**Inducting a New Starter who is Working Remotely**

When inducting a new starter who is working remotely, most of the steps within our University’s induction checklist are still applicable. However, some have been adapted in the below induction checklist specifically to support remote working.

For most, starting a new role can often be an overwhelming experience. For the remote employee, this sensation is amplified. Without face-to-face engagement, remote employees risk feeling unclear and subject to information overload. Effective planning and communication is therefore crucial to the success of the induction process. This includes carefully considering how to involve and integrate them, despite them not physically being in the office.

A number of the updates to the checklist therefore make reference to virtual meetings, where possible. Use of relevant technology such as Skype for Business and MS Teams can support this and help to make the new starter feel connected. Other key amendments include ensuring arrangements are in place for HR Services to send the new starter their login details, instead of the new starter attending the Student Hub to collect their staff card.

A discussion/welcome email in advance of the new starter commencing their role is important, for clarity and to stay in contact between the recruitment process and start date. As detailed further in the checklist, this could include –

* an itinerary for the first few days/week, to help set the new starters expectations for when they start;
* details of any key initial contacts;
* sharing any relevant documents, to give insight into the University and School/Service culture, vision and values;
* an update on what equipment and software they will need when they start and arrangements for providing them access, where required.

Questions to consider –

* **What additional support might the new starter require given they are working remotely?**

For example, it will be important to plan regular virtual check-in meetings and regularly check any training requirements. It can be more difficult for colleagues working remotely to learn ‘on the job’ without the face-to-face interaction with others, so consider and be considerate of what support they will need when learning about our processes and systems.

* **How can the need for balance and structure when working remotely be supported?**

For example, discussing and agreeing working arrangements and expectations with the new starter.

* **What key things will the new starter need to immerse them into the role?**

For example, setting clear expectations and ensuring the new starter has clarity on any initial tasks/projects, including clear timeframes to work towards.

* **How can you ensure the new starter feels connected and involved?**

For example, setting up a team overview document and a virtual meeting to introduce and build relationships with other team members and key contacts for the role. With the team this could include introducing everyone, giving an overview of what everyone does and how they’ll work together. Also, sharing the [link to the virtual campus tour](https://www.leedsbeckett.ac.uk/assets/virtualcampus/index.html), in the absence of an office/campus tour.

* **Outside of scheduled meetings, what’s the best way for the new starter to stay in contact and ask any questions?**

It’s to be expected that the new starter will have a lot of questions. How and who should they direct these to? How could the new starters Buddy support this?

* **What individual requirements does the new starter have?**

This could be anything that impacts their ability to meet the expectations of the role when working remotely. For example, do they have all the equipment they require and access to the relevant systems?

For further support around remote working, our University has a [Working Remotely](https://www.leedsbeckett.ac.uk/covid-19/staff/working-remotely/) webpage that includes:

* A link to the [IT Services Working from Home](https://www.leedsbeckett.ac.uk/staffsite/services/it-services/about-it-services/working-from-home/) support page, including information on how to access files, equipment and useful resources when working remotely
* A link to a ‘home working checklist’- a useful guide to taking your own precautions in creating a safe and healthy environment when working remotely
* Tips for getting set up, getting connected and taking regular breaks
* A link to our University’s [Wellbeing pages](https://www.leedsbeckett.ac.uk/staffsite/services/human-resources/working-here/wellbeing-and-occupational-health/wellbeing/), including support and advice on how to look after your mental health and wellbeing

**Remote Working Induction Checklist**

*This checklist is intended to help the person responsible for inducting a new colleague who will be working remotely. It is not an exhaustive list but an aide-memoire and may therefore be modified to suit the induction needs of any new colleague, to incorporate local induction practices within each School/Service. It is recommended that a checklist is completed for all new starters, whatever the nature of their role and contract, making any appropriate adjustments.*

**Employee Name Area**

**Position Title Start Date**

**Manager Buddy**

**Date Checklist Completed\***

**Preparation / Before the new starter arrives**

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| --- | --- | --- |
| Action | Suggested person | Date Completed |
| Arrange a pre-start discussion/email with the new starter | Manager |  |
| Make arrangements with the new starter for their first day. Advise when, how and who to report to and provide any details of their induction programme, including scheduled meetings/training etc. | Manager/  School Secretary |  |
| Email the department to make them aware of the new starter, including their name, start date and position title | Manager |  |
| Ensure the new starter has the relevant equipment available, including-   * workstation/space * PC/laptop * headset * stationery | Manager/  School Secretary |  |
| Plan virtual new starter meetings, including with -   * immediate team * relevant senior managers within the School/Service * plus regular one to one updates with manager | Manager/  School Secretary |  |
| Check in with new starter’s buddy (re contact/arrangements made) | Manager/  School Secretary |  |
| Add new starter’s name to relevant lists/groups/meeting invites | Manager/  School Secretary |  |
| Prepare and share relevant documentation, such as –   * University Strategic Planning Framework * School/Service plan/strategy * School/Service handbook and prospectuses * Structure chart * Team introductions/overview document * Learning and Teaching Strategy * Relevant H&S documentation and guidance | Manager/  School Secretary  H&S Co-ordinator |  |
| Arrange relevant system access and training resources  (For example, Skype, Office 365, iTrent Self-Service, Symplectic, MyBeckett, Turnitin, CAGD, VTS, SEMS, Research Ethics Online) | Manager/  School Secretary |  |
| Arrange for HR Services to send the new starter their login details before/on the new starters first day | Manager/  School Secretary |  |

**First Day/Week**

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| --- | --- | --- |
| Action | Suggested person | Date Completed |
| Initial virtual meeting with manager, covering aspects such as –   * their responsibilities/job description * individual/team objectives * immediate development needs * working arrangements and procedures * information about the department/University, including values and structure * how their role fits into departmental and University objectives * key links/contacts | Manager |  |
| Virtual meeting with Manager/School Secretary, covering such as -   * induction plan/schedule * HR documents and information * details of School/Service meetings and calendar * relevant policies, such as Induction, E&D, Dignity at Work & Study | Manager/  School Secretary |  |
| Discuss probationary period and [policy/procedure](http://www.leedsbeckett.ac.uk/-/media/files/public-information/a-to-z-guides-and-support/nn_probationary_policy.pdf), if applicable, including how long it lasts, when review meetings will take place and expectations | Manager |  |
| Ensure the new starter registers with Multifactor Authentication (MFA), sometimes called two-step authentication, after receiving their university account. This is an additional security measure set up to protect access to systems and services, meaning that colleagues have to provide another method of identification before being able to access university systems and services. [Colleagues should review the MFA Sway document and introduction video.](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fsway.office.com%2FqRt01Dyt2owAr3bl%3Fref%3DLink&data=04%7C01%7CC.Pickard%40leedsbeckett.ac.uk%7C07e16b32f3a54b56dd1b08d8fa61616a%7Cd79a81124fbe417aa112cd0fb490d85c%7C0%7C0%7C637534643451571832%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=I2BQqyY1m1vO6wyPkU4F%2B2UsKIH%2FbPiWEUaKfHTltCA%3D&reserved=0) | Manager |  |
| Initial virtual meeting/s with Buddy, covering such as –   * discussion of day to day role * accessing/using key systems/software such as Outlook and Skype * [virtual campus tour](https://www.leedsbeckett.ac.uk/assets/virtualcampus/index.html) * answering any further questions | Buddy |  |
| Introduce new starter to other team members, via virtual meeting | Buddy/Manager |  |
| Ensure the new starter can access the relevant essential online modules via [People Development Online](https://www.leedsbeckett.ac.uk/peopledevelopmentonline), including the Welcome to Leeds Beckett induction module | Manager/  School Secretary |  |
| Arrange for the new starter to be booked onto next available WTLB induction session. (and the Academic Induction run by CLT, if applicable). Further information about the session can be found on the [New Starter webpage](https://www.leedsbeckett.ac.uk/peopledevelopment/new-staff-members/), under University Induction, or by emailing [POD@leedsbeckett.ac.uk](mailto:POD@leedsbeckett.ac.uk) | Manager/  School Secretary |  |
| Explain/demonstrate Employee/Manager self-service and the online PDR system and highlight associated user guides | Buddy/  School Secretary |  |
| Check progress of new starter meetings | Manager |  |

**After First Week / Ongoing**

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| Action | Suggested person | Date Completed |
| Hold regular update meetings, including to check settling in/progress; agree PDR objectives; discuss emerging development needs and check progress with essential online training | Manager |  |
| Discuss research output and engagement with PGCAP, where applicable | Manager |  |
| Hold a minimum of 2 progress review meetings during the probationary period, if applicable | Manager |  |
| Arrange regular follow ups with new starter at a suitable frequency | Buddy |  |

**End of induction (typically 3 months)**

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| Action | Suggested person | Date Completed |
| Meet to review the effectiveness of the induction programme, any outstanding issues and the new starter’s probationary period, if applicable | Manager | \* |