

DELIVERABLE No. 5.1

EDUC Staff Development Policy

Version as of 18/01/2024

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Name responsible Institution (task lead)	MU
Contact	info@educ-alliance.eu
Abstract	This policy was created to unify ideas and principles of staff development within EDUC. The policy describes EDUC's principles, vision and strategic objectives. It then elaborates on the responsibilities split and various processes in HR development – nomination and approval, development cycle, as well as the planning, delivery and evaluation phases, among others.
Keywords	Staff development; HR development; staff training; development cycle

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INTRODUCTION

1. Purpose and aim of the policy

This policy was created to unify ideas and principles of staff development within EDUC (European Digital University) alliance, funded by the Erasmus+ programme. The EDUC university alliance is committed to providing learning and development for all its staff, enabling employees to fulfil their potential, supporting their promotion, and creating and maintaining a culture of 'lifelong learning'. This approach is supported by the EDUC universities in achieving their strategic objectives. It is recognised that Partner universities may have different strategic objectives. Therefore, it is appropriate for them to individually manage approaches and access budgets allocated to providing learning and development for its staff, with relevant advice, guidance, and support from a specialist for the Learning and Development (L&D) function or HR Manager.

Staff development refers to the development of the individual's potential and career in terms of knowledge, skills, personal abilities, competencies, and understanding, in line with the aims and objectives of the EDUC university alliance.

2. Participating members:

Participating members of the EDUC consortium are University of Potsdam (UP), University of Rennes (UR), Masaryk University (MU), University of Paris Nanterre (UPN), University of Cagliari (UNICA), University of Pécs (PTE), University of South-Eastern Norway (USN) and Jaume I University (UJI). While MU worked as the task lead, all partners equally contributed to the policy with their expertise and knowledge of local HR rules.

3. Methodology - Process of deliverable production

- In the first funding period of EDUC, partners worked on the Employee Development Action Plan. This plan was concretely aimed at incorporating mobility in the academic staff development plans. The results from mapping out each university's national rules and laws in employee development in EDUC I were one of the factors that partners have considered when conceptualizing the current policy to focus on the staff development in general and to accommodate the various needs of different partners.

- The task lead initiated a Kick off meeting which was carried out as a brainstorming session among task team members to discuss the objectives and key messages of the EDUC Staff Development Policy. This was done through ZOOM online calls on 14 April 2023 and on 19 June 2023.
- All team members contributed their knowledge and worked closely with HR experts in their universities. Participation of HR experts from each partner university in this task ensured the task group had the most relevant and recent knowledge of the staff development area on hand.
- The task lead generated the 1st Draft of the document for the deliverable by 30 June 2023.
- This document was then shared via e-mail and in the team's folder with a deadline of 15 September 2023 for constructive feedback.
- Comments on the 1st draft were discussed during an online ZOOM meeting on 2 October 2023 – including interaction with EDUC Share WP 6 Soft Skills Mapping – the results of the mapping were used as input for EDUC Development Needs Analysis (7.1.1.) and EDUC Development Catalogue (7.2.).
- The task lead generated the 2nd Draft of the document for the deliverable reflecting verified comments from all task team members by 15 October 2023.
- The 2nd draft document was shared among team members and in the team's folder with a deadline of 15 November 2023 for comments.
- The refinement of the deliverable occurred through an iterative process during the ZOOM online meeting on 12 December 2023, when the 2nd draft comments were discussed with task team members and verified. During this phase, the key areas discussed were interaction with other HR systems, such as Employees' objectives and Competencies Assessments and the required level of the language of the development programmes.
- This process continued until the final version was unanimously agreed upon on 12 January 2024.
- The Final version of the task 5.1. deliverable - The EDUC Staff Development Policy was proposed to the Steering Committee on 18 January 2024.

STRUCTURE OF THE POLICY

1. Values and Principles:

Equal opportunities, gender fairness, inclusiveness, diversity, family friendliness, work-life balance, and open access. These values and principles apply to all staff members of the EDUC consortium.

This policy relates to principles of common ethics and a code of conduct that should always inspire and guide training and development activities and complies with the EDUC Charter of Common Values and Good Cooperation and the Ethical Codex of each EDUC partner university.

It ensures that all employees are welcome in development opportunities and have an equal chance to succeed regardless of any aspect of their identity, such as age, disability, gender (including gender reassignment, marital status, pregnancy and maternity), ethnicity (including race or nationality), religion or belief (including non-belief), sexual orientation or social-economic background.'

2. Vision and Strategic Objectives for EDUC partner universities:

The Staff Development policy aims to ensure the following:

- All staff are provided with development opportunities that help them maximise their contribution within their current roles and are supported to develop their careers and maximise their learning potential;
- Employee learning and development activities are linked to each EDUC partner university's strategic objectives at both institutional and local levels;
- All EDUC partner universities utilise and allocate local funds responsibly in order to support staff development activities. Partners enable employees to achieve their plans and priorities both in the immediate term and with a view to organisational resilience and future requirements;
- Use of the budget is focused on staff development where it can have the maximum impact on the success of an EDUC partner university, the alliance and the motivation of staff;
- Staff are encouraged and supported to achieve relevant work-related qualifications where applicable;
- Staff learning is part of the EDUC Partner university culture and is integrated into daily employees' work.

3. Personal Development Objectives (for employees):

- to acquire a relevant degree of competence,
- engage in up-skilling (advancing current employees' skill sets) or re-skilling (learning new skills outside of the employee's existing skillset),
- explore new career perspectives and support the promotion of individuals
- increase satisfaction and motivation of employees
- uphold the values of public service and social responsibility
- enhance cultural and international awareness
- provide a secure working environment
- understand changes in the professional environment

4. Target group:

This policy applies to all staff members - academic and non-academic staff with full-time and part-time contracts with an agreed minimum of weekly hours in compliance with local legislation.

5. Responsibilities split:

- **EDUC alliance** – defines the joint human resources principles that shall guide EDUC staff development, updates this policy and scope of staff development activities (e.g., staff mobility weeks, secondments, mentoring programmes, etc.)
- **Employees** - are proactive and invited to develop their knowledge and skills. They have the opportunity to discuss their development priorities and specific development wishes with their Superior during the Annual Review/Appraisal Review and/or Development interview. They are welcome to use the Learning & Development Catalogue/Plan to inspire their specific development needs. They may approach the Learning & Development/Career Development/HR Specialists for expert advice on the suitable development solution for the specific need.
- **Superiors** - are responsible for creating a development culture in their teams and supporting employees in using different development opportunities to satisfy their development needs and ambition for promotion. They may use Career Maps and Succession Plans if available for their position. They approve

specific development event(s) for each employee and the Development Plan for their team. The Superiors are supported by the Learning & Development / HR Specialists for preparing and finalising the Development Plan if applicable. After a development event, superiors encourage the employee to transfer new learnings and skills in the workplace, monitor the training outcome, and prepare action plans for how the whole team can benefit from the employee's new learnings.

- **Learning & Development / Career Development / HR Specialists** – act as Advisors for Employees and Superiors in the development area. They are responsible for performing Development Needs Analysis based on the collected data from Annual review/Appraisal/Competencies review if applicable/Professional interview/Objectives assessments and/or Development Interviews, partner universities governing bodies, and from the actual Strategic Objectives of EDUC partner universities. They are responsible for preparing the Delivery Plan and finding proper suppliers for a particular development event (who will participate when the event happens, what development solution will be used, and which suppliers (internal or external) will be asked to deliver the development event). L&D / C&D / HR Specialists are responsible for initiating the Evaluation Plan of the development events – Evaluation Forms.

1. Supporting HR Management Processes:

Staff development can be supported by other HR Management systems and processes such as the Onboarding, Outcomes of Annual review (Objectives/Competencies assessment) and Personal Development Plans, where applicable. Other supporting documents can be used if available – e.g., Career Maps, Succession Plans and/or Outcomes from the Talent Management process. The EDUC development activity might be recorded in an employee's **Personal Development Plan** (or its equivalent) and supported by personal development objectives that should be achieved by the development activity (benefit for the EDUC partner university).

The Onboarding process provides another essential input into Development Needs Analysis. Development activities can be organised according to **the needs arising from the employees' Adaptation/Onboarding Plans**.

6. Nomination and approval process for participation in development programmes/events:

Nomination for a specific development programme/event, in general, is driven by staff members and/or their superiors with the consultancy of L&D / Skills & Career Development / HR Specialists. Superiors approve the nomination. Each EDUC partner university approves the final Learning & Development / Skills & Career Development Plan according to its standard process.

In the agreed EDUC development programmes announced in the EDUC Development Catalogue, the standard nomination process stated in the previous paragraph is valid. At the top of it, the EDUC partners may finally confirm the nominations suggested by each EDUC partner university. EDUC partners also review and update the EDUC Development Catalogue.

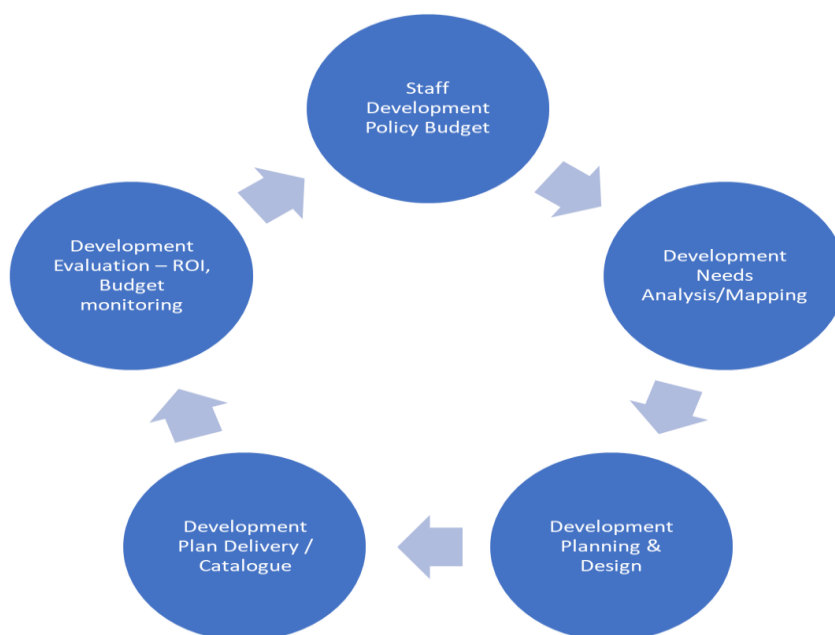
Sufficient knowledge of the development programme's language is required for participation in the EDUC development programmes as indicated in the description of each programme.

7. Development Cycle Process- Phases:

The Development Cycle Process assures a professional systematic approach and guarantees permanent quality advancement. It consists of the following parts:

- Institutional assumption – EDUC Staff Development Policy
- Development Planning Phase – Development Needs Analysis/ Mapping and Development Planning and Design
- Development Delivery Phase
- Evaluation Phase

Figure 1: Development Cycle



7.1 Planning Phase:

It consists of 2 steps:

- Development Needs Analysis/ Mapping
- Development Planning & Design.

7.1.1 Development Needs Analysis (DNA) / Mapping

Is carried out by Learning & Development / Skills & Career Development / HR Specialists. They use results of Annual review/Appraisal/Competencies review if applicable/Professional interview/Objectives assessments and/or Development Interviews, partner universities governing bodies, and from the actual Strategic Objectives of EDUC partner universities according to their local policy and common practice.

Development Needs Analysis – suggested methods:

- Performance Reviews using self-assessment, Objectives assessments, and Development Interviews
- Personal Development Plans, Career Maps, Succession Plans
- Vision/Strategy - Strategic competencies of EDUC alliance and EDUC partner university
 - What competencies do we want to enhance? (e.g., Leadership, Teacher Skills, Mentoring Skills, International experience)
 - Is the level of foreign language, where applicable, sufficient for participation in the EDUC development programmes?
 - What behaviours do we want to drive? (e.g., Intercultural awareness, Teamwork, etc.)
- Outcome of the Mentoring Process
- Feedback from Mobility Program (Staff Weeks, Staff secondments)
- Outcome from other EDUC activities – e.g. development areas identified during the EDUC-Share WP 5 Soft Skills Mapping
- Local People Engagement Survey results
- Other

At the end of the Development Needs Analysis / Mapping, the Learning & Development / Skills & Career Development / HR Specialists prepare an integrated Learning & Development Needs Plan for each EDUC partner university.

Table 1: Examples of Development Needs

Examples of Development Needs	Target group	Level – university/faculty/individual
Improve Leadership skills	Managers	University level
Advance level of English to BEC 2 level	Required Positions	University level
Support internationalisation	Researchers, Ph.D. Tutors	University level
Improve interactive skills of trainers & facilitation skills	Tutors	University level e.g., Science, Medical Faculty
Get better use of the Mentoring Programme	Mentors	University level

7.1.2 Development Planning & Design Phase

Using information from the Development Needs Analysis / Mapping, the Learning & Development / Skills & Career Development / HR Specialists refine **each EDUC partner university's integrated Learning & Development Needs Plan**. They **set the objectives for each Development need** and may suggest the most suitable development solution (e.g. workshop-based training, online training, Work shadowing, Mentoring programme, etc.)

Table 2: Examples of Development Needs with Development Objectives

Examples of Development Needs	Development objective	Target group	Level – university/faculty/individual
Improve Leadership skills	Increase self-awareness and improve the self-confidence of Managers by helping them to understand their preferred leadership style and support them in experimenting with their non-preferred leadership styles (e.g., Leadership Judgment Indicator Methodology)	Managers	University level
Advance level of English to BEC 2 level	Required positions communicate fluently in speaking and writing	Required Positions	University level
Support internationalisation	Obtain best-practice international experience abroad in their area of expertise.	Researchers, Ph.D. Tutors	EDUC partner university-level
Improve interactive skills of trainers & facilitation skills	To use inclusive approach and interactive methods of teaching – put the responsibility on students – students evaluate teacher/trainers	Tutors	University level Science, Medical Faculty
Get better use of the Mentoring Programme	Increase the self-awareness of mentors, and provide them with mentoring skills methods – questioning, and feedback techniques.	Mentors	EDUC partner university-level

7.2 Delivery Phase

As a result of the Learning & Development Plan, the Learning & Development / Skills & Career Development / HR Specialists prepare a **Development Catalogue / Plan** for the EDUC partner university using verified providers (trainers, mentors, training agencies) internal as well as external. The suppliers use creative development solutions – e-learning, innovative projects, workshops, action learning, secondments, mentoring programs, work-shadowing etc.

The development activities are carried out within the institution itself or in places set up by external providers. The duration of the training and its completion is usually within working hours. However, the participants could expect requirements for preparation and homework/self-study during development programmes.

Development Catalogue – examples of development activities:

- Obligatory training – set by law (Health and Safety, Fire Protection and others)
- Onboarding training – (University/Team/Individual) – Adaptation Plan
- Language training program (e.g., e-tandems)
- Soft Skills Programmes, Leadership & Talent Academy (e.g., development areas identified during the EDUC Share Soft Skills Mapping) – examples: Managing a team, Managing a project, Being innovative, and Maintaining a network.
- Mentoring, Coaching, Facilitation, Train the Trainer/Teacher Skills
- Workshops, Focus groups, Action learning sets
- Work shadowing
- Mobility Programmes – Staff Weeks, Staff Secondments
- On-the-job workplace training/workplace training

EDUC partners review the Development Catalogue for the EDUC alliance and can update actual offerings based on the strategic needs of EDUC partner universities.

7.3 Evaluation Phase

The Evaluation Phase is an important part of the development process. Agreed providers who deliver development events are responsible for feedback collection from participants using Assessment and Feedback Forms.

The EDUC partners use **the Kirkpatrick / Philips model** to evaluate the development events. **The Kirkpatrick model** is a globally recognised method of evaluating the results of training and development programmes. It assesses both formal and informal training and development methods and rates them against **four levels** of criteria: **reaction (Level 1), learning (Level 2), behaviour (Level 3), and results (Level 4)**. **The Philips model** adds the fifth level of the assessment - Return of Investment (ROI) where monetary business impact is forecasted. This ROI assessment is used by

strategic and expensive training and development programmes where monetary assessment is possible.

The guideline for the purpose of this policy is that EDUC Development programmes should be evaluated **at least at Level 1 or 2 (Reaction and Learning levels)**.

However, the aim in the long-term run is to evaluate strategic development activities such as Leadership and Soft Skills Programmes, Mentoring Programmes, and Staff Secondment Programmes at the **level of behaviour and results**.

Figure 1: Kirkpatrick / Philips model



Source: Skillshub: <https://www.skillshub.com/the-kirkpatrick-evaluation-model-explained/>

Learning & Development / Skills & Career Development / HR Specialists monitor the quality of development events and use relevant data for improving the next development session runs – e.g., selection of high-quality providers and/or changing development solutions for specific development needs/objectives and/or changing the content of development events.

They also drive strategic discussions and ask questions such as:

- Did employee satisfaction/engagement/retention improve?
- Was the agreed budget met?
- What are the critical learning points going on in the development process?

Superiors are responsible for ensuring that the skills acquired by the employee are put into practice. They are expected to create an atmosphere where employees are encouraged to experiment and use new learning in their workplace.

- Have the development objectives been met? (university/team/individual level)
- Did we agree on action plans how to implement new learning into a daily routine?
- What changes/improvements did happen?
- Did the participant/s transfer new learning into the workplace?

8. Development Budget:

Each EDUC partner university is responsible for funding the development activities of their staff within their internal budgeting process.

9. Practical Learning, Skills & Career Development Manual

Examples of the following documents are attached as annexes to this policy.

Annex 1: Appraisal/Personal Development Form; also Objectives Assessment or Professional Interview can be used in their place.

Annex 2: Adaptation Plan

Other documents – can be added based on specific needs.

ANNEXES

Annex 1 - Appraisal Form and Personal Development Plan

APPRAISAL FORM

Me personally

In the following form, evaluate your work for the past period.

What makes me happiest in my work, what motivates me, and what functions as a positive “driving force” for my performance?

- feedback/praise
- flexibility/work-life balance
- salary/bonus/benefits
- working conditions/environment
- collective/team
- personal development
- interesting work

A further motivator is:

What I do not enjoy in work, what I do not look forward to, what I find demotivating and what prevents me from putting in greater effort?

- disinterest/negative approach/non-cooperation
- delays
- ineffective communication/lack of information
- salary/bonuses
- too many tasks/stress
- administration/routine/bureaucracy
- premises/equipment

- lack of a concept/unclear aims and responsibilities

A further demotivator is:

How do I evaluate cooperation with my workplace manager?

What are my career plans? Specialised or managerial? What do I want to achieve and by when?

List the essential elements which would help improve the efficiency of your work, and where appropriate, the whole team:

Other things that would help our team improve its performance and efficiency

- flexibility/work-life balance
- better presentation of the work of our team
- computerisation
- career growth
- financial rewards
- definition of competences
- substitutability
- information systems
- informal meetings
- sporting activities/relaxation
- greater range of educational courses/internal education
- communication/sharing information
- reducing staff turnover
- working environment

Other things that would help our team improve its performance and efficiency:

Note:

PERSONAL DEVELOPMENT PLAN

In the following form define the specific areas of development, the current state and the target state that would be desirable to achieve.

Professional staff education

Area of development:

- Priority
- Current situation/state
- Target state
- Proposed development activity
- Costs

Other staff education

Area of development:

- Priority
- Current situation/state
- Target state
- Proposed development activity



- Costs

Manager's note:

Note:

Annual goal

In the form that follows define your goal for the next year/period.

Define your goals for the next year. Please feel free to copy the following bullet points as many times as you need. The entire plan at the end must be equal to 100%.

- Goal
- Priority (in percent)
- Task to be accomplished
- Measurement that will indicate that the goal was achieved

Manager's note

Note

Final summary

The following form is intended for a summary statement by the evaluator concerning the person evaluated.

Please provide an evaluation of the performance of the person evaluated

Please evaluate the employee's approach

Space for the response of the person evaluated

Annex 2 – Adaptation plan

Employee's name and surname:

Start date:

Job title:

Superior:

Mentor:

Employee's university number:

Workplace:

HR manager:

Manager for work safety:

The Adaptation Plan will inform you about the activities you should manage during your adaptation process. All the time, your superior will attend to you, or a mentor assigned to you, will help and advise you, so do not hesitate to ask anything. Employees of the HR department are also available at any time.

Your first/second day

In your new job, you will visit the HR department in the first place, where you sign the employment contract and complete all necessary formalities. Here, you will get the basic materials to study, information about the obligatory work safety training, and how to obtain the employee card. During the day, you get to know your workplace, you will be introduced to your colleagues, and you will meet your superior or mentor, who will take care of you. You will also gain access to your PC and internal information systems.

ACTIVITIES	SECURED BY	FULFILLED (signature)
1. Execution of formalities, submission of documents for processing of salary (Employee number, primary and secondary password, employee card)	HR manager	
2. You hand over to HR manager - Confirmation from previous employment - Wage tax statement - Evidence of education	HR manager Employee	
3. Information materials for new employees	HR manager	
4. Completing compulsory Work-safety and fire protection training	HR manager Manager for work-safety	Signature not needed
5. Initial interview with the superior and familiarisation with the adaptation plan	Mentor	
6. Access to PC and internal information systems (e-mail, passwords, access rights to systems, printers, certificates, telephone)	Mentor IT department	
7. Familiarization with the university's internal regulations Working Rules, Organization Rules, Collective Agreement (if applicable),	Mentor	

Organisation of working hours, Internal wage regulations, Travel refunds etc.		
The employee declares that he/she has become familiar with the University's internal regulations and will observe them and get acquainted regularly with the current regulations.		
Employee's signature:		
8. Information about workplace and building	Mentor	
9. Getting familiar with colleagues and key colleagues	Mentor	
10. Information about working hours (record keeping, breaks)	HR manager Mentor	
11. Takeover of work equipment and keys from office	Mentor	
12. Getting to know the job description	Superior	

Your first/second week

Over the next few weeks, you will get acquainted with the structure of the University; information systems, and you will have time to study further internal regulations and university standards. In the workplace, you will begin to get acquainted with the job. If you still do not have a photo for your employee card, do so as soon as possible. There will also be an interview with your **superior** or mentor.

ACTIVITIES	SECURED BY	FULFILLED (signature)
1. Familiarization with the structure and contents of internal information systems	Mentor	
2. Study of other internal regulations and university standards	Mentor	
3. Training at the workplace and getting acquainted with the job content. Main areas: a) b) c) d)	Mentor	
4. Continuous interview with the superior /mentor	Mentor	

The following period until the end of the probationary period

In the following period, you will get acquainted with your job content in more detail and be involved in other workplace activities so that after a probationary period you can work independently. You can visit partner workplaces and take part in the first meetings. Together with your **superior**, you will evaluate the progress of the adaptation process through an adaptation questionnaire and, for the next period, you will define the tasks and plan for individual development.

ACTIVITIES	SECURED BY	FULFILLED (signature)
1. Independent fulfillment of work tasks	Superior Mentor	
2. Further training required to perform a job position	Superior Mentor	
3. Visit of other workplaces, participation in meetings	Superior Mentor	
4. Evaluation of the adaptation process and probationary period, completion of the adaptation questionnaire, determination of the tasks for the next period, preparation of the individual development plan	Superior Mentor	
5. Takeover of entrusted agenda: Work activities: a) b) c) d)	Superior Mentor	

ADAPTATION QUESTIONNAIRE

(fulfilled by the employee and the superior at the end of the adaptation process)

Employee's name and surname:

Start date:

Job title:

Superior:

Employee's university number:

Workplace:

Mentor:

Employee's opinion	Superior's opinion
ADAPTATION DEVELOPMENT	
Do you have enough information to take over the entrusted agenda? Was a training schedule convenient for you?	
JOB CONTENT	
Has the job content fulfilled your expectations? Is there an area that is causing you trouble? Are you satisfied with this position?	
WORKING CONDITIONS	
Does the workplace suit you? Do you have all the work tools and equipment available?	
WORK TEAM	
Do you feel the support of your superior? How do you perceive a work team?	
OTHER	
Your suggestions for improvement, supplementing information, comments, objections, recommendations	
INDIVIDUAL DEVELOPMENT PLAN	



Date:

Employee's signature:

Superior's signature: