



## **IRUVX-PP**

### ***Preparatory phase for the EuroFEL (ex-IRUVX-FEL) consortium***



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## 1 Executive Summary

The career for an individual employee can be strongly improved if planned on a European scale within the Consortium. A common policy for the management of personnel and careers would undoubtedly give large synergies for EuroFEL and its partner facilities.

A Career development policy should encompass acquiring of educational qualifications and certifications, career path, self-actualization as an individual, shifting of careers and career growth, learning curve, family life, accomplishments and recognitions or felicitations (see chap. 4).

In favor of the need to keep the structure of the Consortium as light as possible at this phase of the project a common policy of how to manage careers has not be presented in this report. Instead a set of key elements which mirrors a basic idea of how to structure and work with career development is proposed (see Conclusions).

An organizational structure of how to coordinate career development, a career development process and a mentor program have been proposed which will support the careers of individual human resources (see chapter 4.2).

A career development information package should be developed with the aim to assist the personnel in the preparatory phase of their career development while defining the offered career options, education and experience opportunities, and competency requirements (see chap. 4.3).

To be able to create a Career Development Information Package the following needs to be provided and agreed on in the future Consortium:

- A scheme with a comprehensive list of competencies needed in order to reach any position
- Learning objectives that are established standards of performance and accountability
- A common policy for compensation and benefits which could correspond to achieved career levels

A generic career development process has been proposed ( see chap. 4.3) which encompass all of the steps involved in career development, from preparation and the steps of formulating a career goal to drafting and implementing a Career Development Plan.

Ideas of what should be included in the career development activities for personnel and young researchers as well as templates for career development plans have been outlined (see chap. 5 and 6).

A mentor program will support the human resources realization of their career development plan in confidential meetings with a mentor (see chap. 7).

To conclude, an elaborated agreement in-between the facilities need to be worked out involving detailed internal regulations, data management, and a common view on how to merge and integrate training, education and secondments in the career development process.

This report could function as a basis for a future discussion on these matters.

## 2 Conclusions

A common human resources management policy for all the Consortium parties involving rules for training, recruitment, exchange and career development is certainly an ambitious objective and not easily achievable in this phase of the project. The need to keep the structure of the Consortium the lightest as possible and the intent to exchange resources for medium/short terms only, imply, as a consequence, that resources will be mainly managed by their own laboratory.

It is also necessary to consider the following facts:

- The nature of the Consortium is probably going to change if it will be constituted officially as an ERIC. It could be assumed that from there laboratories will not anymore participate as individual organizations but as components of an international organization, increasing the need for more efficient common rules.
- The steps that the European Commission is taking to remove the obstacles to the mobility of researchers will certainly have an impact on the Consortium/ERIC common rules and development.

A closer agreement today on matters related to the Development of Human Resources in-between the partner facilities will not be accomplished in favor of a lighter organizational structure of the Consortium. Instead guidelines of how to move towards a common agreement have been proposed

within the areas of training, exchange and recruitment.

Subsequently this condition also holds true for a Joint Career Development policy and motivates why we in this report only propose a set of key elements which mirrors a basic idea of how to structure and work with career development.

A detailed and elaborated common policy for managing personnel and careers needs to be agreed on in the future Consortium which also should include a tenure track system to simplify moving career between the facilities.

### **3 Main objectives**

- Propose guidelines of how to manage career development for young researchers and personnel, and outline an organizational structure of how to do this
- The outcome of this report will provide ideas of how to structure the career development within EuroFEL which could be further elaborated in-between the partners in the future.

## **4 Joint Career Development**

A joint career development policy within EuroFEL should encourage the human resources to participate and engage in a continuous process of managing their careers based on their experiences, progress and interactions. It should represent the entire sequence of activities and events related to an individual's career. Career development encompasses acquiring of educational qualifications and certifications, career path, self-actualization as an individual, shifting of careers and career growth, learning curve, family life, accomplishments and recognitions or felicitations.

### **4.1 Added values and benefits**

The career development for individual human resources would be improved if planned on a European scale and with a joint view as it would offer a wider range of future career paths whether a researcher, technician or administrator.

The need to address students, scientists, technicians and engineers with strong incentives to work within EuroFEL is important as they constitute the key elements in the achievements, operation and development of each individual FEL facility within the IRUVX-FEL Consortium. EuroFEL must signal the ability to offer attractive opportunities and conditions for students at an early stage.

In interplay with common policies for Recruitment, Exchange and Training a Joint Career Development Strategy could function as an important mediator for international careers and promote EuroFEL as an attractive organization for highly skilled staff and young researchers.

This would secure the availability of the human resources which would contribute with the progress in research, technical know-how and development needed for the success of EuroFEL.

Subsequently, a common policy for the management of personnel and careers would give large synergies for the EuroFEL Consortium and its partner facilities.

## 4.2 Organizational structure for Joint Career Development

The EuroFEL Consortium will in collaboration with the partner facilities support, promote and recognize Training and Education activities, Secondment periods related to training or collaboration projects, and Mentor programs as essential means contributing to achieve professional career ambitions and goals of the human resources.

Proposed team to structure and coordinate Career Development Plans (refers to figure 2 below):

PARTIES INVOLVED	ROLES & RESPONSIBILITIES
Management Board (and Management Support Team)	<ul style="list-style-type: none"> <li>Creates an overall plan for a Career Development Program based on long term strategy defined by General Assembly and partner labs</li> <li>Prepares a Career Development Information Package which will guide the human resources in defining a career development plan</li> <li>Reviews Career Development Programs</li> <li>Responsible for the implementation of the programs for Career Development</li> </ul>
Training Board	<ul style="list-style-type: none"> <li>Supports individual careers with contracts, administration and advice</li> <li>Offers training and education developmental activities to be included into the career development plan</li> </ul>
HR referents (at the facilities)	<ul style="list-style-type: none"> <li>Supports individual careers with contracts, administration and advice in collaboration with Training Board</li> <li>Assist the human resources in the preparation phase of the career development process with advice and support</li> <li>Is active in the mid-stream evaluation process of the career development plan together with MB</li> </ul>
Managers, project leaders and supervisor	<ul style="list-style-type: none"> <li>Assist human resources in the gap analysis of competencies in order to define the necessary developmental activities to reach set goals</li> <li>Assist the human resources in the outline of a career development plan with short and long term goals and ambitions</li> </ul>
Mentor	<ul style="list-style-type: none"> <li>Discuss and advice the mentor program Participant on matters related to all sorts of Career related issues or what might be of interest for the participant</li> </ul>

## 4.3 The Career Development Process

The EuroFEL Career Development Process depicts all of the steps involved in career development, from preparation and the steps of formulating a career goal to drafting and implementing a Career Development Plan.

### Career Progress Information Package

The EuroFEL Management should assist the personnel in determining the career options, education and experience opportunities, and competency requirements for personnel. Before the actual career development process starts (see figure below) personnel need to be informed about what lay ahead of them regarding opportunities, requirements and expectations.

The EuroFEL Management Board should prepare a Career Progression Information Package (CPIP) for both staff and young researchers.

The CPIP could be in the form of a handbook which will aid personnel in defining an individual Career Development Plan by:

1. Providing personnel with a list of career areas containing a varied set of job roles with associated competencies and proficiency requirements, intended performance level and learning objectives.

A first outline and structure of EuroFEL job profiles and descriptions has been proposed (see WP 4.1 Human Resources Overview) but a complete elaborative description of EuroFEL job profiles and descriptions needs to be developed.

2. Providing learning objectives that are established standards of performance and accountability.

Learning objectives of for instance complementary skills training could evolve around a set of value competencies defined within the EuroFEL Consortium both for general complementary skills training as well as management training. This is today not accomplished and a thorough benchmarking of how to assess this must be undertaken in the future. See case study of STFC's work with aspects of principle learning and development opportunities WP 4.4 chapter 4.

3. Once a common policy for compensation is founded for EuroFEL information about how career development corresponds to salary level should be provided to the human resources.

A conducted comparison of salaries in between the facilities did reveal a significant difference in salary levels and also for specific titles. A strategy of how to approach this issue is up today not suggested but should be addressed in the future (see WP4.1 Human Resources Overview).

4. Providing personnel and their supervisors with a reference to assist in determining appropriate training and to prepare personnel for more responsible and challenging positions.
5. Assisting supervisors in making effective use of scarce training resources by identifying critical competencies, training opportunities and certifications so that personnel can attend the appropriate courses at the appropriate time, while gaining useful on-the-job experience.

To address the above issues more closely and come to an agreement should be a future mission for EuroFEL in order to move towards a common policy for managing personnel and careers.

### **The phases of Career Development**

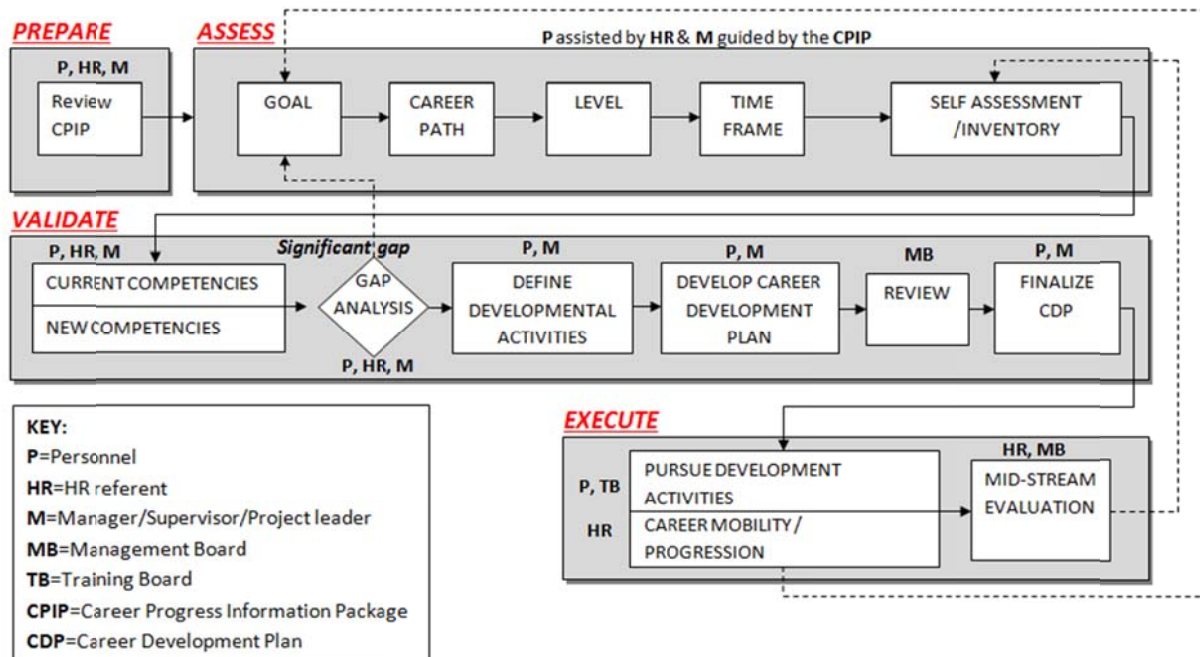
This section provides a high-level overview of the process, broken down into four phases:

- *PREPARE*
- *ASSESS*
- *VALIDATE*
- *EXECUTE*

A more detailed description with internal regulations, data information, roles and responsibilities within the EuroFEL organization should be developed in the future but not at this stage. Common agreements on a more basic level need to be addressed first and foremost. This process is however to function as a foundation for a continued discussion about career development within EuroFEL. The proposed career development process could be described in the figure below:

**Figure 2:** The career development process





**PREPARE**

In the PREPARE phase, the personnel takes the requisite steps to ensure that the career planning process is made easier and more productive. The foundation step in this phase is to carefully read the Career Progression Information Package (CPIP) provided by the Management Board (MB), as this is the guide for developing an individual plan. But the personnel also need to take time to collect information, organize thoughts, and set goals that will help in each stage of the career development process. When finished reviewing the CPIP in discussion with a HR referent, Manager or Mentor, the personnel moves on to the next phase.

**ASSESS**

In the ASSESS phase, personnel evaluates where he/she wants to be in the future. This involves setting goals and time frames, determining the proper path to reach goals in a given time frame, and assessing current competencies in a career development plan (see template for this). Part of this phase involves performing a self-assessment of current skills. Essentially, one needs a current "snapshot" of competencies to compare against those needed to accomplish a career goal. This should be done in collaboration with HR referent/manager/supervisor. Forms should be provided in the CPIP to help with this process.

The personnel perform the assessment in concert with her current manager/supervisor, who can help ensure the validity of the results. When satisfied with the self-assessment, she moves on to the next phase.

**VALIDATE**

The first step in the VALIDATE phase is to compare current and target competencies (with Supervisor/manager's input). Current competencies include knowledge, skills, abilities, and attributes that describe a human resource now (collected in the ASSESS phase). Target competencies are future competencies needed to fulfill a career goal. These are based on the perspective of the organization of EuroFEL Consortium, as well as what is understood about future job roles and skill requirements.

This results in a "Gap Analysis" that compares the current and target competency information to reveal a possible gap. The gap identifies the competencies that need attainment to help fulfill a career goal. A significant gap may be an indication that a career goal is unrealistic and should be revisited. Managers can help determine this.

After completing the Gap Analysis, personnel working in conjunction with their managers/mentors will outline a strategy identifying the learning and experience activities required to achieve the target competencies. This information is incorporated into a draft Career Development Plan that is subsequently reviewed by MB and finalized. From here, personnel proceed to the final phase.

#### *EXECUTE*

The EXECUTE phase requires taking action on the steps outlined in the Career Development Plan. This may involve pursuing developmental opportunities and/or gaining job experience. In the long term, it may involve transitioning to another position, a different facility, or a higher grade level, for example. Finally, personnel and managers need to work together to evaluate progress on a regular basis. A Mid-Stream Evaluation by MB and HR referent also ensures that the personnel take the right track in achieving a stated career goal.

During the career development program the Training Board continuously support individual careers with contracts, administration and advice, TB is assisted by HR referents at the partner facilities. The training board also supports the merge of career development and training and education by promoting and coordination developmental activities.

## 5 Career Development of Young Researchers

With the PhDs/Post-docs entry into the network a career development plan incorporating scientific and training goals and milestones and particularly the PhD thesis topic will be compiled in discussions with the project supervisor and the project and industrial partners (see WP 4.4, chap. 5.2). It will contain a variety of aspects of the young researcher's plans and activities:

- A career plan will be discussed and the secondment plan, industrial training, course training will be adapted accordingly (see chap. 4).
- Appropriate technical skills training, such as vacuum technology, electronics, computer skills, etc, and complementary skills training, such as language, written and oral presentation opportunities, proposal writing, supervision of junior students, teaching opportunities etc. will be included (see WP 4.4 Joint training).
- The mentoring program will be set up, a mentor found and a meeting schedule started (see chap. 7).
- A detailed plan for the industrial secondment with expected project and time line will be made.
- A detailed secondment plan with time line and duration to research project partners will be decided according to prior knowledge and career interests of the PhD/Post-doc.

These goals will be reviewed regularly by the young researcher and his/her mentor and the career development plan will be updated at least once a year. The creation of the career development plan will be finalized in the end of the Validation phase of the Career Development Process (See chap. 4.3,

figure 2).

**Example Template - Career development plan of young researchers:**

CAREER DEVELOPMENT PLAN (Year X – X4)			
<b>Name and Surname:</b> ...		<b>Home facility:</b> MAX-lab	
<b>Title:</b> Post-doc Student		<b>Participates in Mentor program:</b> Yes	
<p><b>Overall Professional career goals:</b> Scientific goals, long term career goals locally or internationally etc.</p> <p><b>Goal in present position:</b> Improve specific ability/skill, more responsibility, new tasks, new position etc.</p>		<p><b>Milestone 1:</b> Definition of developmental activities within training, education and job experiences needed to fulfill the Target Competence to reach set goals</p> <p><b>Milestone 2:</b> Definition of developmental activities within training, education and job experiences needed to fulfill the Target Competence to reach set goals</p>	
<p><b>Targeted Competencies:</b> A Gap analysis compares the current and target competency information to reveal a possible gap. The “Gap” identifies the competencies and experiences that need attainment to fulfill a career goal.</p>		<p><b>Target Competence 1:</b> Skills, abilities, education title, certificate, job experience</p> <p><b>Target Competence 2:</b> Skills, abilities, education title, certificate, job experience</p>	
PLANNED DEVELOPMENTAL ACTIVITIES: Secondments and On-the-job training (For Mobility Plan Definition and Management see WP 4.1)			
Facility	Period	Purpose of secondment	Description of Secondment’s contribution to overall goals and goals in present job situation
MAX-lab		Collaborative research project	
Soleil		Research	
...			
PLANNED DEVELOPMENTAL ACTIVITIES: Training and Education			
Type	Period	Topic & purpose	Description of training activity’s contribution to overall goals and goals in present job situation
PhD thesis			
Workshop			
Joint training			
Industry Training			
Individual training in research project			
...			

SAMPLE

## 6 Career Development of Personnel

The career development plan for the personnel will incorporate job and training goals and milestones. Various aspects of the staffs’ plans and activities will be discussed and implemented in collaboration with managers and supervisors:

- A career plan will be discussed including for instance a secondment plan, training and education activities which will be adapted accordingly.
- The training and education activities will be means contributing to achieve career development goals:
  - Appropriate technical skills training combined with complementary skills training, such as language, communication, project management, problem solving & decision making, soft skills etc will be included.
  - On-the-job training schedule locally or within a secondment period will be decided according to prior knowledge and career interests of personnel.
- The possibility to do Secondment periods at other facilities as part of an individual career development plan will be discussed:
  - The shared professional job descriptions defining tasks and required education (WP 4.1) will be used as a starting point for personnel when identifying an interesting project or position to apply for within EuroFEL.
- The mentoring program will be set up, a mentor found and a meeting schedule started (see chap. 7).

These goals will be reviewed regularly by the staff and his/her manager or supervisor and the career development plan will be updated at least once a year. The creation of the career development plan will be finalized in the end of the Validation phase of the Career Development Process (See chap. 4.3, figure 2).

**Example Template - Career development plan of personnel:**

CAREER DEVELOPMENT PLAN (Year X – X4)	
<b>Name and Surname:</b> ...	<b>Home facility:</b> <i>PSI</i>
<b>Title:</b> Optical Scientist	<b>Participates in Mentor program:</b> <i>Yes</i>

<p><b>Overall Professional career goals:</b> <i>Scientific goals, long term career goals locally or internationally etc.</i></p> <p><b>Goal in present job position:</b> <i>Improve specific ability/skill, more responsibility, new tasks, new position etc.</i></p>		<p><b>Milestone 1:</b> <i>Definition of developmental activities within training, education and job experiences needed to fulfill the Target Competence to reach set goals</i></p> <p><b>Milestone 2:</b> <i>Definition of developmental activities within training, education and job experiences needed to fulfill the Target Competence to reach set goals</i></p>	
<p><b>Targeted Competencies:</b> <i>A Gap analysis compares the current and target competency information to reveal a possible gap. The "Gap" identifies the competencies and experiences that need attainment to fulfill a career goal.</i></p>		<p><b>Target Competence 1:</b> <i>Skills, abilities, education title, certificate, job experience</i></p> <p><b>Target Competence 2:</b> <i>Skills, abilities, education title, certificate, job experience</i></p>	
<p><b>PLANNED DEVELOPMENTAL ACTIVITIES:</b> Secondments and On-the-job training (For Mobility Plan Definition and Management see WP 4.1)</p>			
Facility	Period	Purpose of secondment	Description of Secondment's contribution to overall goals and goals in present job situation
MAX-lab		Collaborative project	
Soleil		To gain specific skill	
...			
<p><b>PLANNED DEVELOPMENTAL ACTIVITIES:</b> Training and Education</p>			
Type	Period	Topic & purpose	Description of training activity's contribution to overall goals and goals in present job situation
On-the-job training			
Workshop			
Joint training			
Industry training			<b>SAMPLE</b>
...			

## 7 Mentor program

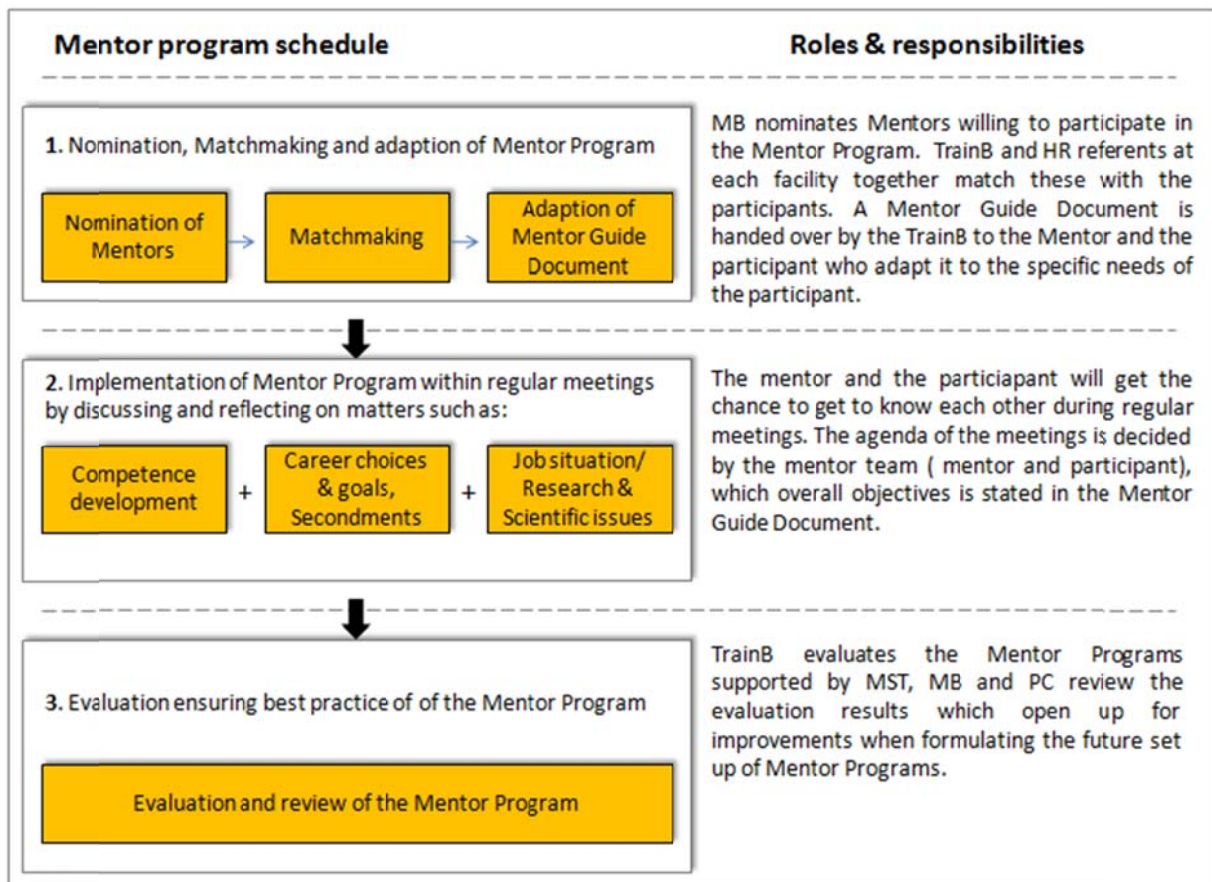
The Mentor Program will be an important part of the EuroFEL Consortium Career Development Strategy allowing the personnel and young researchers to reflect matters such as training, career choices and job situation, scientific research, secondment periods etc with a mentor independent of their project supervisor and home institution. The MB will decide on the main structure of the Mentor Program.

Proposed team for running a Mentor Program:

PARTIES INVOLVED	ROLES & RESPONSIBILITIES
Management Board (and Management Support Team)	<ul style="list-style-type: none"> <li>• Prepares mentor guide document</li> <li>• Nominates mentors</li> <li>• Review evaluation of Mentor Programs and propose revisions if needed</li> </ul>
Training Board	<ul style="list-style-type: none"> <li>• Coordinates the Mentor Program</li> <li>• Adapt the mentor guide document to the specific need of the participant</li> <li>• Match mentor pairs</li> <li>• Evaluate Mentor Program</li> </ul>
HR referents (at the facilities)	<ul style="list-style-type: none"> <li>• Match mentor pairs</li> </ul>
Mentor	<ul style="list-style-type: none"> <li>• Discuss and advice the mentor program Participant on matters stated in the Career Development Plan related to all sorts of Training &amp; Education and Career Development or what might be of interest for the participant.</li> </ul>

The working method of the Mentor Program could follow the main structure as of below:

Figure 1 Mentor Program Schedule



*Proposed objectives of the Mentor Program:*

- In confidence the Mentor Program should provide the participants with useful advice regarding the development of career and competence, secondments or what might be of interest for the participant
- Possibly provide the participants ideas of how to approach problems and challenges in a job situation
- Give the opportunity to widen the participants professional network
- Exchange of experience related to work vs. life balance

*Who becomes a Mentor?*

- Staff at the partner facilities with spear skills and unique experiences who are willing to share their experience and give advice
- The pool of Mentors are nominated by the MB assisted by HR referents

*Matching a participant with a Mentor:*

- The Training Board and the HR referents will put a strong focus on finding well functioning mentor/mentee pairs.
- Particular emphasis will be placed on finding well suited mentors for the female PhDs/Post-docs who are preferable woman themselves which will offer special mentoring opportunities to the female participants of Euro FEL.
- The Training Board will take the responsibility to match appropriate mentee/mentor pairs based on career interests from one of the partner institutes with the help of HR referents at the facilities.
- Preference will be given to finding a mentor from a secondment partner (either academic or industrial).

### *Method*

The mentor/mentee team will have the opportunity of getting to know each other on a deeper level. During the network meetings regularly time will be set aside for the mentor/mentee teams to meet, discuss future plans and review the career development plan as well as to discuss ideas of how to approach challenges and problems arising in a job situation. All talks will be held in confidence.

The Mentor will be instructed and initiated by the Training Board through a Mentor Guide Document which will function as an agreement between the mentor pair. This document is adapted to the specific needs of the participant by the mentor pair. The document should define the following related to implementation and content of the program:

- Duration and meeting frequency of the Mentor Program
- Expected effort from Mentor and Participant
- Key elements to be included in the Mentor Program
- Objectives with the program
- Evaluation parameters

### *Evaluation*

The evaluation of the training program is conducted by the TrainB who reports this to MB. MB reviews the evaluation report and proposes developments and revisions.

**Example Template – Mentor Guide Document:**



MENTOR GUIDIE DOCUMENT (Year X – X4)		
<b>Mentor:</b> (Name and Surname)		<b>Participant:</b> (Name and Surname)
<b>Title:</b> Mechanical Engineer		<b>Home facility:</b> DESY
<b>Overall objectives with Mentor Program:</b>		
<p>To discuss future plans and the career development plan, ideas of how to approach challenges and problems arising in a job situation, networking, job vs. free time balance etc.</p>		
<b>Expected efforts from participant:</b>		
<b>Expected efforts from Mentor:</b>		
<b>SAMPLE</b>		
KEY ELEMENTS OF MENTOR PROGRAM		
Activity	Goals	Milestones
Discuss and reflect on Career Development Plan		
Balancing work vs. free time		
OTHER		
Type	Comments and decisions	
Duration of Mentor Program		
Frequency Meetings		
Working method& Matters to be discussed		