

Career Review & Development Guidelines and Forms

CAREER REVIEW AND DEVELOPMENT – GUIDELINES AND FORMS

1. INTRODUCTION

These guidelines outline the Career Review and Development (CRD) process, which will be undertaken on an annual basis for all staff within the Glasgow School of Art. The process provides an opportunity for staff to have an individual meeting with their manager at which their work, career and development can be constructively reviewed and discussed.

2. AIMS

The aims of the career review and development process will be for the manager (Reviewer) and the member of staff (Reviewee) to: -

- Review the past year recognising key achievements and contributions within the department/school
- Consider the impact and effectiveness of training and development undertaken over previous year
- Identify and agree objectives or milestones for the year ahead appropriate to the Reviewee's role, taking into account key priorities within the Department, which would normally be identified within the School's strategic plan
- Discuss and review the Activity Plan (for Academic Staff)
- Identify and agree both short and long term professional and personal development opportunities

3. PRINCIPLES

Career Review and Development takes place within the context of the overall strategic direction of the School and:

- encourages a self-managed/self-directed approach to career and personal development;
- provides a means which ensures that all staff have equality of training and development opportunities to maintain and enhance their skills and knowledge;

- encourages an open and supportive culture that enables individual staff to know what is expected of them in their current role and to have constructive feedback on how they are progressing;
- assists all staff to achieve their full potential through providing professional and personal development opportunities;
- provides an opportunity for all staff to have clarity of the 'bigger picture', have an input in setting key objectives and identifying challenges within their Department;
- provides a regular and formal opportunity to explore team and individual development needs and enables each member of staff to produce an individual personal development plan;
- ensures that generic training needs which are identified through Personal Development Plans (e.g. I.T. skills; supervisory skills) are fed into the School's Training and Development Strategy and ensures that funds are reserved.

4. PROCESS

The process will formally take place on an annual basis and formal CRD Meetings should take place between 1 May and 31 December each year. However, the process is also designed to encourage regular communication between the manager and staff throughout the year, and should not be seen only as a once a year activity. Informal follow-up review sessions should, therefore, be arranged regularly.

The Heads of School or equivalent Senior Manager in support functions will identify the Reviewers and the group(s) of staff for whom they will be responsible for reviewing. In most cases the Reviewer will likely be the immediate supervisor, but this can be tailored to accommodate the management and staffing structure of the individual Schools/Departments.

The Reviewer will normally therefore be the academic/line manager responsible for reviewing those staff under their leadership and management.

4.1 Prior to the Review Meeting

Prior to the Review Meeting both parties should familiarise themselves with the Career Review and Development Guidelines (vle.gsa.ac.uk) and undertake preparatory work which may include:

- Identifying particular achievements or contributions made (by the Reviewee) to the Department or School over the past year;

- Identifying any developmental activity undertaken (by the Reviewee) over the past year;
- Considering some key work related activities that will contribute to the Department or School's priority areas for the year ahead, linked to the Strategic Planning process;
- Identifying potential challenges that may arise throughout the year ahead;
- Identifying personal and professional development needs linked to job and career development.

For Academic Staff, prior consideration should be given to the Activity Plan but also to specific areas of activity associated with:

- Research Development
- Knowledge Transfer
- Internationalisation
- Work-related Learning

The School also values the opportunities that arise from the contribution of its academic staff to external examining. The review should therefore be used as a means to review and discuss duties of this nature.

All staff should also give consideration to their responsibilities in relation to Health and Safety.

Both parties should then agree on a suitable time and venue for the meeting that will allow adequate time for the Review and will be free from interruptions. Research shows that a meaningful career review interview should last one hour and that a Review meeting lasting longer may have strayed away from its real purpose

4.2 At the Review Meeting

At the Review Meeting both parties should aim to discuss each of the areas outlined above, with a view to:

- Acknowledging and noting those contributions and achievements made by the Reviewee over the past year (FORM 1);
- Agreeing on and setting key objectives and/or milestones for the year ahead based on the areas discussed (FORM 2);
- Discussing and agreeing on a Personal Development Plan (FORM 2), which details personal and professional training and development needs and explores the best ways to meet these needs (See Appendix 1);

- Arranging dates for additional Review Meetings throughout the year (recommended quarterly);
- Jointly signing Forms 1 & 2.

4.3 After the Review Meeting

Following the Review Meeting the Reviewer should:

- Ensure both parties have a signed completed copy of Forms 1 & 2;
- Ensure a signed completed copy of Forms 1 & 2 are forwarded to HR Department within 10 working days of the Review Meeting;
- Where it has been agreed that the Reviewee will undertake external training/development, ensure a Request for Funding Form (Appendix IV), where required, has been completed/signed and forwarded to HR for approval.

PROFESSIONAL AND PERSONAL DEVELOPMENT OPTIONS

This list can be used as a starter to help Reviewers and Reviewees to think about development opportunities during the Career Review and Development process.

Types of Developmental Activity:

- Employee Development Programmes
- Secondments
- Task Rotation
- Job Task/Transfers
- Job Enrichment/Enlargement
- Projects/Assignments
- Membership of Working Groups/Committees
- Discussions with Colleagues
- Action Learning Groups
- Self Managed Study
- Guided Reading
- Open/Distance Learning
- Skills Workshops (internal or external)
- Courses or Seminars (internal or external)
- Studying for Qualifications
- Mentoring Schemes (internal or external)
- Coaching
- Shadowing (internal or external)

Choices should take into account:

- Appropriateness of learning method
- Preferred learning style
- Cost-effectiveness of approach
- Availability of suitable resources

Advice and support on the range of activities available and their application, is available from the HR Department.

CAREER REVIEW & DEVELOPMENT

NAME:

DEPT:

ACADEMIC YEAR /

DEPARTMENTAL ACHIEVEMENTS OVER PREVIOUS YEAR

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DEVELOPMENTAL ACTIVITY UNDERTAKEN OVER PREVIOUS YEAR

ACTIVITY:	OBJECTIVES:	ACTION REQUIRED:

SIGNED:
Employee

SIGNED:
Line Manager

DATE

CAREER REVIEW & DEVELOPMENT
PERSONAL DEVELOPMENT PLAN (PDP)

NAME:

DEPT:

ACADEMIC YEAR: /

DEPARTMENTAL OBJECTIVES FOR COMING YEAR

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DEVELOPMENTAL ACTIVITY IDENTIFIED

ACTIVITY:	OBJECTIVES:	ACTION REQUIRED:

SIGNED:
Employee

SIGNED:
Line Manager

DATE