Durham University

Job Families, Career Pathways and online Personal Development Workbooks for Professional Services Staff

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What will be covered during the session?

- An overview of the Realising Your Potential Approach behaviours framework

  - An understanding of how the Approach is used within recruitment, induction, developing training plans and the Annual Development Review process

- Introduction to Durham University Job Families

  - Career Pathways for Professional Services Staff

  - Personal Development Workbooks

- Further development opportunities for Professional Services Staff

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Realising Your Potential Approach:

A 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

World Class University

Engaged Individuals

Excellent Standards

Collaborative Teamwork

Developing Myself and Others

Achieving Results

Embracing Change

Using Resources Effectively

Respecting Others

Realising Your Potential Approach

Providing Excellent Student Services and Professional Support

Working Together

Finding Solutions

Providing Leadership and Direction

DEVELOPING MYSELF AND OTHERS - Showing commitment to own development and supporting and encouraging others to develop their knowledge, skills and behaviours to enable them to reach their full potential for the wider benefit of the University.

Examples of behaviours that demonstrate effective performance

Expected behaviours to be demonstrated by all members of staff whatever the working situation - *Grades 1-2/Core*	Expected behaviours to be demonstrated when working alongside others - *Grades 3-4*	Expected behaviours to be demonstrated when influencing at team level - *Grades 5-6*	Expected behaviours to be demonstrated when influencing at departmental level - *Grades 7-8*	Expected behaviours to be demonstrated when influencing at University level or when representing the University - *Grades 9-10*
1. Demonstrate knowledge of different roles and how they interrelate 2. With support - reflect on work practices, identify learning and development needs and take steps to develop own knowledge and skills as required 3. Effectively demonstrate new/improved knowledge and skills 4. Regularly demonstrate a positive attitude to work 5. Give clear advice or guidance to others on standard information or procedures, sharing knowledge and skills 6. Maintaining a healthy work life balance by working with appropriate University policies (e.g. flexible working)	1. Using all situations as potential learning opportunities 2. Being a role model by devoting time to own development, managing workload and making effective use of time 3. Proactively engaging in formal and informal learning and development activities 4. Engaging positively with appraisal processes by seeking, accepting and acting upon feedback 5. Demonstrate self-motivation 6. Keeping up to date with what is happening in own and/or professional area with a view to improving self	1. Giving and receiving feedback in a constructive manner as part of normal day-to-day work activity 2. Effectively developing and maintaining personal networks of contacts where it assists with the role 3. Ensuring equal access to development opportunities for all 4. Using delegation as an opportunity to develop others 5. Chairing meetings effectively, ensuring everyone has an opportunity to contribute 6. Empowering others by identifying decision makers at the appropriate level 7. Providing creative work opportunities to stretch and develop colleagues 8. Encouraging others to learn from mistakes without blame 9. Encouraging colleagues to take calculated risks 10. Coaching and mentoring others to enhance own skills and those of others 11. Reacting professionally when faced with challenging situations 12. Encouraging the best from others through effective communication 13. Taking an active interest in what is happening more widely in the University and informing others where appropriate	1. Supporting others to undertake alternative duties, such as short-term secondments 2. Encouraging others to contribute to institutional level activity 3. Showing awareness of the changing needs of the University and incorporating these into own and others' development plans 4. Keeping up to date with what is happening in the wider HE environment and communicating this to your team where appropriate	1. Providing constructive feedback to aid the development of the team as a whole 2. Finding ways to improve team performance through learning and development 3. Demonstrating the value of learning by being involved in development activities 4. Ensuring that projects and incidents are evaluated and learning from mistakes and success is used

Interview questions

	Training and development		
• Give me an example of a time when you recognised that a member of your team had a performance difficulty. What did you do? • Describe an occasion when you have encouraged others to take initiative and ownership for their learning	• Mentoring and coaching • Recruitment & Selection briefing	• Stress Management • Time Management • E-learning	• Team development • Perfecting presentations

Examples of behaviours that may indicate a need for further development

- Believing that training and development are the same thing
- Thinking that there is no further room for improvement
- Focus solely on own role and tasks
- Failure to meet deadlines on a regular basis
- Believing that nothing can be learnt from those less qualified
- Intolerance of others' mistakes

Behavioural Indicators describe the most important behaviours for all staff across support services in the University. They help to develop a high quality, service led culture by providing a consistent approach to standards of performance. Along with the Duties and Responsibilities of the post and the Person Specification, Behavioural Indicators are used to inform the recruitment and selection process, to clarify the requirements of induction, form the basis of personal development plans and appraisal. The key Behavioural Indicators for this post are as follows and indicators in the lower levels in the Realising Your Potential Approach should be demonstrated as well.

Grades 3-4: *behaviours that will be demonstrated when working alongside others and may be demonstrated by staff working at grade 3-4*

DEVELOPING SELF AND OTHERS - **Showing commitment to own development and supporting and encouraging others to develop their knowledge, skills and behaviours to enable them to reach their full potential for the wider benefit of the University.**	1. Using all situations as potential learning opportunities 2. Being a role model by devoting time to own development, managing workload and making effective use of time 3. Proactively engaging in formal and informal learning and development activities 4. Engaging positively with appraisal processes by seeking, accepting and acting upon feedback 5. Demonstrate self-motivation 6. Keeping up to date with what is happening in own and/or professional area with a view to improving self
EMBRACING CHANGE - Adjusting to unfamiliar situations, demands and changing roles. Seeing change as an opportunity and being receptive to new ideas.	1. Taking a creative approach to change which challenges assumptions and is not based purely on enhancing existing practice 2. Viewing change situations as opportunities for improving and developing work 3. Remaining positive about moving forward despite being realistic about the difficulty of change 4. Challenging the status quo in a constructive way where appropriate
WORKING TOGETHER - Working co-operatively with others in order to achieve objectives. Applying a wide range of interpersonal skills.	1. Monitoring and reviewing the effectiveness of working relationships 2. Having a good grasp of where your responsibility ends and that of others begins 3. Presenting own opinions and the interests of those you are representing at meetings in a convincing way

Where is Realising Your Potential Approach Applied?

- Recruitment and Selection
- Induction and Embedding values
- Annual Development Reviews (ADRs) and CPD
- Valuing Contribution
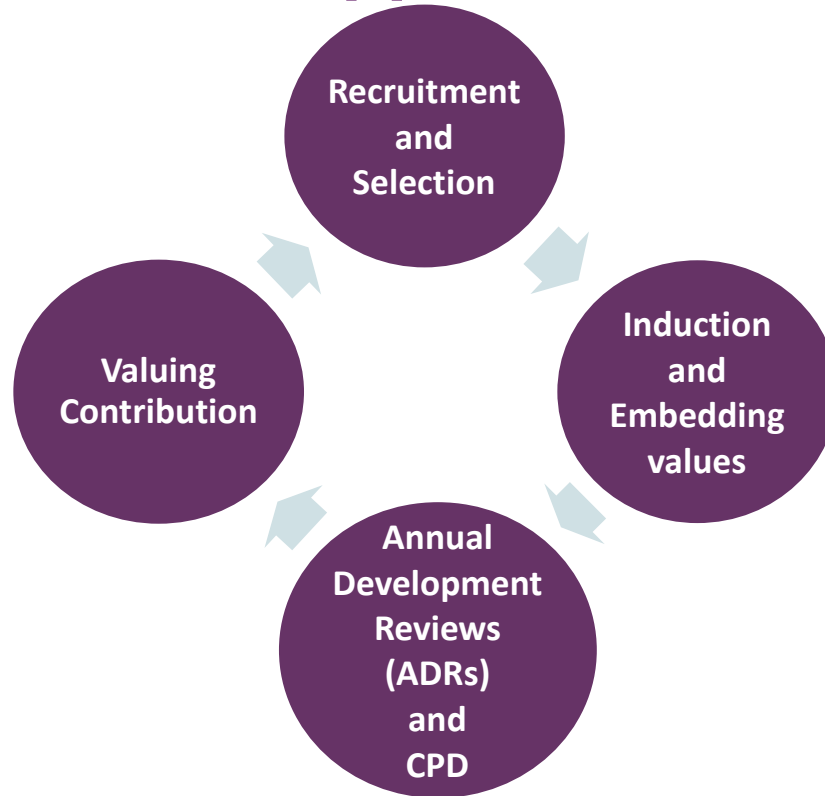
Durham University Job Families :
Job Profiles and Personal Development

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

We now have 4 Job Families for Professional Services Staff – (see below) resulting in a reduction of 1119 different job descriptions to 64 core job profiles and requiring all members of PS to gain a new job description in 2018

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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How did we identify career opportunities and career pathways?

- Introduction of consistent job descriptions provided transparency over role, behaviour and skills requirements at every grade across the whole institution for some 2200 members of staff.

- Core pathways for each Job Family have been developed to illustrate the variety and diversity of roles that are available within the University.

- Specialist career pathways have also been developed focusing on potential opportunities within specific departments.

- All pathways are interactive with links to further information on the requirements of specific roles and can be viewed at https://www.dur.ac.uk/od/strain/careerpath/

An example of the career pathway developed with the Accommodation and Commercial Services team who have roles in 3 of the 4 families is demonstrated on the next slide.

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Accommodation and Commercial Services Career Pathway

JOB FAMILIES

EIIS

CPES

BPPS

GRADE 1
Housekeeping and Cleaning Assistant

Postal and Delivery Services Assistant

No jobs at this grade

Business Support Apprentice

University Retail Support

GRADE 2
General Services Assistant

No jobs at this grade

University Retail Administrative Assistant

GRADE 3
No jobs at this grade

Reception Helpdesk Assistant

Senior Business Support Assistant

Senior Event Durham Assistant

GRADE 4
Housekeeping and Cleaning Services Supervisor

Reception Helpdesk Supervisor

Facilitator (Accommodation and Facilities Services)

GRADE 5
General Services Team Leader

Postal and Delivery Services Team Leader

Event Durham Coordinator (Sales)

Event Durham Coordinator (Corporate)

Event Durham Coordinator (Customer Relations)

Event Durham Coordinator (Event Management)

Personal Assistant Programme Coordinator

Business Support Team Leader

Business Systems Analyst

University Retail Team Leader

Estates and Facilities Relationship Coordinator

GRADE 10
Director of Accommodation and Commercial Services

GRADE 9
No jobs at this grade

No jobs at this grade

Head of Estates and Facilities Relationship Management

Head of Health and Safety Services

GRADE 8
Senior Housekeeping, Cleaning and General Services Manager

Senior Events and Customer Services Manager

Health and Safety Business Partner

Senior Systems, Revenue and Information Manager

Senior Business Services Manager (Estates and Colleges)

Senior Business Resilience Manager
Senior Business Support Manager

GRADE 7
Housekeeping, Cleaning and General Services Manager

Reception Helpdesk Manager

Event Durham Manager

Estates and Facilities Relationship Manager

Business Resilience Manager

Health and Safety Compliance Manager (Estates)

GRADE 6
No jobs at this grade

Assistant Event Durham Manager

Assistant Fire Safety Manager
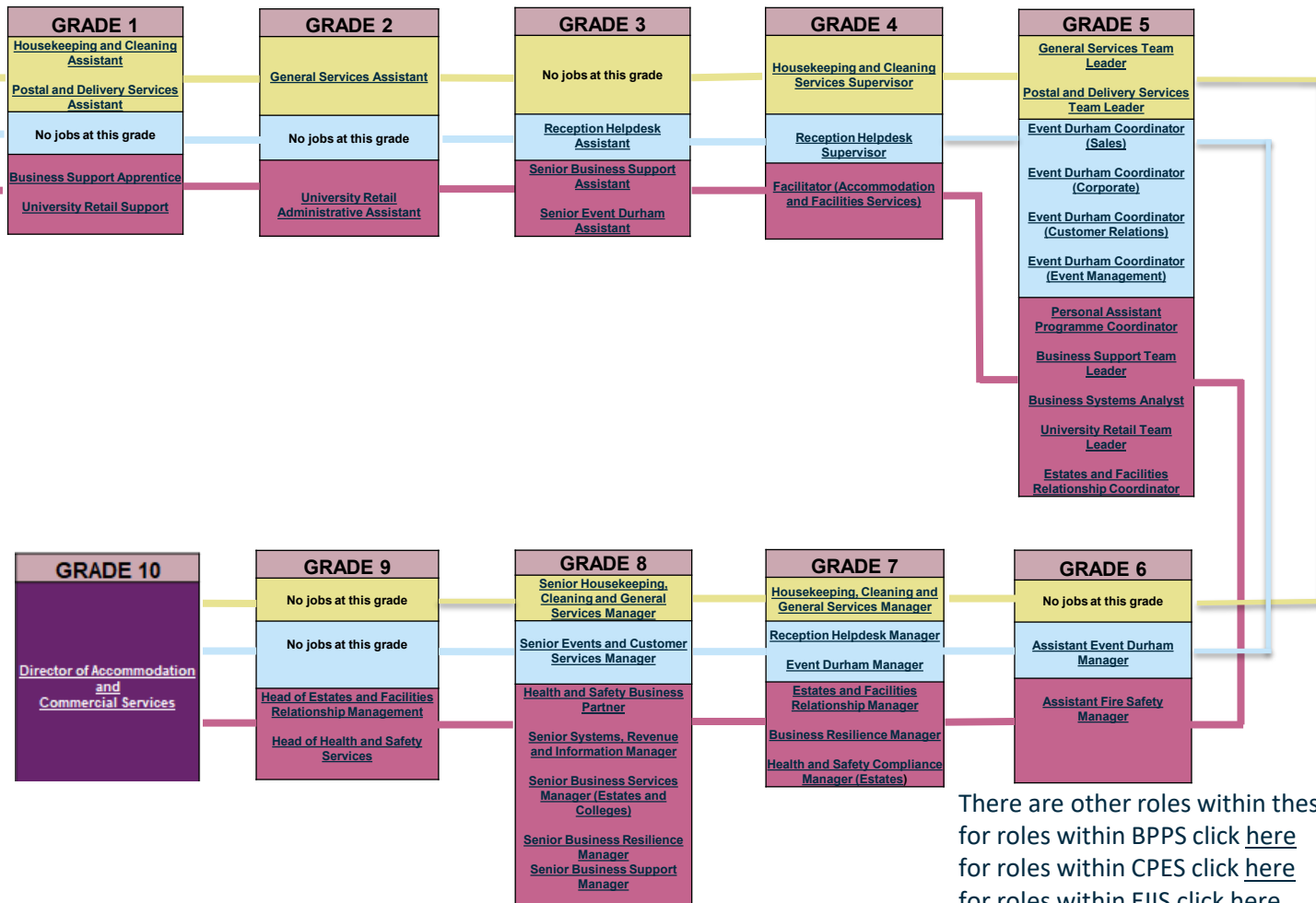
There are other roles within these Job Families
for roles within BPPS click here
for roles within CPES click here
for roles within EIIS click here.

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Inspiring the extraordinary

ACS July 2019 NP/CO

How does a member of staff identify their development needs to enable them to follow their desired career pathway?

1. 64 online **Personal Development workbooks** were created in PebblePad to support each core job profile so that individual development needs can be highlighted against;

    •   the core skills for the job role linked to the University strategy and values as described in the Job Families,

    •   the personal behaviours from the Durham Realising Your Potential Approach behaviours framework

    •   and the role specific skills by working through the that complement this approach.
        https://www.dur.ac.uk/od/strain/cpd/pdworkbooks

2. Each pathway is supported by a **comprehensive blended training** and development offer and suggestions of other development opportunities so it is easy for staff to identify what options are available to support skills and personal development requirements.

3. The University Executive has endorsed a minimum **21 CPD hour allocation** (pro rata) to all PS staff to ensure that their development is supported.

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All four Job Families core profiles were analysed and these are the 9 core skills that all members of PS staff would need to be able to demonstrate.

The L&D offer has been completely refreshed and there is now a comprehensive development offer available for all PS staff underpinning each of these core skills. This can be accessed at https://www.dur.ac.uk/od/strain/careerdev/

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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Individual responsibility to complete the
Personal Development workbooks: three specific TNAs
Core skills+RYPA+Occupational skills = an Individual development plan

Core Skills Training Needs Analysis on Job Family core skills linked to grade

+

Training Needs Analysis on **Realising Your Potential Approach behavioural attributes** linked to grade

+
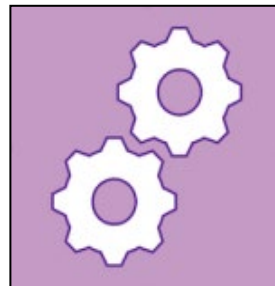
Consider and identify essential **occupational skills** for your role

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Creation of a development plan

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In-house training courses relevant to Job Family grades

Click on the workshop title to find out more information

Personal Development workshop	INDICATIVE GRADE								
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
Administering Meetings and Minute Taking	■	■	■	■	■	■			
Being an Internal Candidate	■	■	■	■	■	■	■	■	■
CV Writing & Interview Support	■	■	■	■	■	■	■	■	■
Developing Resilience During Change	■	■	■	■	■	■	■	■	■
Developing Resilience & Personal Confidence	■	■	■	■	■	■	■	■	■
Ease the Load	■	■	■	■	■	■	■	■	■
Equality, Diversity and Inclusion E-Learning*	■	■	■	■	■	■	■	■	■
Introduction to Mindfulness	■	■	■	■	■	■	■	■	■
Respecting Others: Challenging Negative Behaviours*	■	■	■	■	■	■	■	■	■
Unconscious Bias*	■	■	■	■	■	■	■	■	■
Perfecting Presentation Techniques*	■	■	■	■	■	■	■	■	■
Stress Management	■	■	■	■	■	■	■	■	■

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BPPS   CPES   EIIS   TRTS

In-house leadership programmes relevant to Job Family grades

Click on the leadership programme title to find out more information

	INDICATIVE GRADE								
	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9
Leadership programme									
Team Leader Essentials				▮▮▮▮	▮▮▮▮	▮▮▮▮			
Manager Essentials						▮▮▮▮	▮▮▮▮		
Modular Manager Pathway						▮▮▮▮	▮▮▮▮		
Level 3 Team Leader / Supervisor Apprenticeship**						▮▮▮▮	▮▮▮▮		
Level 5 Operations Manager Apprenticeship**							▮▮▮▮	▮▮▮▮	
Leadership Essentials								▮▮▮▮	
Aspiring Strategic Leaders								▮▮▮▮	▮▮▮▮
Level 7 Senior Leader Apprenticeship**								▮▮▮▮	▮▮▮▮

**Apprenticeships are delivered by external providers

BPPS   CPES   EIIS   TRTS

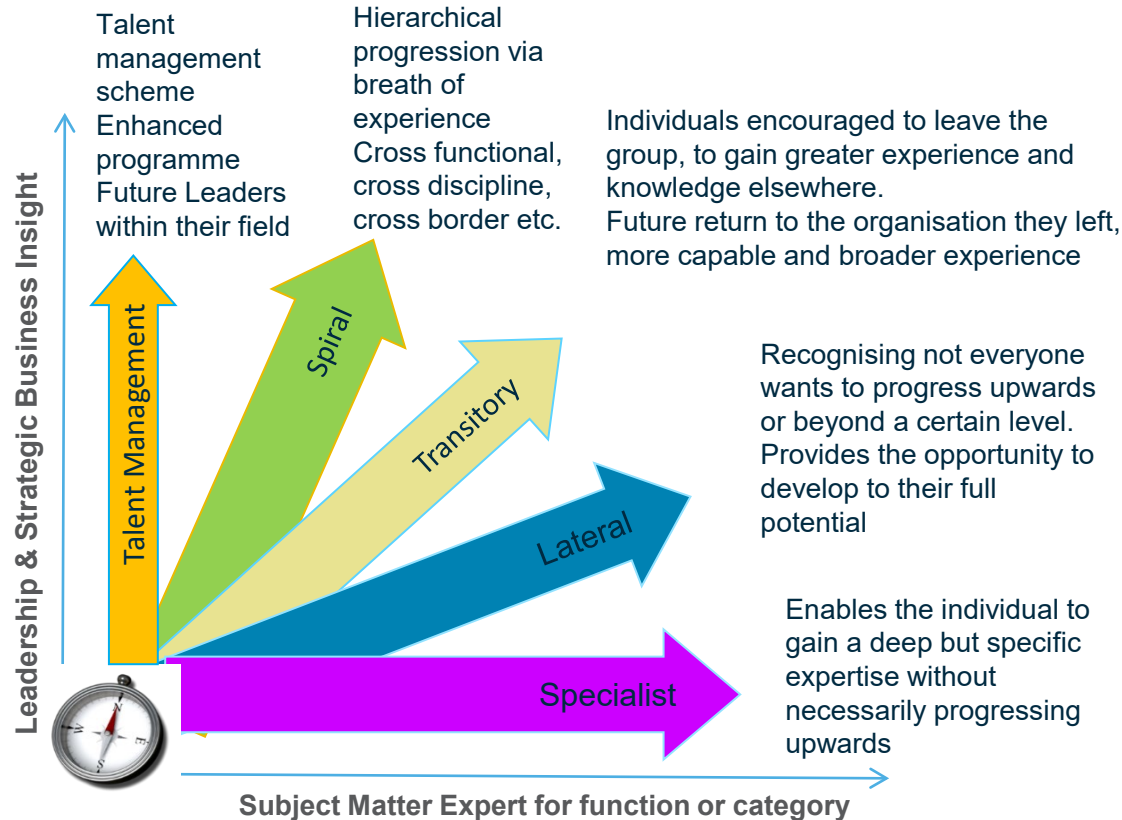# Qualifications that can be funded by the Apprenticeship Levy

Click on the qualification title to find out more information

APPRENTICESHIP LEVY QUALIFICATION	LEVEL	DURATION	INDICATIVE GRADE								
			GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9
Customer Service Practitioner	2	12 Months	▪	▪	▪						
Assistant Accountant	3	18 Months	▪	▪	▪	▪					
Business Administration	3	18 Months	▪	▪	▪	▪					
Customer Service Specialist	3	15 Months	▪	▪	▪	▪					
HR Support	3	24 Months	▪								
Financial Services Administrator	3	18 Months				▪	▪				
Payroll Administrator	3	24 Months				▪	▪				
Team Leader / Supervisor	3	12 Months				▪					
Business Administration	4	18 Months			▪	▪					
Operations / Department Manager	5	30 Months					▪	▪	▪		
Chartered Manager	6	48 Months					▪	▪	▪		
Financial Services Professional	6	42 Months					▪	▪	▪		
HR Consultant / Partner	5	36 Months							▪	▪	
Senior Leader	7	24 Months								▪	▪

All Apprenticeships are delivered by external providers for more information about the Apprenticeship Levy click here.

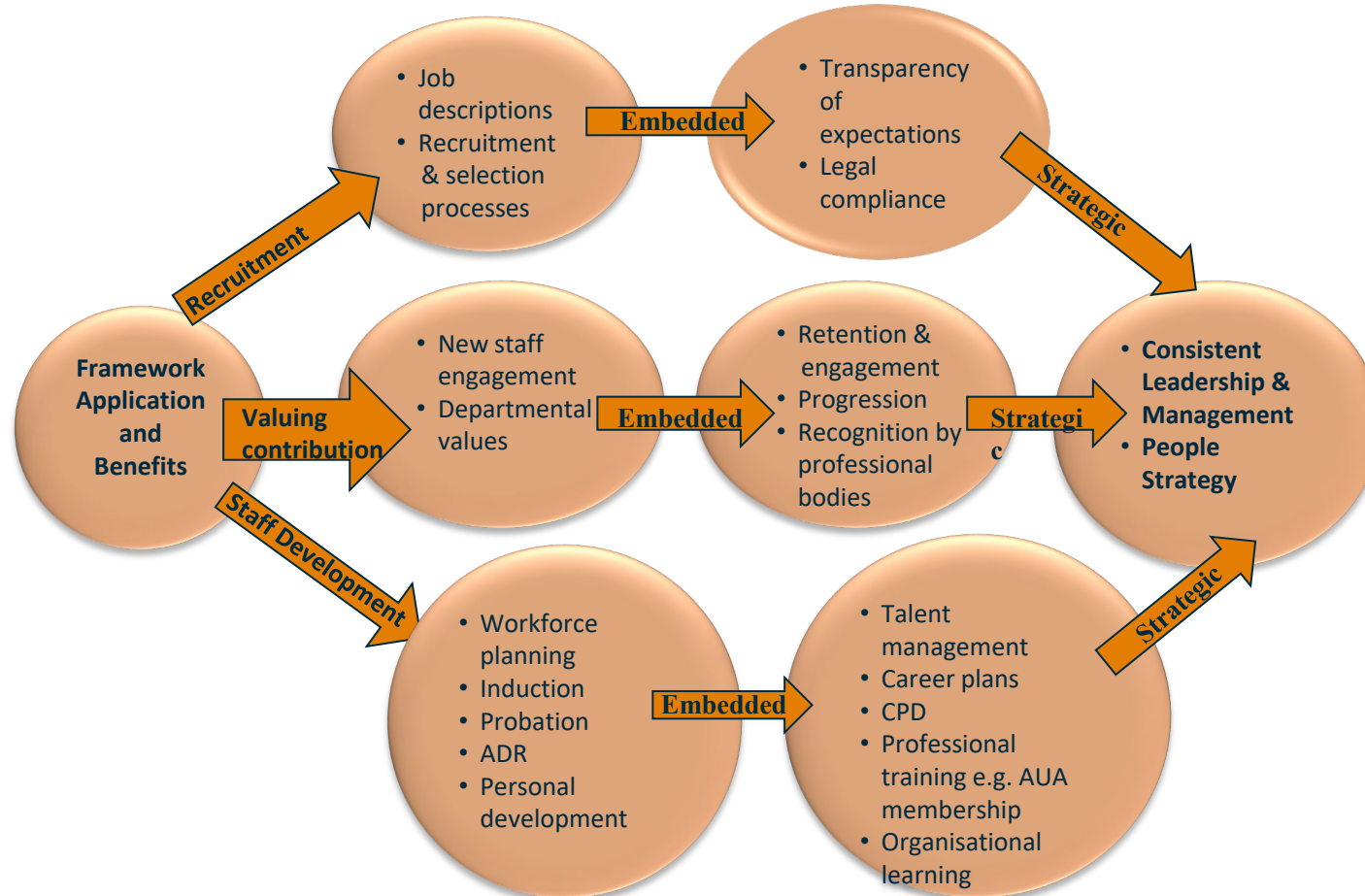# Durham Multiple Career Pathway Concept based on CIPD 2018

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

Leadership & Strategic Business Insight

Talent Management

Spiral

Transitory

Lateral

Specialist

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

Subject Matter Expert for function or category

Impact of the Approach

Impact of the Approach

National recognition

- Durham University's Career Pathways was awarded the 'Developing Excellent Practice Award 2019' at the Staff Development Forum's (SDF) annual national conference in November 2019.

- **AUA Mark of Excellence reaccreditation 2019** - the panel was very impressed with the further development that has taken place at the institution and would like to commend the overall approach of the organisation as a model of good practice, and one which is leading in the sector.

- Job Families, Career Pathways and online Personal Development Workbooks for Professional Services Staff was shortlisted for the **2020 UHR Awards for Organisational Development and Culture Change**
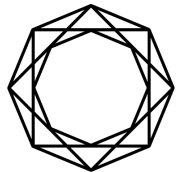
- Demonstrated that investing in your people through training and skills development has delivered real and tangible impact and benefits.

Links to resources

- [Realising Your Potential Approach Framework](#)

- [Job Families](#)
    - [Job Families Core Skills](#)

- [Staff Development opportunities](#)

- [Career Pathways](#)

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Any Questions?