Forging career pathways using Job Families and Realising Your Potential Approach

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What will be covered during the session

1. Realising Your Potential Approach behaviours framework

2. Implementation of Job Families at Durham University

3. Introduction to Personal Development resources underpinned by Job Families

4. Work completed on developing Career Pathways for Professional Services Staff at Durham University

5. Questions

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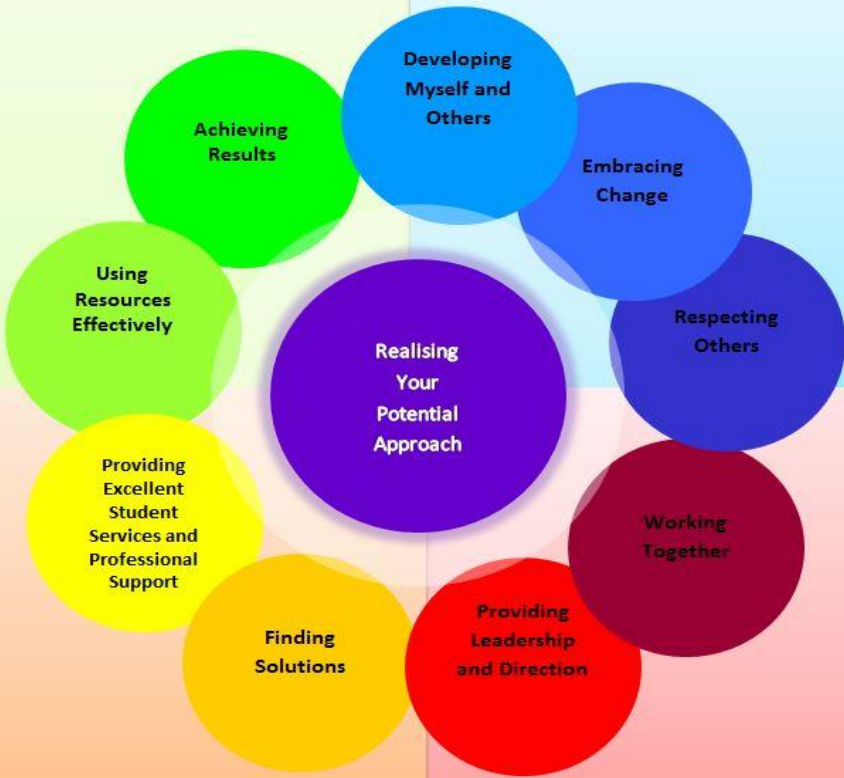# Realising Your Potential Approach: Behaviours Framework
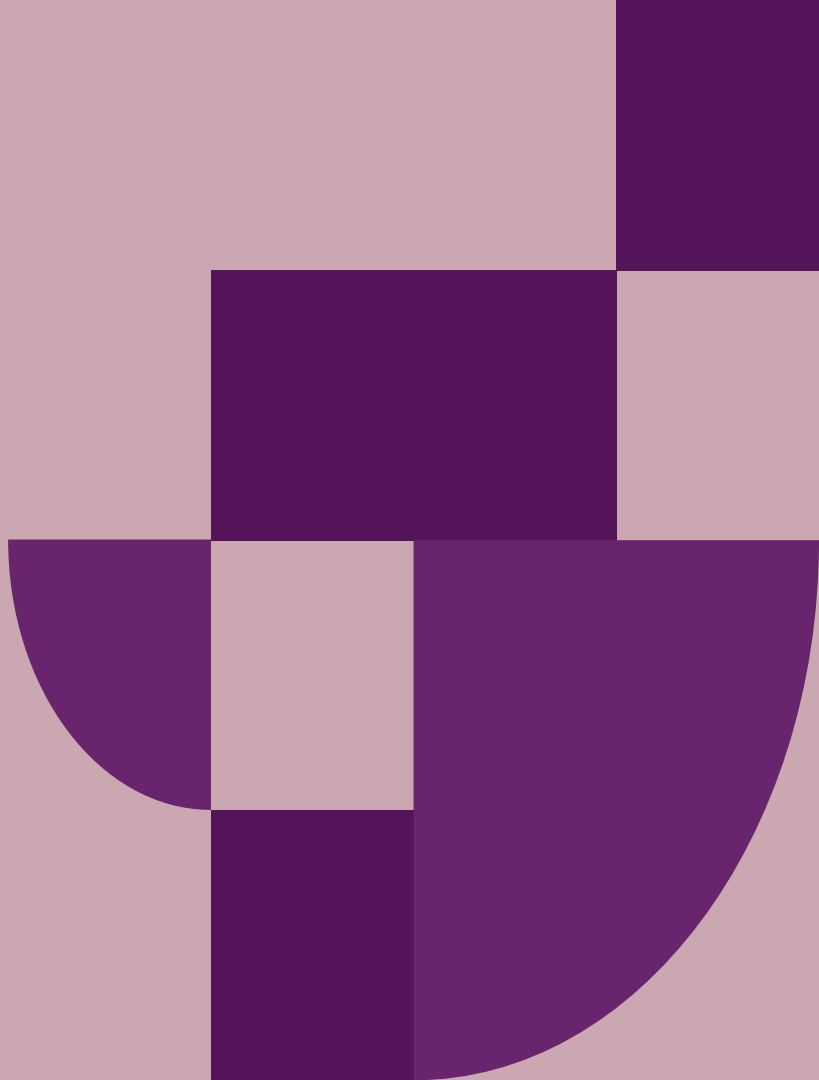
Realising Your Potential Approach behaviours across all Job Families

Adapted from the AUA's Professional Behaviours Framework, 2009 for Durham University non-commercial use, by kind permission of the AUA

![Durham University logo]

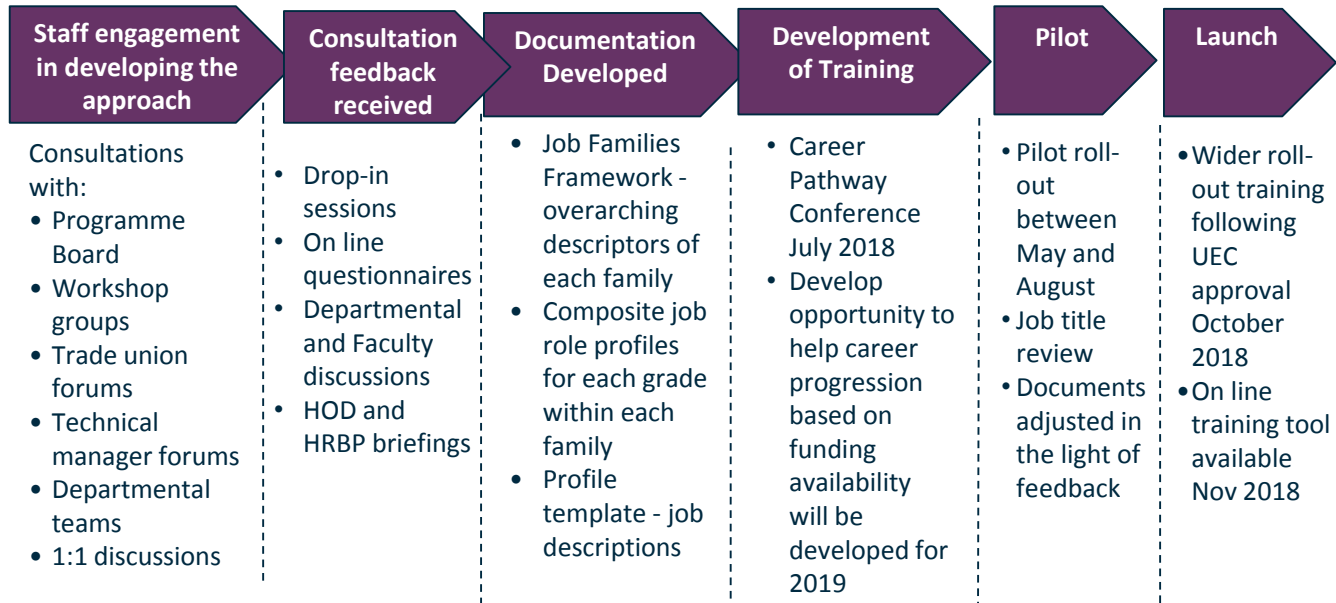# Job Families at Durham University:

Job Profiles

What is a Job Family?

1. Job families consist of groups of jobs which share similar characteristics
2. Within each family there are a number of role profiles against which individual jobs can be matched
3. The core nature of activities is similar across all levels within each family
4. The skills, competencies and responsibilities differ between each level

How was the Job Families Approach developed?

Staff engagement in developing the approach	Consultation feedback received	Documentation Developed	Development of Training	Pilot	Launch

Staff engagement in developing the approach

Consultations with:
- Programme Board
- Workshop groups
- Trade union forums
- Technical manager forums
- Departmental teams
- 1:1 discussions

Consultation feedback received

- Drop-in sessions
- On line questionnaires
- Departmental and Faculty discussions
- HOD and HRBP briefings

Documentation Developed

- Job Families Framework - overarching descriptors of each family
- Composite job role profiles for each grade within each family
- Profile template - job descriptions

Development of Training

- Career Pathway Conference July 2018
- Develop opportunity to help career progression based on funding availability will be developed for 2019

Pilot

- Pilot roll-out between May and August
- Job title review
- Documents adjusted in the light of feedback

Launch

- Wider roll-out training following UEC approval October 2018
- On line training tool available Nov 2018

October 2017 – April 2018

2018 May - Dec 2019

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Business, Process and People Services

BPPS

Roles in this family provide a comprehensive service and deliver the efficient administration and governance of the University

Technical Research and Teaching Services

TRTS

Roles in this family provide creative and analytical input to facilitate the delivery of world-class teaching, learning and research activities

Community, Participation and Engagement Services

CPES

Roles in this family provide an excellent stakeholder experience for our diverse and supportive community

Estates and Information Infrastructure Services

EIIS

Roles in this family manage and maintain the integrity of University buildings, estates and information services

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Benefits of implementing Job Families

1. Provision of transparent and logical career paths allowing staff to clearly see what is expected at each level

   - **Analysed each Job Profile to identify core skills and behaviours required at each grade within each Job Family**

2. Improved ability to identify skills gaps and plan training and development requirements

   - **Designed training needs analysis to help staff identify their skills gaps and plan training and development to meet needs**

3. Standardisation of job templates and titles to support consistency of expectation from both staff and managers and internal and external stakeholders.

   - **Analysed Job Profiles to identify transferable skills across all Job Families**

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Job Profiles : Personal Development

Work completed by OD to support Job Families and personal development

1. Analysis of 64 job profiles that identified

   - core and role responsibilities
   - 9 core skills

2. Design of Training needs Analysis for the 64 job profiles

   - Core skills
   - Realising Your Potential Approach
   - Occupation Skills

3. Design of a Personal Development workbook format for each of the 64 Job Profiles in PebblePad software

4. Improvement of OD web page

5. Briefing sessions to over 550 staff

Job Families Core Skills

Collaboration

Communication

Continuous Improvement

Customer Service

Decision Making

Digital Competency

Leadership and Management

Occupational

Planning and Organising

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Personal Development workbooks

1. A tool to help Professional Support Services identify training and development needs and opportunities

   – presents the skills and behavioural attributes required at each grade within each Job Family

   – includes training needs analysis to help identify strengths and development needs

   – encourages creation of a development plan

2. Complements existing discipline specific CPD

3. Designed to stimulate individuals to take personal responsibility for their own development & career planning

Content of workbooks
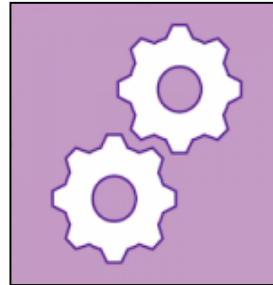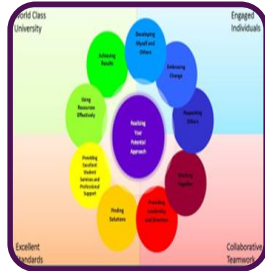
| Core Skills Training Needs Analysis on Job Family core skills linked to grade | + | Training Needs Analysis on RYPA behavioural attributes linked to grade | + | Consider and identify essential occupational skills for your role | = | Creation of a development plan |

Personal Development workbooks

1. Sharing Training Needs Analysis findings with manager or coach / mentor is encouraged

2. Provides a useful tool for line managers to discuss progress

3. Will give HR-OD information on PSS training needs to inform future content of open course programme

Demonstration

Workbooks - HR OD page

Personal Development workbooks

1. PSS encouraged to use the workbook as an online portfolio to use in the future – foundation for CPD and to capture ongoing development

2. Space to showcase what you has been done
   - Upload photos and videos

3. Portable tool – can apply for an alumni account if members of staff leave the University

Link to Annual Development Reviews (ADR)

1. Complements the ADR
2. Supports the conversations
3. Tool to help identify
   - strengths and areas for development
   - training and development opportunities

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PSS supported by up to 21 hrs Continuous Professional Development (CPD) time (pro rata) per year

What could this CPD time consist of?

1. **Learning from activities** – mandatory training, induction, professional development workshops, external courses, qualifications, volunteering at congregation, open days, strategic events

2. **Learning from literature** - journals, on-line learning, policies, personal self-reflection via Personal Development workbooks

3. **Learning from colleagues** - shadowing, mentoring/ coaching, appraisal, Communities of Practice

4. **Learning from students/customers/ external stakeholders** - surveys, feedback, networks, professional bodies, conferences
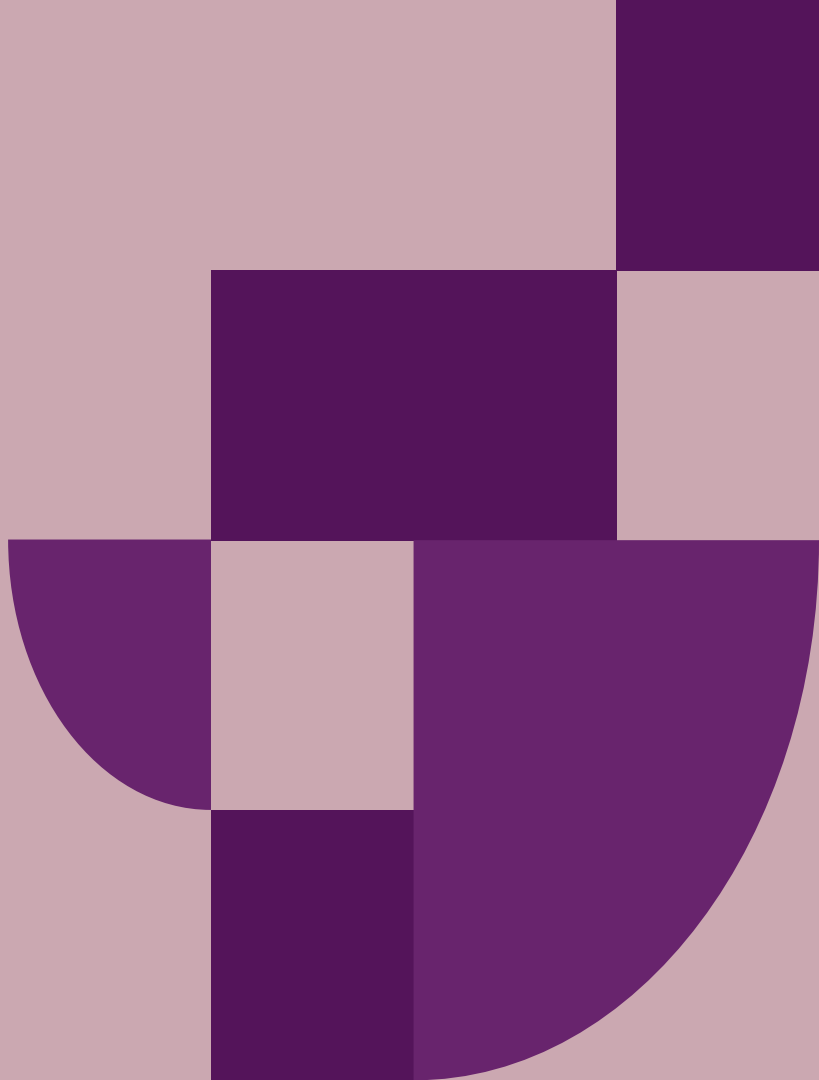
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Use of the workbooks

1. Individuals are completing the workbooks
2. Accommodation and Commercial Services are using as part of a succession planning development programme
3. Computing and Information Services are using as part of a Management programme
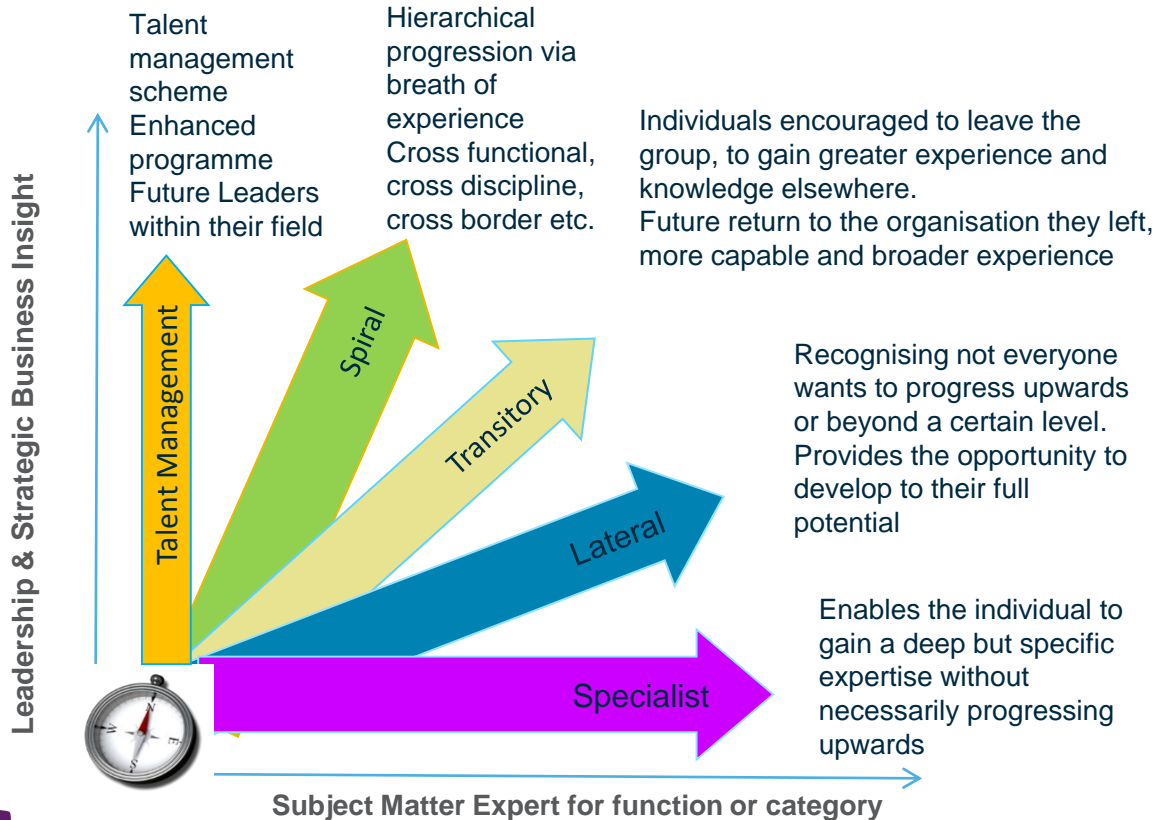4. Procurement interested in using as a team tool

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Lessons learnt

- Timing

- Governance

- Sharing

- Involvement of the Unions

- Review group

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Career Pathways

Durham Multiple Career Pathway Concept based on CIPD 2018

Leadership & Strategic Business Insight

Talent management scheme
Enhanced programme
Future Leaders within their field

Hierarchical progression via breath of experience
Cross functional, cross discipline, cross border etc.

Individuals encouraged to leave the group, to gain greater experience and knowledge elsewhere.
Future return to the organisation they left, more capable and broader experience

Recognising not everyone wants to progress upwards or beyond a certain level. Provides the opportunity to develop to their full potential

Enables the individual to gain a deep but specific expertise without necessarily progressing upwards

Talent Management

Spiral

Transitory

Lateral

Specialist

Subject Matter Expert for function or category

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Core Skills and Experience

Should have extensive experience of administration and financial management in a higher education context or similar. Should innovate approaches and contribute to plans that support the department's mission. Should be strategic to be able to define the department's mission and vision and provide guidance to achieve results.

Should demonstrate professional subject / managerial expertise and direct team's and individual's needs. Should be proactive and provide pragmatic solutions or adapting policies & processes for issues affecting the stakeholder systems and services. Should liaise with key stakeholders to provide exceptional service. Promote organisation policies and goals and ensure compliance.

Should be a recognised practitioner management specialist. Manage operational service activities through work distribution and necessary team coaching, mentoring and training. Should contribute to business meetings and contribute at an operational service level.

Should be able to represent the team. Should be well versed with supervisory responsibilities for services, resources and people. Should manage workload for team and implement departmental procedures.

Should be able to guide team members with an oversight of responsibilities and goals. Should be able to conduct ADR and assist in development. Should be able to collaborate across the organisation.

Should be able to resolve complex queries and attend requests for information. Should contribute to decision making within the team. Should be able to record activities accurately. Should be able to train colleagues.

Should be able to contribute to Team member workflow and support. Should be able to set and meet pre-determined tasks and objectives. Should be able to use job specific equipment.

Should be able to record and distribute information as required for decision making. Should be able to respond to user loggings and requests. Should be familiar with frontline services to stakeholders. Should be able to explain processes to a new staff.

Should be able to respond to straight forward requests for information. Should be able to follow a documented procedure.

Professional Qualification

Five GCSE: Grade C or level 4 (or equivalent) including English Language and Mathematics (or equivalent experience)

Post 16 qualification or equivalent experience

Educated to degree level in a relevant discipline (or equivalent experience)

Grade	(Core)	Other Areas
Grade 10	Assistant Director, Director	Grade 10 CPES, EIIS, TRTS Assistant Director, Director.
Grade 9	Faculty Manager, Head of Section/ Service	Grade 9 CPES, TRTS, EIIS Head of Section/ Service
Grade 8	Sr. Auditor, Business & Ops Mgr., Bus. Partner, Department Mgr., Deputy HOS, Sr. Mgr.	Grade 8 CPES Deputy Head of Section/ Service, CPES, EIIS, TRTS Senior Mgr.
Grade 7	Advisor, Manager, Officer, Specialist	Grade 7 CPES, TRTS Advisor & Lead, CPES, EIIS Manager & Officer.
Grade 6	Assistant Mgr., Exec Assistant, Sr. Admin	Grade 6 CPES, TRTS Assistant Mgr.
Grade 5	Analyst, Sr. Coordinator, Personal Assistant, Team Leader	Grade 5 CPES, TRTS Team Leader, Coordinator, TRTS Analyst
Grade 4	Admin, Data Processor, Facilitator, Practitioner, Paralegal, Supervisor	Grade 4 CPES, EIIS, TRTS Practitioner, CPED, TRTS Supervisor
Grade 3	Sr. Assistant	Grade 3 CPES Reception/ Helpdesk Assistant, Library Assistant.
Grade 2	Administrative Assistant, Processor	Grade 2 CPES Processor
Grade 1	Apprentice, Administrative Support	Grade 1 CPES, EIIS, TRTS Apprentice, EIIS Support.

Any Questions?

Activity