels of employee engagement. It allows employees to have a clear focus and the means to achieve success in their job role (Macleod, 2015).

However, one respondent noted that they 'think the council needs to update its systems more regularly so that things flow better and limit frustrations. This will also help increase productivity and

save money in the long run.’ Therefore, resources to help employees do their job can be improved to help with this.

Another important factor that leads to high levels of employee engagement is feeling encouraged and supported at work. When managers treat employees like humans instead of machines this leads to employees feeling more engaged with their work. When managers can accommodate to what each employee needs and identify what each individual employee can bring to the organisation this helps employees feel more engaged (Macleod, 2015).

10% of respondents said no and 10% of respondents said maybe to the question ‘Do you feel your work challenges you and aids your development?’. Purcell (2010) argues that feeling challenged by your job and being satisfied with the work you have achieved is a common factor for high levels of employee engagement (Johns and Ellis, 2016, pp. 82-83). Therefore, more can be done in this area for the team.

80% of respondents feel that they are kept informed by leaders of what is happening within Swansea Council sufficiently but 20% answered maybe to this question. A comment was made within the survey saying there is a lack of communication on what is happening in the wider Directorate as a whole and that they have had to ask themselves for answers. Communication from managers is crucial for keeping employees engaged. Employees need to be made aware of the organisation’s strategy and how their role plays a part in it. Without understanding this, employees can feel disconnected from the organisation’s vision, lack knowledge about the business strategy and often feel pessimistic about the future of the organisation. Leaders should communicate with their team consistently, so their employees feel more aligned and therefore feel more innovative and productive. Through communication employees can link their own personal development to the success of the organisation (The Big Picture People, 2020).

90% of respondents feel that they are given enough recognition when they do good work, but one comment said they feel that back-office support does not get enough recognition compared to front of office support. Blogs and newsletters often acknowledge public facing services and this has become more apparent since the pandemic. Macleod (2015) argues that engaging managers must praise and acknowledge when employees do well to make them feel appreciated which will then lead them to feeling more engaged.

References

Gallup (2022) Gallup's Employee Engagement Survey: Ask the Right Questions With the Q12 Survey. Available at: <https://www.gallup.com/workplace/356063/gallup-q12-employee-engagement-survey.aspx> (Accessed: 6 February 2022).

Johns, T. and Ellis, C. ‘Employee Engagement’, in Taylor, S. and Woodhams, C. (ed.) *Human Resource Management: People and Organisations*. London: Chartered Institute of Personnel and Development.

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Perkins, G. and Woodhams, W. (2016) 'Using Information in Human Resources', in Taylor, S. and Woodhams, C. (ed.) *Studying Human Resource Management*. London: Chartered Institute of Personnel Development.

The Big Picture People (2020) *Slack finds that employee engagement with business strategy is key to employee alignment*. Available at: <https://thebigpicturepeople.co.uk/blog/employee-alignment-with-business-strategy/> (Accessed: 5 February 2022).

Evidence

EV1.

From:
Sent: 14 February 2022 10:29
To: Elinor Beynon <Elinor.Beynon@swansea.gov.uk>
Subject: RE: RESTRICTED - Employee Engagement

Morning Ellie,

Yes I can confirm that it was agreed that the best way forward for this research would be to conduct a Survey, this would be quicker and more efficient.

Regards
Chris



Gweithlu – Arweinydd Tîm
Dadansoddeg, Recriwtio a
Newidiadau

Workforce – Analytics, Recruitment,
Changes, Team Leader

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Croesewir gohebiaeth yn y Gymraeg a byddwn yn ymdrin â gohebiaeth Gymraeg a Saesneg i'r un safonau ac amserlenni.
We welcome correspondence in Welsh and will deal with

From: Elinor Beynon <Elinor.Beynon@swansea.gov.uk>
Sent: 14 February 2022 10:26
To:
Subject: RESTRICTED - Employee Engagement

Hi Chris,

As discussed in our call, please can you confirm that a survey is the best way to conduct research into employee engagement? We spoke about using interviews, focus groups, etc. but decided that these would be too time consuming and difficult to analyse in the short space of time I have.

Many thanks,

Regards
Ellie Beynon

EV2

Employee Engagement

Hi everyone,



What team are you in? *

- ☐ Workforce – Recruitment
- ☐ Workforce - Changes
- ☐ Workforce - Analytics
- ☐ Workforce – Manager or Supervisor

Do you know what is expected of you at work? *

- ☐ Yes
- ☐ No
- ☐ Maybe

Do you have the necessary resources to carry out your job role sufficiently? *

- ☐ Yes
- ☐ No
- ☐ Maybe

Do you enjoying working in your team? *

- ☐ Yes
- ☐ No
- ☐ Maybe

Do you find the work that you do is meaningful? *

- ☐ Yes
- ☐ No
- ☐ Maybe

Are you proud to work for Swansea Council? *

- ☐ Yes
- ☐ No
- ☐ Maybe

Do you feel that you receive appropriate recognition when you do good work? *

- ☐ Yes
- ☐ No
- ☐ Maybe

Do you feel encouraged and supported at work? *

- ☐ Yes
- ☐ No
- ☐ Maybe

Do you feel your work challenges you and aids your development? *

- ☐ Yes
- ☐ No
- ☐ Maybe

Do you feel like your opinions are counted at work? *

- ☐ Yes
- ☐ No
- ☐ Maybe

Do you feel that you are kept informed by leaders of what is happening within Swansea Council sufficiently? *

- ☐ Yes
- ☐ No
- ☐ Maybe

Please comment on how Swansea Council can help you feel more engaged. *

Long-answer text

EV3.

From: Elinor Beynon
Sent: 15 February 2022 10:32
To:

Subject: RESTRICTED - Employee Engagement Survey - CIPD

Hi all,

As part of my CIPD Diploma in HR I have been asked to conduct research into Employee Engagement in my work place. I will use the data from this survey to write up an analysis and make recommendations. There is no obligation to complete this survey but if you don't mind taking a few minutes to complete it I would greatly appreciate it. All answers will be anonymous and the data will be treated confidentially.

Please can you complete this survey by the end of play Friday, 25th February 2022.

Here is the link to the survey: <https://forms.gle/V9gWnaJ1yguJrwdQ6>

Thanks in advance for your help and support in this ☺

Regards
Ellie Beynon



Ellie Beynon
Gweithlu – Swyddog Dadansoddeg, Recriwtio a Newidiadau
Workforce – ARC Officer

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✉ Elinor.Beynon@swansea.gov.uk

Croesewir gohebiaeth yn y Gymraeg a byddwn yn ymdrin â gohebiaeth Gymraeg a Saesneg i'r un safonau ac amserlenni.
We welcome correspondence in Welsh and will deal with Welsh and English correspondence to the same standards and timescales.

EV4

10 responses



Accepting responses ☒

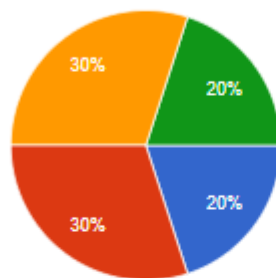
Summary

Question

Individual

What team are you in?

10 responses



- Workforce - Recruitment
- Workforce - Changes
- Workforce - Analytics
- Workforce - Manager or Supervisor

Do you know what is expected of you at work?

10 responses



- Yes
- No
- Maybe

Do you have the necessary resources to carry out your job role sufficiently?

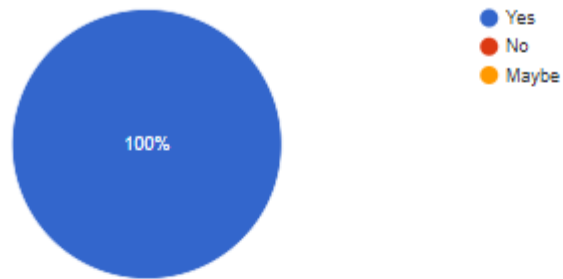
10 responses



- Yes
- No
- Maybe

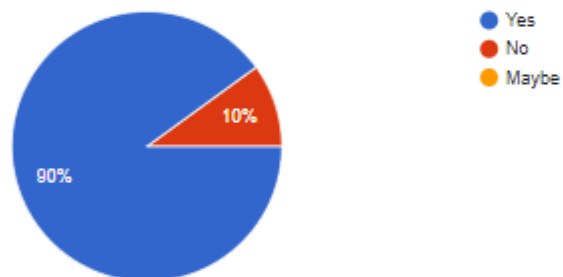
Do you enjoying working in your team?

10 responses



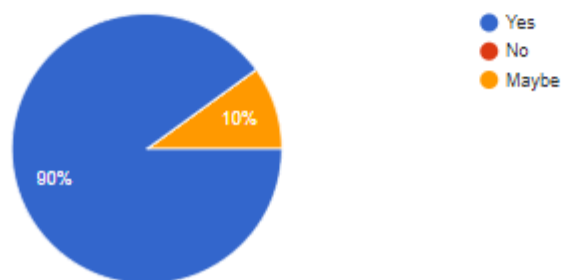
Do you find the work that you do is meaningful?

10 responses



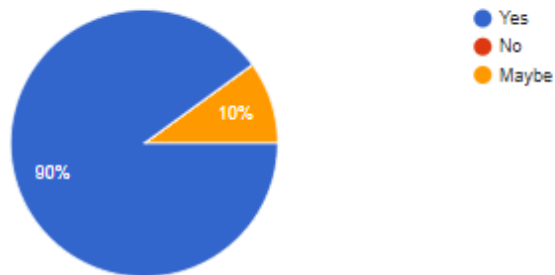
Are you proud to work for Swansea Council?

10 responses



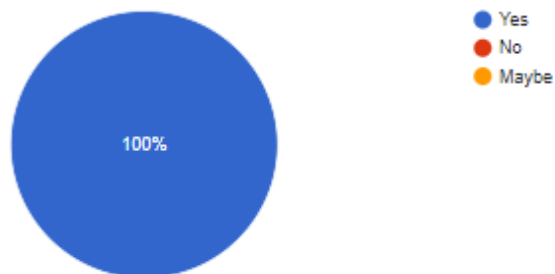
Do you feel that you receive appropriate recognition when you do good work?

10 responses



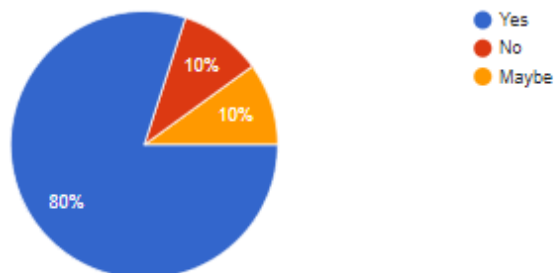
Do you feel encouraged and supported at work?

10 responses



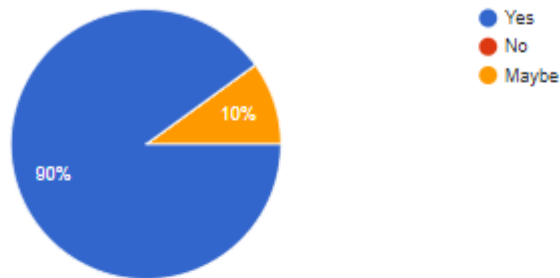
Do you feel your work challenges you and aids your development?

10 responses



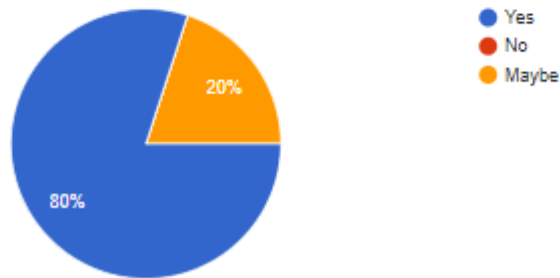
Do you feel like your opinions are counted at work?

10 responses



Do you feel that you are kept informed by leaders of what is happening within Swansea Council sufficiently?

10 responses



Please comment on how Swansea Council can help you feel more engaged.

10 responses

Little more training on new system.

I think the council needs to update it's systems more regularly so that things flow better and limit frustrations. This will also help increase productivity and save money in the long run.

Regular one-to-ones

I feel I'm already fully engaged as an employee of Swansea Council, I feel I'm fully committed to doing a good job on behalf of myself and on behalf of Swansea Council.

I think within our individual workforce team we are usually well informed but sometimes there is a lack of communication on what is happening in the wider Directorate as a whole. I know in regards to recent changes I have had to ask what is happening eg Head of HR and Service Centre post etc. but made it's just me wanting to know!

I do feel as a back office support the Team do not get enough recognition for the service provided. This has become more apparent during the Pandemic and working from home. Any Blogs and JNewsletters produced acknowledge the public facing services.

N/a

Hopefully not in the too distant future we will be able to meet as a team physically, which i feel will help enormously for team engagement.

n/a

Happy with Swansea Council and it's engagement with it's employees. No issues.

LO2

Be able to evaluate current organisational approaches to employee engagement.

2.1 Analyse the principal 'drivers' for employee engagement in the organisation.

One way that Swansea Council drives employee engagement is by sending out annual engagement surveys (EV5). This gives employees the opportunity to voice their opinions and for the Council the chance to make changes to increase levels of employee engagement based off the data from the survey.

There is a FAQ page on Staffnet (EV6) which explains that the survey can be completed in work time and that that responses are confidential and anonymous. The survey asks about the respondents grade so that they can identify common responses from different pay groups.

Once the survey has been completed the results are then published and summarised for employees to read on Staffnet (EV7). The summary shows the key positives and negatives taken from the data of the survey. Survey results from the past engagement surveys are also available to view on Staffnet (EV8).

From this data, actions are put in place to help address any issues raised. One example of an action that has come from the employee engagement surveys is the 'Show bullying the red light' campaign (EV9) where the data showed that bullying and harassment was taking place in the workplace. This campaign helps spread awareness through posters and stories, developed an anti-bullying toolkit and 'bully buddies' were recruited to help those going through bullying or harassment.

As Google demonstrates with the Googleist survey, if employees can see that the data from employee engagement surveys are acted upon, they are more likely to take part in the survey (Nguyen, 2020).

Another way that Swansea Council drives employee engagement is through its staff reward schemes (EV10). Employees are entitled to a range of benefits, discounts and offers with regards to shopping, groceries, travel, eating out, cinemas etc. There is also a car benefit scheme, cycle2work scheme and health cash plan available to employees. Purcell (2010) argues that satisfactory pay is a key factor in organisations with high levels of employee engagement. Because Swansea Council is a public organisation, the salaries are not always as high as the same job role might be for private organisations. Therefore, by having a staff reward scheme in place, this can contribute to engaging employees where they are lacking in pay.

MacLeod (2015) argues that employee voice is a key factor for employee engagement. A way that Swansea Council does this is by having an Ideas Hub where staff can put forward their ideas in a forum and these ideas can then be looked at and either be approved, working towards or unsuccessful. All ideas and the outcomes are made public for staff to have a look at. An organisation who values input from all its employees about the future of the organisation are more likely to have higher levels of employee engagement.

Since the pandemic, the Service Centre have been encouraged to hold regular team meetings (EV11). The Workforce Team hold a meeting once a week for an hour where work updates are discussed along with any issues the team are having. If staff have an ideas to put forward they can discuss them with the whole team in these meetings. A quiz was also being held once a week for the team during the pandemic. By taking time out of work to treat employees as people this creates a happier culture which in turn leads to success (Cao, 2018).

When an employee first starts with the Council there is a induction checklist on Staffnet for managers to download and follow (EV12). This makes sure that new employees are introduced to the team given a mentor to help them learn their role. Facilities, policies, procedures and health and safety are explained so that employees know what is expected of them and what they can expect from working for the Council. One of the policies explained to new starters is the training and development policy (EV13) which makes employees aware that they can develop themselves personally and work towards any career goals they may have. This is key to driving employee engagement (Jouany and Mäkipää, 2021).

2.2 Assess aspects of organisational behaviour which are most likely to hinder employee engagement.

The annual employee engagement survey has been missed in the years 2019 and 2020 which can lead to employees feeling that employee engagement is not important to the leaders of Swansea Council. There is also quite a low response rate to the employee engagement surveys that are sent out annually (EV14) which can lead to the assumption that staff do not believe that much positive change comes from completing the survey and therefore it is not worth their time filling it out.

Swansea Council has a hierarchal structure for their job roles. This discourages employee engagement as job titles and the separation of staff can leads some employees feeling undervalued and therefore, not part of the vision of the organisation. Google have removed all status symbols of managers so that the message that Google lives up to their values is recognised by all employees (Bock, 2016).

References

Bock, L. (2016) *Work Rules!* 1st edn. London: John Murray.

Cao, C. (2018) *HR with Chieu Cao*. Available at: <https://www.listennotes.com/podcasts/natwest-business/hr-with-chieu-cao-ALIVDOtT3z4/> (Accessed: 5 February 2022).

Johns, T. and Ellis, C. 'Employee Engagement', in Taylor, S. and Woodhams, C. (ed.) *Human Resource Management: People and Organisations*. London: Chartered Institute of Personnel and Development.

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MacLeod, D. (2015) *Engage for Success - David MacLeod – GivebackUK* [video]. Available at: [Engage for Success - David MacLeod - GivebackUK](#) (Accessed: 19 January 2022).

Nguyen, V. (2020) *Googlegeist – An inconvenient truth*. Available at: <https://digital.hbs.edu/platform-peopleanalytics/submission/googlegeist-an-inconvenient-truth/> (Accessed: 19 January 2022).

Evidence

EV5.



Staff survey

The staff survey for 2021 has now closed.

Thanks to all who took part - the results will be published soon.



Staff survey results 2018

See the results from the 2018 survey.



Staff survey results 2017

See the full results from the 2017 survey - including results by area.



Staff survey FAQs

Wondering who sees your survey comments? Want to know how the information is used? Have a look at the FAQs.



What changes because of the staff survey?

Did you know things like the 'Show bullying the red light' campaign and the 'It's all about you' events started because of the staff survey?



Previous staff survey results

Staff survey results from previous years.

EV6.



Staff survey FAQs

Wondering who sees your survey comments? Want to know how the information is used? Have a look at the FAQs.

Can I fill in the survey in work time?

Yes.

Is the survey confidential?

Yes.

We will not ask you for your payroll number and you do not have to provide your grade or where you work if you don't wish to.

If you do provide your grade and where you work, managers are not given that information so they do not see it alongside your survey responses and comments.

We use information about grade and section to identify common issues or positive comments, so that action plans can be put in place to target any problems and we can learn from sections that have positive comments.

Sealed ballot boxes will be available to those staff completing the paper survey at the venues below so that your response is confidential and anonymous. Pre-paid envelopes will also be provided this year so people can seal and return them to us if they prefer.

Why do you ask for details about where I work and my pay grade?

We use information about grade and section to identify common issues or positive comments, so that action plans can be put in place to target any problems. Positive comments are used to find examples of good practice, so that we can learn from the sections.

As above, you don't need to provide these details if you don't want to.

Who sees my comments?

The results will be collated and analysed before being presented to senior corporate management team.

The results will then be shown to heads of service before they are displayed on staffnet.

Information such as pay grade that could potentially be used to identify staff members is not included in information provided to managers including the Executive Board.

EV7.

2. Key results from 2018 survey

Most positive

Most positive areas this year:

- I am trusted to do my job

92% compared to 94% last year - a decrease of 2%

- The support I get from my work colleagues

92% compared to 92% last year - no change

- My team is committed to looking at ways in which we can improve service delivery with the resources we have

90% compared with 92% last year - a decrease of 2%

Least positive

Least positive areas this year :

- I am involved in discussions/decisions on changes introduced in my work area/ team/ department

73% compared to 72% last year - an increase of 1%

- Awareness of the lead Councillor for safeguarding

40% compared to 46% last year - a decrease of 6%

- Awareness of departments' designated lead for safeguarding
-

EV8.



Previous staff survey results

Staff survey results from previous years.



Staff survey results 2016

Have a look at the individual service results from 2016 staff survey.



Staff survey results 2015

Thank you to everyone who filled in the staff survey - we received 1,832 completed surveys, representing around 17% of all staff.



2015 staff survey action plans

All Heads of Service have produced an action plan to tackle specific issues in their services that had been raised in the staff survey.



Staff survey results 2014

Thank you to everyone who completed the staff survey - we received 2,227 responses - around 20% of all staff.

EV9.

What changes because of the staff survey?

Did you know things like the 'Show bullying the red light' campaign and the 'It's all about you' events started because of the staff survey?

You can help make a difference to the way we work in the council - here are some examples which have happened because you [filled in your survey](#) .

Show bullying the red light

The '[Show bullying the red light](#)' campaign was created by a group of staff volunteers from the innovation community. It's a result of the staff surveys in 2014 and 2015 which reported that bullying and harassment is taking place within the workplace.



What happened to help combat bullying and harassment?

- The innovation group set up the '[Show bullying the red light](#)' campaign to promote awareness, with posters, stories, emails and featured as part of 'It's all about you' events
- An [anti-bullying toolkit](#) was developed
- [Bully buddies](#) were recruited and trained to provide support to staff who feel they are being bullied and harassed and those who are accused of bullying

'It's all about you' staff events

These [staff engagement events](#) are run by volunteers from the innovation community. The events aim to give staff a chance to socialise, join (and create) [lunchtime clubs](#), ask questions and make suggestions.

Other developments as a result of the staff survey include:

- Stress management training
- New staff suggestion scheme in progress
- Implementing ideas to contact hard-to-reach staff
- New action plans to implement changes from previous survey - tell us if it's working in this year's staff survey

EV10.



Staff reward scheme

As an employee of Swansea Council, you have exclusive access to a range of benefits, offers and discounts to help you save money on high street shopping, groceries, travel, eating out, cinemas, attractions and loads more.

How to sign up

Go to www.swanseacouncilreward.co.uk and register using your payroll number and the scheme ID number: 7926 and click on 'Lifestyle Savings'.

Your payroll number can be found on your payslip and is also the number you use to log into Oracle.

Employees need to use the 'register for free' link first, to create their account, then entering their payroll number and scheme ID.



Proof that you're a member of the scheme

Every staff member will be issued with a **Vectis Card** to use in participating shops to access discounts. **These will be issued over the next couple of weeks via your manager.**

There is also a **Vectis app** that is available to download from Google Play or the App Store. Search 'Vectis card'. Enter the scheme ID number: 7926.

Note: you MUST NOT download this app onto your work mobile phone.

Ways to save

Even though you can use the card straight away in participating stores, you can access extra savings online by registering so make sure you sign up so you don't miss out.

- Show your card/app in participating stores
- Online
 - digital gift cards
 - online discounts
 - reloadable cards
 - gift cards
 - on the phone purchases

Visit the 'ways to save' section on the website for more information.

Where to save

Check out the savings under the different sections on the website:

- **Lifestyle savings** - Save on high-street shopping, groceries, travel, eating out and more
- **The car benefit scheme** - Order a brand new car with an all-inclusive package, which comes straight from your gross salary so you save on National Insurance and pension savings. Not only do you get a shiny new car, everything is included in the fixed monthly amount.
 [Green car scheme salary sacrifice effect on pension \(Word, 51KB\)](#) 
- **Cycle2work** - Join Cycle2work to make big savings on a new bike and benefit from regular exercise and a greener and cheaper commute. Because the payments will be deducted from your gross salary, employees will make savings. This is run once a year in the spring and advertised on staffnet when available. [Cycle to work scheme](#)
- **Health cash plan** - The Health4All health cash plan is an excellent way to manage the cost of your everyday healthcare. Pay a small monthly premium and you can claim cash back on dental, optical and therapy treatments, plus much more.
- **Benefits of employment** - Don't miss out on your unique benefits of employment by visiting the benefits of employment section. As a valued employee of Swansea Council these benefits are there for you to use and enjoy.

EV11.

i Occurs every Tuesday effective 07/07/2020 from 14:00 to 15:00
Please respond.

Organizer	Andrea Smith (Service Centre)		
Subject	TEAM MEETING		
Location	Microsoft Teams Meeting		
Start time	Tue 01/03/2022 	14:00 ▼	☐ All day event
End time	Tue 01/03/2022 	15:00 ▼	

Afternoon,

Please find the weekly Tuesday team meeting link below.

Cheers
Andrea

[Join Microsoft Teams Meeting](#)

[Learn more about Teams](#) | [Meeting options](#)

EV12.



INDUCTION CHECKLIST

Employee Name:	Employee No:		
Start Date:	Job Title:		
Section:	Line Manager		
GENERAL INFORMATION:		ACTIONED BY:	
Introduction to manager/line manager/colleagues			
Location/layout of department/work area			
Mentor/buddy identified (if appropriate)			
FACILITIES EXPLAINED:			
Toilets			

Canteen		
Tea/coffee arrangements		
Car Parking		
SECURITY		
Passes		
PROCEDURES EXPLAINED FOR:		
Pay		
Annual Leave		
Sickness Absence		
Flexi time (if applicable)		
Smoking		
Telephone Calls		
Expenses/Car Allowance [VAT Receipt to be provided]		
POLICIES EXPLAINED:		
Employee Handbook		
Training & Development		
HEALTH & SAFETY		
Fire procedure and drills		
First Aid & First Aid Box		
Accident Procedures		
Responsibilities under the Health & Safety at Work Act		

I have been informed of the issues listed above.

Signed: (Employee) Date:
Signed: (Line Manager) Date:

EV13.

Training and Development Policy

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1. Policy Statement

- 1.1 The City and County of Swansea is committed to the training and development of all its employees in order to ensure the consistent delivery of quality services to its customers and clients. The aim of the Council is to embrace best practice and is demonstrating this commitment by striving to develop its Investors in People status.
- 1.2 As a guiding principle, all staff must be offered appropriate and relevant development opportunities in order to:
- Create a flexible workforce
 - Utilise existing staff more effectively
 - Increase their skills and improve their performance
 - Ensure retention of employees
 - Offer enhanced career opportunities and increased job satisfaction

However, certain "business considerations" should be applied, namely that:

- The development intervention must be affordable **and** cost effective

- The training/development must be directly relevant to the employees role
 - The training/development must be based on the needs of the department identified, in part, through workforce and succession planning activities
- 1.3 Individuals must take responsibility for their own self development by identifying their own training requirements in line with their performance in their current role and their future career aspirations. They must also take the Council's Skills Pathway framework into consideration. This must be discussed with line management as part of the employee's routine performance and development review processes.
- 1.4 Line Managers are responsible for ensuring that all employee training needs are identified in line with current post requirements and any potential future succession planning requirements, ensuring the sustainability of the service. Managers will ensure that personal development plans are developed; work standards are set and work performance evaluated. This is to be done through the Business planning and Performance Appraisal processes (in that order).
- 1.5 It is also recognised that colleagues of similar grade and status need to meet to share and exchange experiences and knowledge etc. it is also important that development opportunities involve employees of different grades, disciplines, departments and take account of regional/national benchmarking and improvement initiatives.
- 1.6 The mixing of employees from different grades and departments and organisations during workforce development activities (both formal and informal) is to be encouraged, when appropriate, in order to build experience and knowledge, help team building across the Authority and beyond, reduce the risk of silo working and develop a greater understanding of roles and problems encountered.
- 1.7 There are several key areas and types of development opportunity that exist for all employees of the Swansea Council.
- Induction Training (Mandatory)
 - Corporate Training and Departmental Training (Either Mandatory or Optional)
 - E-Learning – both formal (via Learning Pool) and informal
 - Management Development (both for existing/established managers as well as employees newly appointed to a management role)
 - Short Term Externally Provided Training (e.g. one or two day external courses)
 - Longer Term Further Education/Study (e.g. NVQs, MAs etc)
 - Professional/Vocational Training
 - Informal Development Opportunities (e.g. Coaching, Shadowing, Action Learning Sets etc)
- 1.8 Managers must be aware of and comply with the Public Sector Equality Duty (Welsh Regulations) and the requirement to record information in relation to training requests submitted by employees. Guidance on the recording and reporting process is available from Human Resources. Managers should also be aware of the training provisions contained in the Redeployment Policy.

2. Scope

- 2.1. This policy applies to all employees other than those in educational establishments with delegated powers

3. Induction Training

- 3.1. Line managers should assess the training needs of all new staff to their department in order to help them perform to a satisfactory standard from the outset.
- 3.2. They should design a departmental induction programme to meet the specific needs of individual starters, together with the Corporate Induction programme which must be attended by all new employees to Swansea Council.
- 3.3. Newly promoted staff should also have an individual training plan in order to prepare them for their new roles and responsibilities; this should also include colleagues appointed to a supervisory/management role.

4. Corporate Training/Departmental Training

- 4.1. Developing employee skills in order to enable an individual to do their job both effectively and efficiently is a priority for the council.
- 4.2. These skills requirements (training needs) must be:
 - Directly relevant to the job currently being done
 - Based on the needs of the department as specified in its business plan with consideration being given to issues relating to workforce and succession planning activities
- 4.3. The Corporate Training & Development Team (CT&D) is available to provide support and guidance to all Line Managers and should be consulted on such training issues. CT&D will provide a detailed [Training Brochure](#) outlining regular training courses that are available to all council staff (most of which are at no cost) together with periodic training bulletins informing employees of impending courses, workshops etc.
- 4.4. Employees should only book/be booked onto these courses after gaining consent from their line manager.
- 4.5. It is expected that, once booked onto the course, employees should make every effort to attend the training. Failure to attend the course (without prior notice of cancellation) will result in a charge being incurred by the respective service area (£50 for a full day and £30 for a part day's training course – exceptional circumstances notwithstanding).
- 4.6. The Corporate Training & Development Team also provides a bespoke service, tailoring interventions to specific needs on a one to one or whole team basis; including issues dealing with Team Effectiveness, Team Building etc.
- 4.7. Departmental training functions e.g. H&S, Housing and Social Services also offer a range of technical specialist training interventions which can also be

accessed by the relevant service areas. Any departmental training should be conducted inline with the principles outlined in this policy.

5. Mandatory Corporate Training & Development Courses

- 5.1. There are a suite of Corporate Training Courses that are mandatory for all staff to attend. A list of these courses can be found on the [intranet pages](#) of the Corporate Training & Development Department.
- 5.2. Managers are responsible for ensuring that their team members have attended these mandatory training courses.

6. E-Learning

- 6.1. The Council has developed a Corporate wide [E-Learning portal](#), using Learning Pool software. E-Learning is an electronic, interactive and online tool that enables employees to learn new information and skills in an accessible and cost effective way at a time and place that is convenient.
- 6.2. This provision is intended to support a blended learning approach to staff and management training; it is not intended as a replacement for face to face training provision.
- 6.3. There are a number of 'stand alone' courses on the Council's E-learning portal for completion and review by staff and management. Additionally, a number of E-Learning courses have been developed to compliment face to face courses. Many of these courses require the successful completion of the E-Learning module prior to attendance on the face to face course. Where this requirement exists it is stipulated at the enrolment stage of the face to face course.
- 6.4. Where employees are required to complete E-Learning courses, they may do so in one of the following ways **by prior agreement with their line manager**:
 - At their desk/hot desk/workstation
 - By booking into the Corporate Training & Development's IT suite
- 6.5. Time, as well as a conducive learning environment, must be provided by line management to ensure uninterrupted time in order to complete the designated E-Learning course.

7. Management Development

- 7.1. Management Development is essential to the success of the Council in increasing the effectiveness of first level, middle and senior management staff.
- 7.2. The council must prepare its managers for the growth and changes that regularly occur in the working environment especially given the current financial climate and the push towards collaborative management.
- 7.3. Management Development must focus on developing the key skills required to be successful in the organisation and this will correlate with the Council's competency framework and role profiles.

- 7.4. There are a suite of Corporate Training Courses that are mandatory for all managers to attend. Attendance on these will be recorded and regularly monitored. This list of mandatory courses, along with further detail regarding the Swansea Council's Management Development Policy, can be found on the [intranet pages](#) of the Corporate Training & Development Department.

8. Short Term, Externally Provided Training

- 8.1. **N.B.** There is an expectation that training and development interventions must **only** be sourced externally if internal solutions are impossible.
- 8.2. Managers that require staff to attend short term, specific training and development interventions must confirm, with both the Corporate Training & Development Dept. and their own departmental training functions (if applicable), that the training can not be sourced internally before seeking approval to source training from external providers.
- 8.3. Where neither the Corporate Training Team nor the relevant departmental training function can provide the required training/development it may be necessary to source training from an external provider.
- 8.4. Where this is the case:
- For training costing under £1,000 permission must be granted by the relevant first line manager and HOS. For training costing in excess of £1,000 permission must also be sought from the relevant Director.
 - Relevant and applicable procurement regulations must be complied with
 - The development costs, and associated on costs, will be met by the employee's own section/department
 - The training/development must be directly relevant to the job currently being done
 - Based on the needs of the department as specified in its business plan.
 - Longer Term/Further Education Study
- 8.5. All employees of the Council may be eligible for assistance subject to the following criteria:
- The qualification to be studied must be directly relevant to both the needs of the department as specified in its business plan, the employee's post and to the employee's future development within the Authority.
 - The relevant Director will authorise the course in consultation with the Head of Service and/or the direct line manager.
- 8.6. Support is subject to the availability of resources within the department and each application will be dealt with on its own merits.
- 8.7. Support is not normally available for employees with less than one year's service. However, there may be occasions when the Director feels that an employee should begin studying sooner, and ultimately it will be left to his/her discretion.

- 8.8. Where alternative arrangements are available for gaining the appropriate skills, the option most cost effective to the Authority will be taken. In all cases the Council will be mindful of its [Equality Policy Statement](#).
- 8.9. Where an employee fails to sit an examination, submit coursework, fails to show satisfactory progress in his/her studies, or discontinues his/her course for no good reason (from the employer's viewpoint) the Authority will withdraw the support facilities under this scheme and require the refunding of the current year's study costs (in exceptional circumstances repayment of previous years costs may also be required).
- 8.10. Where an employee (who has been granted support for a qualification specific to a department) is promoted to another job outside of their current department, any issues surrounding the employee's study commitment should be discussed in advance of their appointment and acceptance of the new terms and conditions attached to that job. If the department agrees to accept the new employee they must honour the employee's study commitments for that academic year. A decision on whether or not to continue the support in future years should also be made before the appointment is confirmed. **N.B.** It should be noted that decisions of this nature should be reached, taking the council's Principles of Training & Development (as outlined above) into account.
- 8.11. Where the council has paid for the costs of a qualification for an employee, and the employee leaves the Council of their own volition before completing the qualification (or at any time up to two years after qualifying) the current year's, or last year's, costs must be repaid to the council by the employee.
- 8.12. If an employee is unable to attend the course/college for whatsoever reason the employee must, as soon as is reasonably practicable, inform both their line manager and the college/course provider. Failure to do so will be viewed very seriously and may be treated as a potential Gross Misconduct.

9. Procedure to be followed when applying for Longer Term/Further Education Study

- 9.1. An employee wishing to complete Longer Term/Further Education Study must complete the '[Training Application Form](#)', and an '[Agreement for the Repayment of Education and Training Fees](#)' form. Copies will be retained by the employee, the employee's manager and the originals sent to Corporate Training & Development.
- 9.2. Any application must:
- Include the subject matter of the proposed training or study
 - State where and when the proposed training or study would take place
 - State who would provide or supervise it
 - Detail what qualification it would lead to (if any)
 - Detail how the employee thinks the proposed training or study would improve their effectiveness in their job role
 - Detail how the training/development will benefit the Council
 - State the date of the employee's last application (if any)
 - Be signed and dated

- 9.3. This form should be sent to the line manager and a copy forwarded to the Corporate Training and Development Manager.
- 9.4. Once the employee's line manager is in receipt of the request form, they must meet with the employee to discuss their request within 28 days of receiving a valid request
- 9.5. If it is unable to arrange a meeting within 28 days after the application has been received, the manager should seek the employee's agreement to extend the period by a further 14 days.

10. Consideration and Decision

- 10.1. In order to determine the decision as to whether a request should be accepted consideration will need to be given to how the costs of the training will be met and that budget provision exists.
- 10.2. The relevant Director will authorise the course in consultation with the Head of Service and/or the direct line manager.
- 10.3. The manager must inform the employee and the Corporate Training & Development Manager of their decision, in writing, within 14 days after the day of the meeting. If more time is needed to make a decision then the manager must obtain the agreement of the employee for an extension to the 14 days.
- 10.4. There may be cases where the manager is content to accept in full the employee's proposals for training as set out in their request. There may also be cases where the manager is content to accept the request, but thinks the training need can be met in a different way to the request proposal. For example, they may prefer to deliver training in-house rather than using an external training provider, or they may be aware of different courses or qualifications that they believe would better meet the training need the employee has highlighted. In such cases, they will need to discuss the employee's request with them before reaching a final decision and confirming it in writing to the employee.
- 10.5. The Council may refuse an employee's request for time to train for one of the following business reasons:
 - a. If the course is not deemed to be directly relevant to the business needs of the organisation, or the individual's development within the organisation as set out in the relevant Business Plan and employee appraisal.
 - b. Burden of additional cost to the section
 - c. Detrimental effect on ability to meet service demands
 - d. Inability to reorganise work among existing staff
 - e. Inability to recruit additional staff
 - f. Detrimental impact on quality
 - g. Detrimental impact on performance
 - h. Insufficiency of work during the periods the employee proposes to work
 - i. Planned structural changes
 - j. Imminent risk of redundancy/redeployment of the applicant

- 10.6. It will not always be possible to agree a request. In such circumstances the manager must, in writing:
- a. State one or more of the business grounds (see list above) why the request cannot be accepted
 - b. Provide an explanation of why the business reasons apply in the circumstances

11. Professional/Vocational Development

- 11.1. Where an employee has to conduct a programme of Continuing Professional Development (CPD) in order to maintain a professional or vocational status, so that they can carry out their employment duties (e.g. a practising lawyer or electrician), the relevant council department/section will support (both financially and time) the formal development activities, up to the level required by the employee's relevant professional body.
- 11.2. Staff are expected to carry out "informal" development activities, such as reading journals etc, in their own time.
- 11.3. The cost of all professional body fees must be borne by the employee in line with the Authority's Terms & Conditions. The Council will pay any fees where registration or membership to a professional body where it is an essential requirement for an employee to carry out their duties.

12. Informal Development Opportunities

- 12.1. In addition to the types of training referred to above, less formal types of learning & development can be considered by managers, these include:
- a. Coaching and Mentoring
 - b. Increased Responsibility
 - c. Job Rotation
 - d. Secondments and Projects
 - e. Problem Solving Groups
 - f. Action Learning Sets
 - g. Any other opportunity where learning can be achieved and development enhanced
- 12.2. Managers, or individual employees, can consult with the Corporate Training & Development Team to consider these types of development interventions and the Corporate Training & Development Team can support managers in building a development programme for individuals or whole teams/sections, including the facilitation of Action Learning Sets.

13. Claiming Time/Expenses for Training Undertaken

- 13.1. Generic Issues
- 13.2. Where an employee has completed formal taught sessions with the University/F.E. establishment and is then required to complete an extended written study/dissertation, contact time with tutors/support staff will be allowed, up to and including the previously allocated time commitment for taught sessions.

- 13.3. Paid time off to sit a scheduled examination will be granted for the duration of the examination. However, this must be clearly communicated with line managers well in advance of the examination date. Travel time can be claimed if the examination is sat outside of the boundaries of Swansea.
- 13.4. Support will be available for one examination re-sit/course work re-submission only as outlined above.
- 13.5. Where employees are required to take block release, for a number of month's duration, for whatever reason e.g. preparation of portfolios, then the relevant Director, in conjunction with the Head of Service and Head of Human Resources, must give prior authorisation. This leave will be unpaid and the replacement of these employees will be dealt with under the Authority's normal recruitment procedures.
- 13.6. Text books paid for by the Council will remain the property of the Council and must be returned after the course of study. Receipts for books should be given to the line manager who will authorise payment.
- 13.7. Any subsistence fees incurred for overnight stays, travel costs etc will be borne by the employees team/service area and will only be paid in line with the Authority's policy on [Car, Travel & Subsistence](#). Employees must complete the Travelling Expenses, Subsistence Allowance and Motor Car/Cycle Allowance (All Types) Claim Form when claiming these expenses.

Please see below for specific provisions

Corporate/Internal Departmental Training

- 13.8. Employees attending Corporate or other internal departmental training programmes will only be able to claim for the actual time spent attending the training course up to a maximum of 3hours 42 minutes per half day or 7 hours 24 minutes daily
- 13.9. Subsistence claims (e.g. lunch expenses) will not be accepted for any Corporate/Internal Departmentally run training courses; predominantly these courses are run locally.
- 13.10. Travel expenses can only be claimed in line with the Authority's policy on Car, Travel & Subsistence. Employees must complete the [Travelling Expenses, Subsistence Allowance and Motor Car/Cycle Allowance \(All Types\) Claim Form](#) when claiming these expenses. These fees will be borne by the employee's team/service area.

Short Term, Externally Provided Training

- 13.11. Where employee attendance on a short term external training programme necessitates the commencement and termination of work at times outside the flexi bandwidth, i.e. 07.30 to 18.30, due to extended travel times, time can only be claimed up to a maximum of 10 hours 30 minutes (deduct half hour for lunch) per day. Any amount of time more than 10hours 30 minutes is considered as the employee's contribution to the development opportunity.

- 13.12. Any subsistence fees incurred for overnight stays, travel costs etc will be borne by the employees team/service area and will only be paid in line with the Authority's policy on [Car, Travel & Subsistence](#). Employees must complete the [Travelling Expenses, Subsistence Allowance and Motor Car/Cycle Allowance \(All Types\) Claim Form](#) when claiming these expenses.

Longer Term/Further Education Study

- 13.13. By its very nature longer term study requires a more lengthy time commitment and managers must consider the effect of this on their service. Account must be taken of the impact on service needs and other staff when making a decision as to whether to approve time off for training.
- 13.14. Employees will have the right to request that the Council allows them time to undertake training. However, they do not have the automatic right to be paid for the time spent training if a request is agreed.
- 13.15. It may be that a manager agrees to a request for time off to train, and reaches agreement with the employee that they will work flexibly to make up the time spent training, or that they will take unpaid time off to train.
- 13.16. The decision will be dependent on the type and length of study and the benefits to the Council.
- 13.17. If paid time off is agreed for longer term external training programmes the employee will only be allowed to claim the actual time spent training up to a maximum of 3 hours 42 minutes per half day's training and 7 hours 24 minutes for a full days' training. Any time above would be considered the employees contribution to the course.

14. Optional and Supplementary Course Arrangements

- 14.1. Optional and supplementary course arrangements (e.g. visits, etc.) which are not essential in order for the attendee to qualify, will not be supported.

15. Compulsory Course Arrangements

- 15.1. Where supplementary course arrangements are compulsory (e.g. visits / trips etc), time off would be by agreement and time will be taken out of the employees leave entitlement. The employee must meet the costs of the trip including travel and accommodation.

16. Study Leave

- 16.1. No paid study leave will be allowed for preparation for any examinations being sat or coursework/assignments being completed in relation to any courses/qualifications completed by employees; regardless of the duration or level of the course/qualification.
- 16.2. Employees are expected to commit their own leave time (Flexi/Annual or TOIL) in order to adequately prepare for any/all relevant assessments. This should be considered to be part of their contribution to the course.

- 16.3. The above does not apply to staff employed in Social Services who are required to undertake programmes which are essential to their roles. Some of these programmes are mandatory for re-registration without which they would be unable to continue to practise as Social Workers. Requirements for study leave have been recommended following consultation with such bodies as ADSS (Association of Directors of Social Services) and programme providers.
- 16.4. The following programmes have recommended study leave :-
- Open University Degree in Social Work (for seconded staff) –1 half day per module studied per week.
 - Graduate Certificate in Consolidation of Social Work Practice – 3 days
 - CPEL Programme (including Experienced Practice Programme, Senior Practice Programme and Consultant Social Worker Programme) – 3 days per year of study
 - SWM9 (Practice Assessor Programme) – 2 days
 - Oxford Brookes programmes – Team Manager Development Programme and Middle Manager Development Programme – 3 days
 - Social Services Practitioner Programme (Cert HE)- 1 half day per module studied per week.

17. Evaluation of Training

Corporate/Departmental Training

- 17.1. All employees who attend Corporate Training & Development courses **must** complete a full and meaningful evaluation of the course. This evaluation will be led by Corporate Training & Development team. However, a responsibility lies with relevant employee line managers to ensure that course attendees comply with and complete the requirements of the evaluation process.

Short Term, Externally Provided Training and Longer Term/Further Education Study

- 17.2. A full and meaningful evaluation of the learning achieved, as a result of the development opportunity, **must** be carried out by the course attendee supported by their line manager. This evaluation must cover all elements as laid out below; in order to determine any value added by course attendance.
- a. The reaction of the attendee to the training (what they thought and felt about the training)
 - b. An evaluation of the increase in knowledge and or capability of the attendee
 - c. An evaluation of the extent and scale of the improvement in the attendee's performance/capability after the training.
 - d. An evaluation of the effects on service provision or environment resulting from the attendees enhanced performance.
- 17.3. The Corporate Training & Development Department are available to support managers when evaluating an employee's attendance on any training course; evaluation data should be fed back to the Corporate Training & Development

Department and need to comply with departmental training procedures and requirements of IIP.

- 17.4. Elements of the evaluation process can be incorporated into an employee's yearly [appraisal](#) interview.

18. Policy Monitoring

- 18.1. The Council will monitor the application of this policy and has discretion to review it at any time through the appropriate consultation mechanisms.
- 18.2. Responsibility for the implementation, monitoring and development of this policy lies with the Head of Human Resources. Day to day operation of the policy is the responsibility of nominated officers who will ensure that this policy is adhered to.

Version Number	Details of Change	Date
2.0	Paras. 16.3 to 16.4 added – regarding Study Leave for Social Services staff	5 th February 2018

EV14.

2. Key results from 2018 survey

Most positive

Most positive areas this year:

- **I am trusted to do my job**

92% compared to 94% last year - **a decrease of 2%**

- **The support I get from my work colleagues**

92% compared to 92% last year - **no change**

- **My team is committed to looking at ways in which we can improve service delivery with the resources we have**

90% compared with 92% last year - **a decrease of 2%**

Least positive

Least positive areas this year :

- **I am involved in discussions/decisions on changes introduced in my work area/ team/ department**

73% compared to 72% last year - **an increase of 1%**

- **Awareness of the lead Councillor for safeguarding**

40% compared to 46% last year - **a decrease of 6%**

- **Awareness of departments' designated lead for safeguarding**
-

LO3

Be able to recommend and plan strategies to raise levels of employee engagement within an organisation.

3.1 Review external studies of employee engagement to identify relevant best practice.

Innocent Smoothies is an example of an organisation that has high levels of employee engagement. Factors that contribute to driving high levels of employee engagement within this organisation include recruiting people with an entrepreneur mindset, going with an idea if an employee is 70% sure it will be work and encouraging employees to come up with both big and small ideas all of the time. They hold monthly finance meetings for all employees so the whole company is aware of what is going on. They also randomly allocate seats across the organisation so everyone can mix and spread ideas and they do pulse checks regularly (Engage for Success, 2021).

Netflix decided to opt out of completing formal performance reviews and instead have more regular 360-degree reviews. They believe that being honest about performance regularly produces better results. This fits in to employee engagement as people will be aware of what they need to do to perform their job role well (McCord, 2014).

An example of how Google encourage employee engagement is by treating their employees as people instead of machines. The Dublin Goes Dark initiative was created to help employees avoid burnout from overworking. Employees had to check in their devices before they clock off so they can avoid taking work home with them (Kellaway, 2014).

3.2 Identify potential barriers to acceptance of employee engagement strategies and liaise with relevant people regarding how these may be overcome or minimised.

A potential barrier of employee engagement within Swansea Council would be that most employees have been working from home during the COVID-19 pandemic.

New starters can struggle to feel like part of the team if they are unable to meet people face-to-face. They may also struggle to learn the job role without being around the team. To help new starters feel like part of the team, staff should encourage conversations with the new starter not based around work so they can get to know the team. The new starter should be buddied up with a team member that they can go to for help but also be encouraged to ask for help in the Microsoft Teams chat that the whole team can contribute to.

Another barrier Swansea Council faces is employees not having a healthy work-life balance since working from home. Because employees have their laptops at home with them, it is easy for them to work outside of business hours and therefore they are more prone to burnout. To discourage overworking whilst still keeping laptops home with employees, managers can lead by example and communicate when they stopped working the previous day and what they did after work.

Another barrier within Swansea Council is the hierarchy structure stopping employees from asking for help. The Council could consider adopting a flat hierarchy structure or managers can make themselves seem more relatable to their team by joining in with casual conversations and attending social events with their team. The pandemic makes it harder to socialise with the team so social activities over Microsoft Teams such as quizzes can be encouraged (EV15).

3.3 Propose strategies to raise levels of employee engagement, based on analysis of the organisation and external reviews of best practice, to key decision-makers.

I presented an action plan to my supervisor to help keep employees engaged whilst working from home. The Stage of Remote Work study found that employees who work remotely feel burnt out from struggling to unplug after work (27%), struggle with loneliness (16%) and struggle with communication (16%) (Buffer, 2021). Therefore, my action plan mentions building a good team is to be encouraged through the teams channel, weekly meetings and virtual social activities. Wellbeing can be monitored by asking how employees are feeling in the one-to-ones, regular check ins and social activities can help. A good work-life balance can be promoted by encouraging employees to take breaks away from their screen regularly, encouraging staff to take leave and to start and finish work at appropriate times.

Staff need the right equipment to carry out their role (Gallup, 2022) so it is important that if any resources are needed that they are given to staff. This includes letting staff take chairs home from the office and making sure they have the correct IT software installed.

Research into how engaging managers create employee engagement by Robinson and Hayday (2009) on behalf of the IES found that their behaviours consisted of good communication, clearly communicating expectations, listening and valuing their team, target focused, share a clear vision and strategy with their team, actively seen to be interested in others, practice positive role-modelling and they respect their team to they are respected in return. Therefore, in my action plan I mention how managers must stay connected to their teams by creating a team channel on Microsoft Teams, monthly one-to-ones, weekly team meetings, and scheduling half a day per month where employees can go to them for drop-in session. Encouraging professional development is to be done in one-to-ones where the employee can ask for any training they would like to take part in and any issues can be discussed and goals can be set for the next one-to-one meeting. Finally, redesigning training methods for new starters by updating process documents and team videos.

During the pandemic, I have had to train a new starter in our team. Using the Gibb's reflective cycle (Mindtools, 2022). I have self-reflected on my approach. I find it easier to build a rapport with new starters when we are face-to-face in the office. It is useful to bounce off other team members to help explain processes. This cannot be done as well virtually over teams, so I need to become more confident explaining processes over video call. I will discuss with other team members the best approach for this as we can learn from each other what worked and what did not work as well the last time we had to train a new starter virtually (Chadbone, 2020).

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Evidence

EV15.

In a team meeting, I discussed potential barriers to acceptance of employee engagement strategies within the team and how these may be overcome or minimised.

COVID-19 is the first barrier mentioned as it has made us working from home full time. We've had a few new members join our team during the pandemic so they discussed how it was for them learning work processes and getting to know the team whilst not meeting anyone in person. Those training the new starters discussed the difficulties of training people virtually. We discussed one way of making new starters feel more welcome is by chatting to them not about work so we can get to know them better as people. We encourage them to call people up and for people to call them to chat. We were already buddying up with new starters before the pandemic but in the office you could ask for other people's input into describing processes. It is more difficult to get your point across virtually and you cannot see the new starters' body language to help gauge how they are coping. To help with this we call up other colleagues when training the new starters and encourage them to ask questions not only to their mentor but also in the team chat on Microsoft Teams.

We then discussed work-life balance since working from home full time. We mentioned in past employment surveys results showed that many people are working longer hours than they would in the office. Some people also find it hard to switch off from work when they relax in the same environment that they have been working in all day. Our supervisor and team leader joined in to say that they should set an example to the rest of us by starting and finishing work at a reasonable time as they are as guilty of this as the rest of us.

Finally, we discussed the hierarchy in the Council being a barrier to employee engagement. Sometimes we do not feel we can approach certain people if they are in a much higher role to us. We mentioned how a flat hierarchy would be beneficial to rectify this but it is unlikely Swansea Council would change to this. People mixing should be encouraged but this is also difficult since working from home. Our supervisor and team leader join in our weekly team meeting for a general chat and we often do social activities together which makes asking them for help when we need it less intimidating.

EV16.

Action Plan

Employee Engagement	Resolution
Managers stay connected to teams	Create Team Channel Monthly one-to-ones Weekly team meetings Drop-in sessions for half a day per month
Team building	Use Team Channel Weekly meetings Virtual social ~~activities~~
Professional development	Discuss in one-to-ones
Wellbeing	One-to-ones Check ins Virtual social ~~activities~~
Resources	Provide office equipment (chairs, keyboards, monitors) IT software
Work-life balance	Encourage staff to take breaks Encourage staff to take annual leave
New starter training	Update process notes Team videos

EV17.

From:
Sent: 1 March 2022 11:42
To: Elinor Beynon <Elinor.Beynon@swansea.gov.uk>
Subject: RE: RESTRICTED - Employee Engagement

Morning Ellie,

[Yes](#) I can confirm that your action plan is suitable to help keep employees engaged.

Regards
Chris



Gweithlu – Arweinydd Tîm
Dadansoddeg, Recriwtio a
Newidiadau

Workforce – Analytics, Recruitment,
Changes, Team Leader

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☎ 01792 636098 | 07970321747



Croesewir gohebiaeth yn y Gymraeg a byddwn yn ymdrin â gohebiaeth Gymraeg a Saesneg i'r un safonau ac amserlenni.
We welcome correspondence in Welsh and will deal with

From: Elinor Beynon <Elinor.Beynon@swansea.gov.uk>
Sent: 1 March 2022 11:40
To:
Subject: RESTRICTED - Employee Engagement

Hi Chris,

As discussed in our call, please can you confirm that this action plan I presented to you is suitable?

Many thanks,

Regards
Ellie Beynon