Performance Management and Career Development
Main Focus

Mentoring  Expectations  Development Opportunities
The Approach

- 70% on the job experiential learning
- 20% coaching and mentoring
- 10% formal learning
What is Mentoring?

“Off-line help by one person to another in making significant transitions in knowledge, work or thinking”
Mentoring in Action - Megginson and Clutterbuck

<table>
<thead>
<tr>
<th>Offline Help One Person to Another</th>
<th>Not in the normal day-to-day job</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>from direction to advice to simply listening</td>
</tr>
<tr>
<td></td>
<td>doesn't have to be a more senior person but usually more experienced person</td>
</tr>
<tr>
<td></td>
<td>Not about significant transfer of knowledge, work or thinking - but about helping the mentee develop so that they make significant transitions in these areas</td>
</tr>
</tbody>
</table>
Mentoring

- driven primarily by the mentee
- highlight issues and to help plan ways through them
- help clarify the mentee's perspective
- Confidentiality, trust, understanding and positive expectation

- Mentoring is a positive developmental partnership, It is a space where the mentee can take responsibility for their development.
- Mentors are not there to sort out problems
- while bringing an additional impartial view to bear on the issues.
- important parts of the partnership
Mentoring Is Not:

- For dealing with underperforming individuals
- Taking on the problems or work of the mentee
- Promoting/sponsoring/protecting the mentee
- Intended to deal with personal issues
- Therapy
- Allowing people to moan (except maybe sometimes...)
- mentors shouldn’t find themselves doing things outside the mentoring sessions for the mentee
- Role of Head of School/Discipline
Mentoring will help:

- **Focus on what matters** - address the issues and concerns of their daily working life and find solutions that work for them.
- **Raise performance**
- **‘Learn the ropes’** - know the key organisational and decision-making structures in Trinity.
- **Networking** - build relationships with colleagues and feel part of the community.
- **Get the balance right** - manage the integration of job, career and personal goals.
## Benefits

### 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 discipline/different generation
- Satisfaction at seeing someone else develop – refreshes enthusiasm – appreciate own capability
## Benefits

<table>
<thead>
<tr>
<th>Benefits for mentee’s School</th>
<th>Benefits for Trinity</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The mentee's higher performance raises the school’s performance</td>
<td>• Development and retention of talented, high-achieving and productive staff</td>
</tr>
<tr>
<td>• Mentee has more ideas of how they could contribute and can also ask for any help they need in an efficient, solution-oriented way</td>
<td>• Improved communication/understanding between schools/disciplines – tacit knowledge is shared</td>
</tr>
<tr>
<td>• Greater satisfaction of mentee means retention of talented, high-achieving staff member for longer</td>
<td>• Stronger feeling of community – improved atmosphere and trust – reduced isolation</td>
</tr>
</tbody>
</table>
Getting Started

Trust:

• Can you both speak openly?
• Are you willing to share some of your fears, weaknesses and mistakes?
• Are you confident that you will both do what you say you will do?
• Will you both respect confidentiality?

Focus:

• Are you focused and prepared to be clear with your mentor about what you want from each session?
• Are you taking the actions that you committed yourself to in the last session?
Rapport

<table>
<thead>
<tr>
<th>Empathy:</th>
<th>Empathy isn’t one way – how can you show your mentor that you understand and appreciate their position?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Congruence:</td>
<td>Do you have similar values? e.g. do you share similar levels of career ambition, interest in subject matter, treatment of others, etc.</td>
</tr>
<tr>
<td>Empowerment/positive expectation:</td>
<td>If your mentor is having a positive impact on you, make sure you let them know – be pro-active in creating a virtuous circle where they feel empowered too!</td>
</tr>
</tbody>
</table>
Ground rules to address up-front

What do we mean by confidentiality? /except for an intention to break the law or harm themselves or others

What are our expectations of each other? What will make this a satisfying and useful relationship for both

When and how do we review how the mentoring is going?

What do we do if either of us feel that it is not working?

Are some subjects out of bounds?

What will success look like for the mentor and the mentee?
"I'm looking for a mentor who can show me how to get rich without boring me with a lot of advice."
Assistant Professor Expectations

Focus on excellence in teaching, research, engagement and service

Teaching will require vision and flair

Research will require excellence, originality, rigour and significance

Engagement and service will require impact
Assistant Professor - Teaching Expectations
You are expected to be an effective and committed teacher, to support student learning and evidence your skills as an educator

Teaching

- Co-ordination, preparation and delivery of lectures, labs, seminars, tutorials, professional-clinical programmes
- Supervision or co-supervision of masters and doctoral students
- Development and re-development of the curriculum
- Introduction of new methods of teaching and assessment
- Enhancement of high quality teaching in the subject
- Advice and support to students
- Reflection on how teaching and assessment practices and promote advanced student learning
## Assistant Professor - Teaching Measurement

<table>
<thead>
<tr>
<th>Teaching measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Student evaluation (sustained over time)</td>
</tr>
<tr>
<td>• Peer review (where this is used in Schools)</td>
</tr>
<tr>
<td>• Curriculum re-design e.g. new modules, programmes, pedagogies</td>
</tr>
<tr>
<td>• Teach portfolio</td>
</tr>
<tr>
<td>• Awards/commendations for teaching</td>
</tr>
<tr>
<td>• Innovation grants for teaching/curriculum design</td>
</tr>
<tr>
<td>• Publication of educational texts/resources</td>
</tr>
<tr>
<td>• Participation in programme of events</td>
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</table>
Assistant Professor - Research Expectations – You are expected to be an active researcher with a clear vision, positive trajectory and achievement

<table>
<thead>
<tr>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Clear identification of your research niche</td>
</tr>
<tr>
<td>• Having and independent research programme</td>
</tr>
<tr>
<td>• Producing discipline appropriate high quality research</td>
</tr>
<tr>
<td>• Publishing in high quality venues</td>
</tr>
<tr>
<td>• Attracting recognition by peers as an expert in your field</td>
</tr>
<tr>
<td>• Applying for grants and exploring creative avenues for funding</td>
</tr>
</tbody>
</table>
Faculty specific

Balanced between qualitative and quantitative measures

Additional indicators may be added over time
Assistant Professor –
Research Measurement in Arts, Humanities and Social Sciences

<table>
<thead>
<tr>
<th>Arts, Humanities and Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Broad and flexible measures</td>
</tr>
<tr>
<td>• Outputs to be measured, not activities or impact</td>
</tr>
<tr>
<td>• Publication with top academic publishers/journals of high standing</td>
</tr>
<tr>
<td>• Other, more diverse outputs, not limited to published materials</td>
</tr>
<tr>
<td>• Principal Investigator on a major grant application</td>
</tr>
<tr>
<td>• In the immediate past six year period be the author or co-author of a book published by a recognised publisher</td>
</tr>
<tr>
<td>• OR</td>
</tr>
<tr>
<td>• In the immediate past four year period have four outputs of demonstrable high quality research</td>
</tr>
</tbody>
</table>
### Assistant Professor – Research Measurement in Engineering, Mathematics and Science

<table>
<thead>
<tr>
<th>Engineering, Mathematics and Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sustained, high quality, peer-reviewed publication record</td>
</tr>
<tr>
<td>• Benchmark of four high quality publications [one book=3 publications]</td>
</tr>
<tr>
<td>• At least two publications as first or senior/corresponding author</td>
</tr>
<tr>
<td>• Publications in at least two different calendar years</td>
</tr>
<tr>
<td>• At least one publication without previous PhD or postdoc supervisors</td>
</tr>
<tr>
<td>• Track record of grant applications as a PI or co-PI e.g. H2020 / ERC</td>
</tr>
<tr>
<td>• Success in obtaining external grant funding of c. €100K</td>
</tr>
<tr>
<td>• 1 PhD student progressing</td>
</tr>
</tbody>
</table>
## Assistant Professor – Research Measurement Health Sciences

### Health Sciences

- Indicative: will vary from School to School
- At least four high-quality, peer-reviewed publications, two should be as first or last author [1 x patent application = 2 x original research articles]
- At least one publication without a previous PhD student or postdoc supervisor
- At least two applications for externally funded competitive grants. One of these must be H2020 / ERC or equivalent
- At least one success in grant funding of c. €100K
- One invited talk at local level and one invited talk at international level
- An AP working in an applied or commercial area will be expected to make at least one Invention Disclosure Form
- Evidence of a network of international collaborations
- Evidence of discipline appropriate patient and public involvement
- Invited reviewer for at least eight papers in well respected journals
Contribution and Scholarly Activity Expectations

- Engage with external bodies (local, national and international)
- Contribute to public life
- Disseminate your research outputs to a non-specialised audience
- Create valuable partnerships with industry/business/cultural institutions
Assistant Professor –
Contribution and Scholarly Activity Measurement

### Contribution / Scholarly Activity

- Significant involvement with external communities of a sustained and mutually beneficial kind
- Engagements with disciplinary and professional bodies, including accreditation bodies, scholarly societies and professional organisations
- Invited public addresses
- Significant media contributions and involvement in public fora which enable wider dissemination of research outputs etc
- Conference presentations, key-note lectures, participation in networks of collaborators, review panels, editorial boards, external examining etc
- External consultancies, membership of boards etc
- Policy development and advice to governmental and other bodies
- Administration or management activity at discipline, School or University level
Assistant Professor Performance Cycle 2017-18

**Step 1: Agree Objectives & Personal Development Planning**
- Review your role description
- Review the development events available to you
- Meet your mentor; Head of Discipline; Head of School
- Write down your objectives
- Agreed objectives with your Head of School
- Email agreed objectives to M O’Riordan by Friday 10th November 2017

**Step 2: Interim Conversations**
- Review progress & performance to date, adjust goals & personal development plans, capture changes in priorities etc.
- Document current performance & expectations going forward.

**Step 3: Probation performance conversation**
- Meet your mentor
- Prepare a self-reflection on your performance & submit to Head of School
- Meet with Head of School for Year 1 Formal review of performance
- Head of School submits probationary performance to relevant area

**Step 4: Prepare Year 2 Objectives**
- Meet your mentor
- Reflect on feedback
- Identify and build on strengths
- Ensure performance gaps are addressed with personal development plans
- Draft Year 2 Objectives

**Step 5: Agree Year 2 Objectives**
- Review your role description
- Review the development events available to you
- Meet your mentor;
- Head of Discipline/ School
- Write down your objectives
- Agreed objectives with your Head of School
- Email agreed objectives to M O’Riordan by 10th November 2018

**Ongoing coaching, feedback and personal**
Key Assessment Areas

Teaching

Contribution and Scholarly Activity

Research
### Year 1 Review and Probation - Key Dates

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start Role</td>
<td>1st September 2017</td>
</tr>
<tr>
<td>Objectives to be set and submitted</td>
<td>10th November 2017</td>
</tr>
<tr>
<td>Notification from HR; staff member fills in their self assessment; Probation Review with Head of School.</td>
<td>Mid February 2018 to start</td>
</tr>
<tr>
<td>Candidate probation end date</td>
<td>1 year from start date</td>
</tr>
</tbody>
</table>

*HR will support tracking the developmental journey at each stage*
Recommendation

Download the form early, and build over time

Keep you RSS pages fully updated

Do not submit in advance of time, as you may have additional publications/information that you wish to include

Schedule meeting well in advance

Much information is needed e.g. you can provide your open access TARA link wherever possible, your citations in Scopus. (support: RSSAdmin@tcd.ie). Alternate formats available for staff with access needs.
Year 1 Development Opportunities

- Masterclasses
- Special Purpose Certificate in Academic Practice
- Professional Skills for Research Leaders
- CAPSL Brown Bag Seminars
- HR Learning Events
- University Learning Events
# Promotion to Senior Academic Grades

<table>
<thead>
<tr>
<th>2015 Promotions Statistics</th>
<th>Quota of Posts available</th>
<th>Applicants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor Of</td>
<td>3 posts</td>
<td>12 candidates</td>
</tr>
<tr>
<td>Professor In</td>
<td>9 posts</td>
<td>27 candidates</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>20 posts</td>
<td>49 candidates</td>
</tr>
</tbody>
</table>
### Weightings Applied at assessment of applications

<table>
<thead>
<tr>
<th>Position</th>
<th>Research &amp; Scholarship</th>
<th>Teaching</th>
<th>Service to College</th>
<th>Engagement with Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor Of (Personal Chair)</td>
<td>50%</td>
<td>25%</td>
<td>10%</td>
<td>15%</td>
</tr>
<tr>
<td>Professor In</td>
<td>45%</td>
<td>25%</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>33%</td>
<td>33%</td>
<td>17%</td>
<td>17%</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>40%</td>
<td>40%</td>
<td></td>
<td>20%</td>
</tr>
</tbody>
</table>

*Scoring system in place*
## Tips

- Identify your goals, values and have a plan
- Manage your own career
- Work with your Mentor, and look out for role models
- Seek feedback and listen
- Do not ignore any part of the requirements
- Manage your Research Profile
- Define your independence as a researcher, have your own unique research area with big plans

**Commit; Invest and be a Good Citizen**
Thank You