Guidelines and principles for skills development at UCPH

1. Background and purpose

skills development is a key element of the University's basic principles for personnel policy.

All academic and technical/administrative staff as well as managers at the University of Copenhagen must have the opportunity to maintain and develop their professional and personal competences so that they can contribute to the solution of UCPH's core tasks – now and in the future. Skills development will help make UCPH an attractive place to work, and it will also strengthen employees' future job opportunities, both internally and externally. This also applies to employees who are employed in fixed-term positions.

The constant development of the labour market necessitates ongoing skills development. It is therefore important that everyone has the opportunity for skills development and life-long learning.
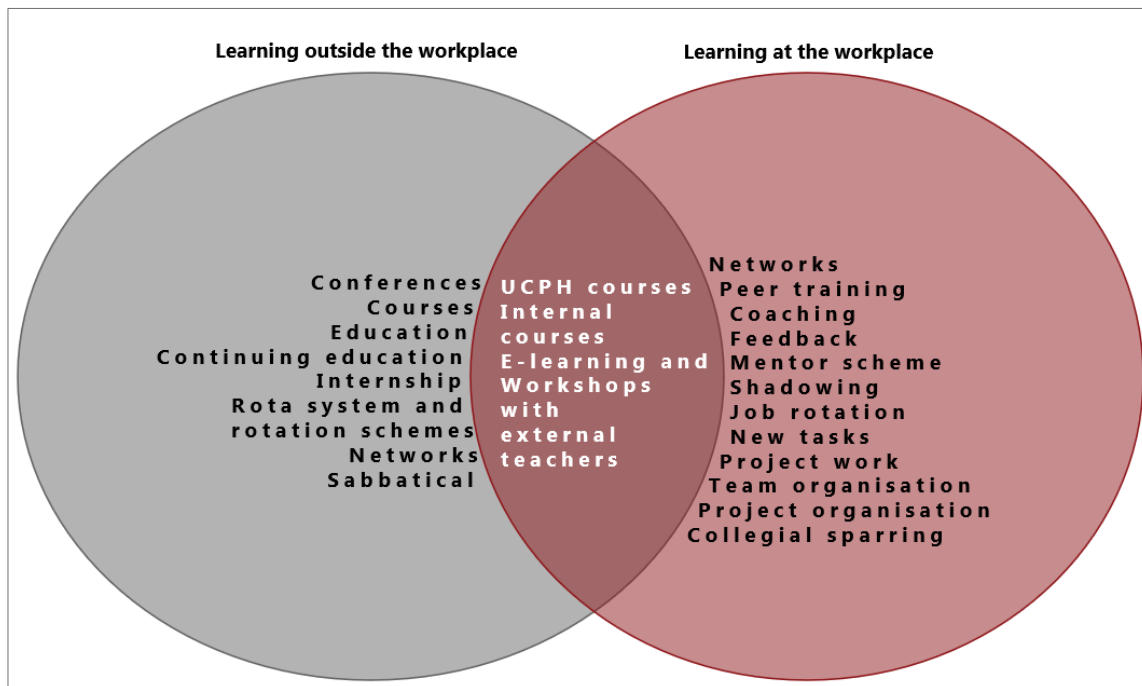
The development of competences must be both strategic and systematic. It must be strategic in that skills development is linked to the institution's objectives and tasks. It must be systematic in that any skills development is an organised and continuous process. Part of being systematic is to hold annual recurring performance and development reviews. (See the Agreement on skills development 2019, section 3).

Skills development and job development must be seen in context. Job development must be followed up by the development of the employee, and the employee's development must be followed up by job development. Job and skills development is related to both the employee's current and future working life (Agreement on skills development 2019, section 4, subsection 2).

2. What is skills development?

Skills development is about learning something new and about getting better at your job and is also a prerequisite for the university's tasks to be able to be completed in a modern and efficient manner. Skills development is much more than courses and education and can take the form of various activities that can either be carried out outside or within the workplace. Skills development often has the character of formal and planned activities but can also take place more informally and spontaneously.

The individual local units at UCPH are obliged to ensure that sufficient resources (incl. time) are earmarked for the necessary skills development.

Learning outside the workplace

Conferences
Courses
Education
Continuing education
Internship
Rota system and rotation schemes
Networks
Sabbatical

UCPH courses
Internal courses
E-learning and Workshops with external teachers

Learning at the workplace

Networks
Peer training
Coaching
Feedback
Mentor scheme
Shadowing
Job rotation
New tasks
Project work
Team organisation
Project organisation
Collegial sparring

The figure above illustrates several examples of skills development outside and within the workplace but is not exhaustive.

Learning outside the workplace spans over everything from formal continuing and further education as well as courses and continuing education to informal networks. However, a significant part of the skills development that an employee achieves during their working life takes place in everyday practice in the workplace, not least when we carry out tasks together. When the learning takes place in the workplace in practice communities coupled to the core task, it often creates an immediate and persistent effect. This means that there is a potential in strengthening work on learning in the workplace – which can be supported by the development of strong learning environments in their own team and meetings with a focus on learning. The total volume of the figure includes examples of internal competency development activities with external lecturers. At UCPH, a wide range of skills-development activities are carried out with external lecturers, including UCPH courses, webinars for target groups across UCPH as well as local activities.
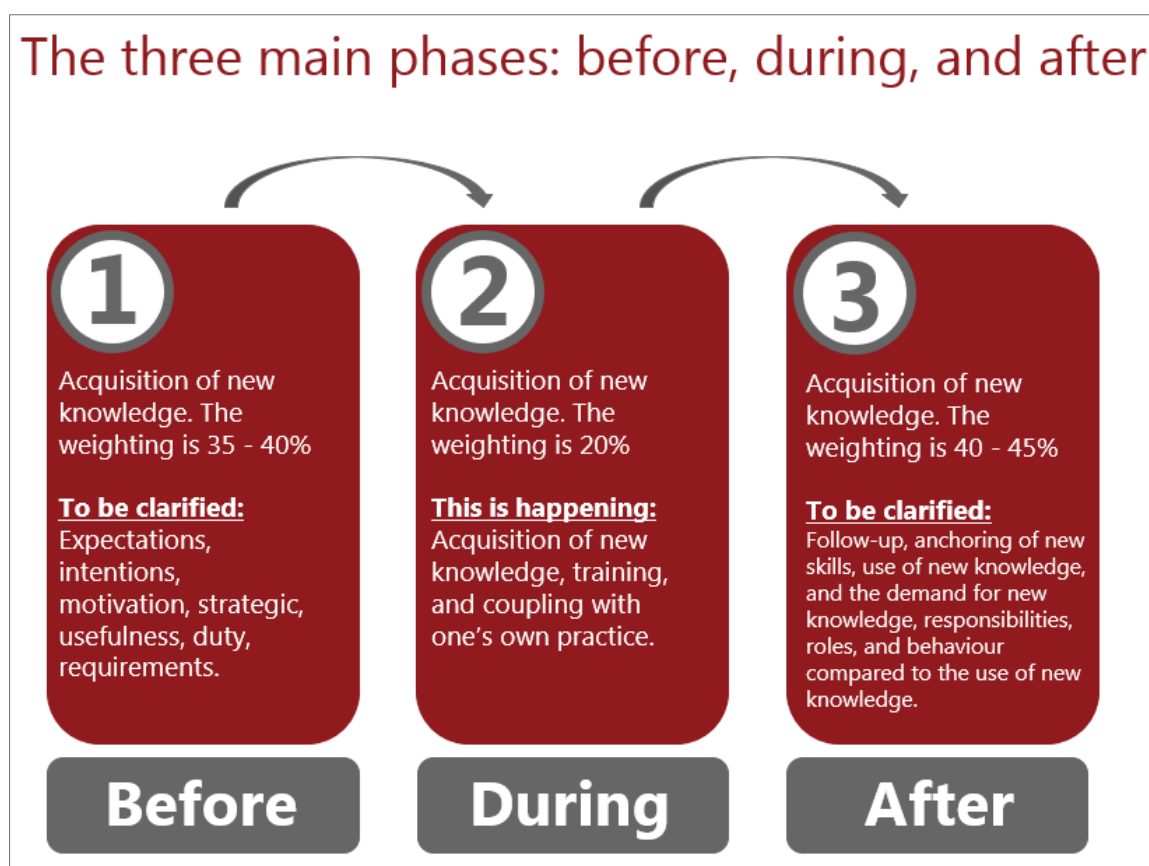
Regarding the academic staff, the need for skills development is closely linked to the job structure, including UCPH's criteria for recognising merit.

At UCPH a special focus on job rotation/internal mobility is required, as it has potential that extends beyond individual skills development. For the receiving department, it can be an opportunity to get a new look at your own tasks. And for the organisation as a whole, job rotation is an opportunity to strengthen cohesion across UCPH as well as to support a holistic approach with a focus on the core tasks across UCPH, and thereby create a joint UCPH. Job rotation can take place both within the individual unit and between the university's various units.

In the ongoing discussion between employee and manager, the possibility of applying for funding for individual, formal competency development at the State Sector Competence Fund must be incorporated. It is [...] *A precondition for the allocation of funding from the State Sector Competence Fund that there is co-financing from the employer in the form of working hours or funding, and that this is a supplement to the funds the workplace otherwise uses for competency development* (see the Agreement on the State Sector

Competence Fund 2021, section 4 subsection 4).

3. How do we create the effect of skills development?

For most skills development activities, both the manager and the employee have a responsibility to ensure that skills development creates value in practice. Research has revealed that the effect of skills development depends to a large extent on what happens before and after. This is illustrated in the figure below.

The three main phases: before, during, and after

1
Acquisition of new knowledge. The weighting is 35 - 40%

To be clarified:
Expectations, intentions, motivation, strategic, usefulness, duty, requirements.

Before

2
Acquisition of new knowledge. The weighting is 20%

This is happening:
Acquisition of new knowledge, training, and coupling with one's own practice.

During

3
Acquisition of new knowledge. The weighting is 40 - 45%

To be clarified:
Follow-up, anchoring of new skills, use of new knowledge, and the demand for new knowledge, responsibilities, roles, and behaviour compared to the use of new knowledge.

After

Before a skills development activity, the employee and the manager must jointly reconcile expectations and expected value of the activity. After the activity, the employee and the manager must follow up and ensure that new skills/new knowledge are embedded in the performance of the task and, if necessary, disseminated to colleagues.

Skills development for the individual employee or groups of employees is a matter that is regularly discussed between employees and managers, not just at the annual performance and development review (PDR). *It is a joint responsibility that learning from competency development is integrated and translated into everyday practice. The task of getting new learning translated into practice is not only individually anchored with the participant, but also the manager and colleagues.* A good learning environment plays a positive role in this context (the Secretariat for Competence Development: kompetenceudvikling.dk).

Skills development is, as a rule, individual, but should also focus on group skills development, both by a colleague group and by employees with similar tasks across UCPH. This can contribute to increasing the effect of skills development.

UCPH has several tools that support skills development, see the figure below.

- The annual compulsory PDR (with the template for skills development goals), GPDR and MDR
- Dialogue on the effect of skills development [Appendix 3]
- Dialogue on strategic skills development in collaboration committee and in the management team [Appendix 4]
- Questions about competence development in the WPA
- Goals and action plans at faculty and department level.

4. What is the role of the manager and the employee?

Skills development is a shared responsibility for both employees and management. Both management and employees must be responsible for ensuring a strengthened competency development which ensures the institution's needs as well as the individual and professional development of the employees (Agreement skills development 2019, Section 1, subsection 3).

It is the management's responsibility to allocate the necessary financial and temporal resources to skills development. This is done based on UCPH's strategy, current goals and action plans, as well as strategic discussions about skills development in collaboration committees (see next section) and in management teams.

It is also the responsibility of the management to ensure that there is a systematic summary of skills development needs, completed skills development activities, and the embedding of the acquired competencies in the solution of UCPH's tasks. This should primarily take place at departmental/team level with the purpose of:

- To form the basis for discussion in collaboration committees (see the next chapter)
- Ensuring an overview of overlapping and overlap areas of development
- To ensure coupling to goals and action plans
- To form the basis for discussion in the management team on prioritisation and evaluation

In the annual performance and development reviews, specific written and agreed upon strategic development goals for the individual employee is defined and followed up on. It is a mutual obligation that the development goals are implemented so that management ensures the framework and conditions for skills development, and the employee is working to achieve the described development goals. It is a mutual obligation to follow up on completed individual skills development activities, to ensure the best possible integration into the employee's working life (Agreement on skills development 2019, Section 5).

On KUnet, you can find a tool for discussing the effect of skills development [Appendix 3] Dialogue on strategic skills development in the management team [Appendix 4].

5. What are the role of the collaboration committees?

The collaboration committee has a role in connection with the promotion of a strategic focus on skills development in the workplace (The Cooperation Agreement 2021 Section 5, subsection 3).

Based on an assessment of the workplace's strategic objectives and the need for strategic skills development, the collaboration committee must:

1) *Determine the principles and guidelines for the overall skills development efforts in the institution (competence strategy)*
2) *Discuss the need to launch development activities for all staff groups and the need for development plans for departments, teams, groups of employees or the like.*
3) *Establish guidelines for holding performance and development reviews (and in connection with this offer of senior interviews) and follow-up on the development goals. Subsection (2) The collaboration committee is responsible for carrying out an annual evaluation of the workplace's efforts in skills development, including the use of staff development dialogues.*

The collaboration committee is responsible for carrying out an annual evaluation of the workplace's efforts in skills development (Agreement on skills development 2019, Section 8).

The General Collaboration Committee (HSU) must also ensure that all employees are informed about the work of the collaboration committee (the cooperation agreement 2021 Section 3, subsection 5): The collaboration committee's duty of disclosure).

Collaboration committees at faculty level (FA level) identify focus areas for skills development in connection with the annual discussions of goals and action plans, as well as discussing resources for skills development.

The local collaboration committees discuss the department/sections' overview of prioritised competency development activities based on existing strategies and future objectives and tasks. It is also the responsibility of the local collaboration committees to discuss the effect of the completed competency development activities (evaluate the department's/section's skills development efforts).

On KUnet there is a tool for dialogue about strategic skills development in the collaboration committees [Appendix 2].

6. Validity and termination

The guidelines take effect on adoption by the General Collaboration Committee.

Termination shall comply with the rules in the collaboration committee circular according to which either of the parties may give three months' notice of termination of the guidelines. Before termination, the collaboration committee is to endeavour to amend the existing guidelines to make them satisfactory for the parties in the collaboration committee.

Considered and adopted at the General Collaboration Committee meeting on 26 October 2022.

_____   _____

Henrik Wegener   Ingrid Kryhlmand

Rector, Chair of the General Collaboration Committee   Vice Chairman of the General Collaboration
Committee