



Local rules for Luleå University of Technology

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Career-development talks

Introduction

Career-development dialogues are intended to develop the university activities by focus on the employees development related to the objectives of the university. The dialogues are important for the development of activities. They should also give employees an opportunity to plan their own professional development in dialogue with their manager, linked to the objectives and development of university activities.

Career-development talks are a way of creating the conditions for

- achieving goals and directions of university activities
- creating a good work environment, both physically and psycho-socially
- helping to create efficient university activities
- personal and professional development.

Career-development dialogues are planned, systematic and regular dialogues in meetings between managers and employees. They differ from ordinary talks because they are planned, prepared and carried out individually with each employee. They are an opportunity for managers and employees to talk calmly about employees' duties, performance, commissions, the work environment and professional development linked to the objectives and tasks of university activities. In the context of career-development dialogues, individual professional development plans are drawn up which are one of the bases for the department's activities and budget planning.

The head of department/activity support unit manager is responsible for ensuring that career-development talks are organised and carried out. The manager who carries out the talks should set the salaries, and/or the next immediate manager with such responsibility and authority.

Both managers and employees have a responsibility for the development of university activities and both must therefore prepare for the talks and the content and quality of the talks.

1. *Preparing career-development dialogues*

- *Organise the career-development dialogues and create good conditions for them. For you who are head of department/activity support unit manager*

Clarify which manager/leader will have talks with the employees. Consider those groups for which it is most appropriate to have career-development dialogues, e.g. with doctoral students. If the dialogues are delegated to leaders without responsibilities for personnel and financial matters, the consequences of this should be discussed and evaluated.

Establish a common timetable that suits activity planning and budgeting.

Agree on what areas are of particular importance to discuss and which should be included in all career-development dialogues.

Decide on how the results of talks will be processed and followed up.

Clarify what the financial frameworks are for development measures and other activities.

Agree on how personnel on sick leave, leave of duty and parental leave will be offered dialogues.

- *Preparing career-development dialogues. To those who carry out career-development talks*

Inform about and summon to career-development dialogues at a workplace meeting, for example.

Reserve the time required (1½ - 2 hours per talk).

Choose a place that is undisturbed, neutral and calm.

Follow up last year's dialogues and individual development plan.

Prepare feedback you want to give the employee, dialogue about university activities, objectives, directions, and the professional development required for the employee to contribute to the development of university activities.

Draw up a questions template to use in the dialogue; refer to the proposal in item 2.

- *Preparations. For those who are employees*

Give priority to the dialogues and think through what you want to discuss and get out of the talks.

Understand the objectives and directions of university activities.

Follow up previous dialogues and professional development plans.

Reflect on your development needs linked to university activities and objectives.

Prepare the feedback you want to give your manager.

2. *Carrying out career-development dialogues*

Agree on what should remain between the two of you, should anything should be passed on, and in what way. Agree on who takes memos.

Turn off computers and telephones.

Keep to the template. Agree on how you deal with issues that take a long time or are not relevant to the dialogues. Listen actively, respond and put open questions, such as **WHAT** do you think ... ? **HOW** do you see ... ?

- *Dialogue areas as a support in career-development dialogues*

The following dialogue areas may be an aid to career-development dialogues. See these issues as examples. It is more important that career-development dialogues involve a good dialogue that aims at developing university activities than just having the list "ticked off".

- a. Follow-up of the previous year's dialogues.
- b. Duties and work content. For example, you can discuss ideas about how employees' duties and work content can be developed and the ways in which this development can be linked to the activities plan.
- c. Physical and psycho-social work environment.
- d. Relationships, employeeship and leadership. For example, you can discuss how employees experience the atmosphere in the workplace.
- e. The future and ideas for developing university activities. For example, you can discuss how employees' duties and work content can be developed and the ways in which these can be connected to developing university activities.
- f. Professional development in the short and long term. Which activities should be written in the individual development plan; refer to item 5.

- g. Summary and evaluation of the development talks. Were the content in your dialogue relevant and important?

3. Following up the dialogues

As a manager, you should follow up the dialogues with your employees. If necessary, you can discuss the dialogues and development needs *on a general level* with your immediate manager or the management group.

4. Agreements

Notes

Information on secondary employment has been submitted

5. Example of the structure of an individual development plan

I should develop the following to contribute to the department's development	How will it be implemented and what resources are required?	When will it be done and when must it be completed?	Follow-up/checking off How and when?
