Your Career Supports and Mentoring

25<sup>th</sup> April 2017

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Philip Coffey, HR Partner
○ Potential Supports
  ○ Exam leave
  ○ Study leave
  ○ Fee remission
  ○ Leave schemes

○ Mentoring & Career Development Programme

○ Coaching
Study & Exam Leave for Accredited Courses

- An Academic Course
- Accredited by a recognized body
- where TCD do not deliver a similar course
- E.g. diplomas and degrees; Professional courses e.g. Accounting –CPA
Eligibility

- 12 months service accrued
- 12 months left on contract
- All benefits are Pro Rata to your contract
Study Leave Benefit

Maximum 4 days per year

Examination Leave Benefit

Maximum 4 days per year. Half Days or Full Days.
Decision will take into consideration whether the course is

- wholly job related,
- partially job related and personally developmental or
- simply personal development.
The Decision Maker

- Staff Development Manager in conjunction with local Head of Unit
Study Leave
Exam Leave

LEAVE AWARDED 2010 - 2016

Study – 421
Exam - 214
Right to further information if denied leave:

On communication of the decision, the staff member may request the basis of the decision from the Staff Development Manager and refer to information they feel may have been overlooked. At such point the matter may be reconsidered and a final decision issued.
Funding Assistance
- Must be approved in advance of take up
- No retrospective applications will be considered
Depending on the cost of the course, HR will contribute up to €1,000 per annum towards the course fee.
NUMBER OF CASES OF FEE SUPPORT AWARDED 2012-2016

- 2012: 27 cases
- 2013: 19 cases
- 2015: 37 cases
- 2016: 19 cases
TYPES OF COURSES – 2009 - 2016

- Masters
- Accounting
- Diploma/Certificate
- Degrees
- Other
- Ph.D.
Other considerations/conditions:

- Staff Development Budget, and availability of these resources
- Does TCD offer a similar course
- Cost of Course
- Contribution of local unit
- Previous Support for courses
- Has Head of Unit agreed to support
- Whether it is wholly job related; partially job related and personally developmental or simply personal development
The Decision Maker

- Staff Development Manager in conjunction with local Head of Unit
**Application Phase**
- Staff Member fills in the Application Form
- Submit to your local Head of Unit

**Consideration & Decision Phase**
- Head of Unit makes a recommendation
- Head of Unit submits to HR, Learning & Development
- Consideration of factors by HR
- Decision Made and Communicated by HR to staff member

**Implementation**
- Staff member pays cost.
- Refund basis, on proof of receipt and through iexpenses
- If you leave TCD within 12 months, refund required
Fee Remission Policy
Eligibility

- not less than 2 years continuous service who:
  - Have contract extending at least two years from the date of commencement of the course
  - Are permanent members of staff, staff on contracts of indefinite duration or staff on fixed term contracts
  - Includes retired staff
Exemption from fees

- Subject to limits and conditions
- Pro rata basis
- Excludes student levies
- Only in TCD
- Normal Duration
- Note children/spouse benefit only pre-92 staff
Not covered

- repeat years
- Conferences
- Short courses
<table>
<thead>
<tr>
<th>Limit</th>
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<tr>
<td>• €8,073.00 (pro rata)</td>
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<td>• Staff who do not complete the course for which they have received fee remission are liable to repay fees remitted</td>
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Application Phase
- Staff Member fills in the Application Form
- Submit to your local Head of Unit/School/Area

Process Phase
- Head of Unit fills in and signs form
- Staff Member submits to HR, HR fills in appropriate section and signs
- Staff member submits to Student Finance Section Academic Registry

Implementation
- Limit Applies
- Staff members pays any additional fees
- Implemented automatically
- If you leave TCD within 24 months, refund required
Shorter Work Year

- Block periods 2 to 13 weeks
- 6 weeks notice
- Manager Discretion, local business demands, special skills, overall leave

Career break

- 1-3 years (more than 2 years requires fit to return to work via OHC)
- Return to a fillable vacancy
- Manager Discretion, Head of School, Dean and FEC approval
- When on break you are not entitled to fees

Unpaid leave

- Less than 1 year (> 6 mths, requires approval by Dean)
Administrative/Professional Staff Mentoring & Career Development Programme
Today’s Agenda

1. What is mentoring?
2. What mentoring isn’t?
4. Typical topics covered in mentoring meetings.
5. Feedback from previous Mentoring & Career Development Programmes.
6. Initial process & initiating contact.
7. Career/Personal Development Training.
8. Next Steps.
What is mentoring? (1)

- “Off-line help by one person to another in making significant transitions in knowledge, work or thinking” - Megginson and Clutterbuck from “Mentoring in Action”
  - Offline: Not in the normal day-to-day job.
  - Help: from direction to advice to simply listening.
  - One person to another: doesn't have to be a more senior person but usually more experienced person.
  - Significant **transitions**: Not about significant **transfer** of knowledge, work or thinking - but about helping the mentee develop so that they make significant transitions in these areas.
Mentoring is a positive developmental partnership, which is driven primarily by the mentee. It is a space where the mentee can take responsibility for their development.

Its chief aim is to build capability and self-reliance in the mentee.

Mentors are not there to sort out problems, but rather to highlight the issues and to help plan ways through them. They help clarify the mentee's perspective while bringing an additional impartial view to bear on the issues.

Sometimes, when the issues are straightforward and urgent, it is just about advice or even direction.

Confidentiality, trust, understanding and positive expectation are important parts of the partnership.
Mentoring isn't

- For dealing with underperforming individuals.
- Taking on the problems or work of the mentee – you shouldn’t find yourself doing things outside the mentoring sessions for your mentee.
- Promoting/sponsoring/protecting the mentee.
- Carried out secretively – being part of the mentoring programme is something to be proud of.
- Intended to deal with personal issues though sometimes these are relevant to the workplace.
- Therapy.
Mentoring will help mentees to:

- Address the issues and concerns of their daily working life and find solutions that work for them.
- Improve their level of performance.
- Know the key organisational and decision-making structures in Trinity.
- Build relationships with colleagues and feel part of the community.
- Manage the integration of job, career and personal goals.
- Get better results and a higher level of satisfaction from their working life.
Benefits for the mentee

- Improved capability, results and satisfaction.
- A safe place to try out ideas, gain perspective, get guidance and grow.
- Access to information about how Trinity works and other networks and learning sources – antidote to isolation.

Benefits for the mentor

- Opportunity to reflect and challenge own thinking.
- Insights into perspective of a different School/different generation.
- Satisfaction at seeing someone else develop – refreshes enthusiasm and makes you appreciate your own capability more.
Benefits for mentee’s department

- The mentee's higher performance raises the Department’s performance.
- Mentee has more ideas of how they could contribute and can also ask for any help they need in an efficient, solution-oriented way.
- Greater satisfaction of mentee means retention of talented, high-achieving staff member for longer.

Benefits for Trinity

- Development and retaining talented, high-achieving and productive staff.
- Improved communication/understanding between areas – tacit knowledge is shared.
- Stronger feeling of community, improved atmosphere and trust & reduced isolation.
Typical topics covered in mentoring meetings

- Identify & discuss career objectives.
- Update/revise/tailor CV.
- Discuss relevant further education opportunities.
- Identify networking opportunities.
- Discuss time management, prioritisation, influencing, communications skills.
- Taking on a new project or pitching a new idea.
- Work Life Balance.
- Work environment.
Programme Feedback from Mentors

- “I am finding it useful and indeed it is also helpful in relation to further development of my own career “.
- “It’s all going very smoothly and I have learnt a lot from my mentee”.
- “I realised I have a lot of knowledge/experience to share”.
- “Really enjoyable and definitely encourage others to take part”.
- “Mentee driven is the correct approach”.
- “Spacing between meetings seems about right”.
- “My mentee didn’t want to use the programme for long term career development, more for discussing current role. Good process”.
- “Important that Career Development Plan is being sent in advance”. 
Programme Feedback from Mentees

- “I am very pleased with my mentor partnership. I was uncertain of what to expect at first but I am enjoying it so far”.
- “The selection of suitable mentors is crucial to the success of the programme – positive publicity from those who have found it a useful experience (mentors and mentees) should be leveraged to encourage as many as possible to offer their time and experience”.
- “Very useful to learn first hand about the career trajectory of a more senior member of staff”.
- “I am really enjoying the programme. I didn’t expect that participating in the programme would provide networking opportunities, but I am delighted that it has”.

What is the initial process?

- Introductory Meeting – mentors and mentees meet for the first mentoring session and set about the process of developing an agenda for the mentoring relationship which will commence with a Career Development Plan.
- Ongoing Mentoring Activities – mentoring meetings will continue typically at intervals of about 2-3 months and duration of about 1 hour, though this is not prescriptive and may vary at the discretion of both parties.
- The content of each mentoring discussion will vary according to the needs of the individual, as identified in the Career Development Plan.
- Mentoring sessions should be in the form of face-to-face meetings. This may be supplemented by phone calls or e-mails based on what both parties agree on.
Career/Personal Development Training

• 6 Career Development training modules for mentees, generally at 3 month intervals.
• Day 1: Career Management & Career Development Planning.
• Day 2: Skill sets for Effective Mentoring.
• Day 3: Communication Skills, Emotional Intelligence & Assertive Behaviour.
• Day 4: Personal Objectives, Time Management & Action Planning.
• Day 5: Dealing with Conflict, Team Working & Change Management.
• Day 6: Leadership Styles, Influencing Skills & Work/Life Balance.

➢ Each module will incorporate time for mentees to reflect on progress to date and to plan ahead for their next mentoring meeting.
Next Steps

- E-mail Philip Coffey (coffeyp@tcd.ie) indicating whether you are interested in being a mentee or mentor. You will be sent an Expression of Interest form to complete and return. This form is used to assist in the matching of mentors and mentees.

- If prospective mentees have a specific person in mind who they would like to be their mentor, please indicate that on the Expression of Interest form and we can contact them to see if they are available.

- If you aren’t aware of somebody who could act as your mentor, we will assign a suitable mentor to you based on the details you outline in the Expression of Interest form.
Questions & Answers
Staff Coaching Programme
Today’s Objectives

1. What is coaching?
2. What are the main aims of coaching?
4. What does the coach do?
5. What is expected of the coachee/client?
6. When to use coaching in the workplace?
7. Confidentiality.
8. Trinity Coaches.
10. Address any remaining questions.
What is coaching?

- “A professional relationship designed to assist a coachee/client to identify, and work towards, achieving their personal or business goals or aspirations” – Irish Lifecoach Institute.
- Coaching is present-future focused.
- Coaching deals with what is blocking present and future happiness & success.
- Coach helps the client work towards goals chosen by the client themselves.
- Coach helps clients who are stuck to find a way forward to resolve an issue or reach their potential.
- Coaching also helps people who need help with planning strategies regarding their future.
Main aims of coaching

- Support learning and development. Coaching is about change and change involves learning.
- Build self sufficiency.
- Develop self awareness and responsibility.
- Nurturing and encouraging.
- Generate and evaluate options.
- Assist client in meeting their goals, thus enhancing performance.
- Prepare and support staff in leadership roles.
- Address real business problems and challenges.
Benefits of using a coach

- Fresh perspectives on personal challenges.
- Enhanced decision making skills.
- Greater interpersonal effectiveness.
- Increased confidence and personal productivity.
- Greater satisfaction with life and work.
- Attainment of relevant work and personal goals.
What does the coach do?

- Provides objective assessment and observations to foster the client’s awareness of themselves and others.
- Listens to understand the client’s circumstances.
- Sounding board to explore possibilities and help with planning & decision making.
- Challenges the client to see new possibilities.
- Maintains professional boundaries and confidentiality.
What is expected of the coachee/client?

- Creation of the coaching agenda based on personally meaningful coaching goals.
- Envisions personal and/or organisational success.
- Assumes full responsibility for personal decisions.
- Utilises the coaching process to develop fresh perspectives and generate options for change.
- Takes the tools, concepts, models and principles provided by the coach and engages in taking actions.
When to use coaching in the workplace?

- Work-Life balance.
- Career Development.
- Interpersonal issues.
- Project Management.
- Personal Development.
- Recent promotion.
- Transition.
- Leadership role.

-Coaching is useful for staff at all levels and stages of their career.
Confidentiality

• What do we mean by confidentiality? Usually everything is confidential except for an intention to break the law or harm themselves or others.
• Coaching is separate from all other Trinity processes (e.g. Promotion, Probation, PMDS etc).
• If the topics raised are outside the domain of coaching, other solutions will be suggested to the coachee (e.g. Employee Assistance Programme, Dignity & Respect policy etc).
Next Steps

• Contact Philip Coffey at coffeyph@tcd.ie if you are interested in being matched with a coach from the internal panel of coaches.

• Only those interested in dedicating the time and effort required to build a solid and effective relationship should participate in the programme.

• We recommend 3 coaching sessions are held which can then be reviewed to assess if further sessions will be beneficial.

• Each coaching session will generally last 1 hour and be a face to face session.