

RESOLUTION No. 178

of the Nicolaus Copernicus University in Toruń Senate

of 19 December 2017

on the Strategy of Nicolaus Copernicus University Scientists Career Development

On the basis of § 45(1), point 2 of NCU Statute of 22 October 2013 (NCU Legal Bulletin of 2017 item 252, with further changes)

it is resolved as follows:

Chapter I

Scientists career development strategy

Nicolaus Copernicus University in Toruń, herein referred to as the 'University', creates working conditions and professional development opportunities for the researchers and research and didactic employees, in the belief that a favourable environment will enable an effective exploitation of scientists potential for the benefit of science, the University and its environment.

During the realization of these objectives the University follows in particular: the recommendations of the European Researchers Charter, the accreditation requirements of *HR Excellence in Research*, the Act on Higher Education Law, the Statute, the mission and strategy of the University as well as good practice of human resources management area.

The European Researchers Charter determines the rules and standards of Human Resource policy of the University in the area of scientists professional development. It obliges the researchers to a constant search for possibilities of development and systematic broadening of their qualifications and professional competence. It imposes on the University the obligation of developing, as a part of the human resources management policy, the strategies of professional career development for scientists and creating the opportunity for development on every level of career through providing access to trainings, online courses, career guidance, promoting geographical mobility, inter and transdisciplinary, conducting periodical evaluation in a way ensuring taking into account the overall results achieved at work and even offering support in finding another workplace. The implementation of the recommendations of the European Researchers Charter into the University's operating practice within support of the professional development of researchers will positively influence the relations between employees and the employer, will contribute to increasing the quality of research, the level of education and strengthen international competitiveness of the University.

The Strategy of NCU scientists career development is basing on the assumption that the development of the employee is a constant process in which the University tries to take part and help. The development of a career understood as a goal which defines not only gaining new degrees and academic titles (vertical promotion) but also employability on the labour market during the entire period of professional activity, activity for the environment as well as permanent striving of the employees to improve scientific, didactic and organizational competence (horizontal promotion). The support of the University in developing competences

on one hand helps the employees to achieve career development goals, on the other, directed development of their competence contributes to the realization of long-term goals of the University. Taking care of scientific employees development through competencies development is a common task of the people managing the University as well as scientists.

The University environment, by supporting the scientists career development, follows the rules of treating the employees, at all levels of scientific advancement, subjectively creating conditions of co-participation in making decisions, hearing their opinions during the implementation of changes serving the development of scientific careers. It is accompanied by open, transparent and clear for the employees system of financial rewarding for scientific achievements, acquisition of funds for research and innovative didactics. Engaged and active employee may expect also non-material forms of recognition from their supervisors. All employees are thoroughly evaluated and receive feedback also with an offer of support in professional competence development (scientific and didactic) as well as acquiring funds for research, managing a team and personal development for scientific career.

Present *Strategy* is a complementary document towards periodical employee evaluation procedure, especially periodical evaluation questionnaire which encompasses mostly so called 'hard' competencies - competencies and achievements of employees relatively easy to measure - and is a foundation for personnel decisions. For a bigger picture of employee development potential it is necessary to evaluate so called 'soft' competencies. Their diagnosis will help to determine strengths of the employee as well as those areas in need for improvement and support. It is advised that the documents on *Strategy of scientists career development* at the University are applied, in processes of employee competence evaluation and their development planning, parallel to their obligatory periodical evaluation.

Chapter II

Diagnosis and University scientists career development planning procedure

§ 1

the Subject of the Procedure

The subject of the procedure is a competence diagnosis and the University's scientists career development planning. It is conducted basing on a Model of Key Competences of NCU Scientists (Appendix No.1) and Individual NCU Scientist Development Plan (Appendix No. 3) connected with periodical evaluation of the employee. Joint application of both procedures will enable versatile evaluation of employees potential, their scientific research, didactic and organizational work results as well as providing support in career development.

§ 2

Objectives of the procedure

The objectives of the procedure are:

- 1) recognition of scientist's key competence development level (informative purpose);
- 2) determining goals of professional improvement (motivational purpose);
- 3) support in achieving career development goals (administrative and motivational purpose);
- 4) systematic evaluation of progress and adjusting the support motivating to personal development and improving the quality of work (evaluation purpose).

§ 3

Tools for diagnosis and scientists career planning

1. Model of Key Competencies of NCU Scientists (Appendix No.1) consists of 9 competencies for which a detailed description encompassing competence definition, behavioural indexes and a scale of development has been prepared. The level of development of each competence is marked in the table (Appendix No.2). After connecting indicated values, the NCU Scientist Competence Profile is created.
2. NCU Scientist Individual Development Plan (Appendix No.3) is a matrix composed of key competencies as well as student evaluation, development goals consulted between an employee and an employer, the date of realization of approved goals, expected support by the employee, support proposed by a supervisor and support received during the evaluation period. In the appendix possible forms of support has been placed as well. There is also a space for supervisor's commentary.

§ 4

Operational instruction

1. Diagnosis and career development planning is conducted simultaneously with the periodical evaluation.
2. The employee defines the level of his/her competencies via NCU Scientists Key Competencies Model (Appendix No.2) and fills the form of NCU Scientist Competence Profile.
3. The employee prepares NCU Scientist Individual Development Plan (Appendix No. 3 - part I - in columns 1-4).
4. The employee submits filled appendices No. 2 and 3 to his direct supervisor who fills column 5 in Appendix No. 3 (part I) as well as enters his/her commentary (part II of the Appendix No. 3) to the NCU Scientist Individual Development Plan.
5. It is advised for the supervisor to have a conversation with an employee which will cover:
 - 1) the results of competence diagnosis (Appendix No. 2);
 - 2) development goals, dates of their realizations and expected support (columns 2-4 of the Appendix No.3).
6. The employee, along with periodical evaluation questionnaire, submits:
 - 1) NCU Scientist Competence Profile;
 - 2) NCU Scientist Individual Development Plan.
7. NCU Scientist Individual Development Plan concerns the period of another employee evaluation.
8. During another periodical evaluation the employee fills the column 6 in the Appendix No. 2.

§ 5

Review of procedure validity

The Academic Board for the Education Quality conducts the review of the procedure validity once a year in the first quarter.

§ 6

Verification of compliance with the procedure

The Rector for Student Affairs and Staff Management and well as Deans and Heads of Faculties are responsible for supervision of the procedure.

§ 7

The resolution comes into force on 19 December 2017.

President of Senate

prof. dr hab. Andrzej Tretyn
R e c t o r

Appendix 1 - MODEL OF KEY COMPETENCES OF NCU SCIENTISTS

MODEL OF KEY COMPETENCES OF NCU SCIENTISTS consists of 9 key competences for NCU employees scientific career development for whom a detailed description encompassing competence definition, behavioral indicators and development scale was prepared. The level of development of each of the competences is shown on a “slider” in COMPETENCE PROFILE.

Explanation of competence level interpretation:

Level 1 - good: a learner, a person in need of support, encouragement, his/her behaviour is characteristic for given competence with a medium frequency, performs simple tasks, manages in typical situations.

Level 2 - very good: an independent person, showing initiative, regularly behaves characteristically for a given competence, conducts complex tasks, deals with unusual situations and circumstances

Level 3 - outstanding: a role model, a person of high authority, supports, educates and mobilizes others, conducts exceptionally complicated tasks, undertakes innovative actions, and those who encourage innovation.

COMPETENCES	LEVEL 1.	LEVEL 2.	LEVEL 3.
Creativity			
Using creative thinking in order to improve existing or start new solutions, propagating I realizing new ideas			
Behavioral indicators: <ol style="list-style-type: none"> 1. Innovation 2. Courage and independence of thinking 3. Variety of perspectives 4. Considering possibilities of practical use 	Actively searches and, with the help of a mentor, recognizes areas demanding innovation in own field of research. With help takes intellectual challenges. Inquires reasons and presents own point of view. Is aware of different perspectives. With help creates original solutions and recognizes possibilities of their practical use.	Influences the development of own field of research. Recognizes fields of innovation, encourages others to search for innovative solutions. Undertakes daring intellectual challenges. Analyzes problems from various perspectives. Creates innovative solutions in own field of research, also paying special attention to their practical application.	A visionary. Recognizes a need of innovation also in those areas which exceed his/her research interests and shows them to others. A pioneer in taking intellectual risks, initiates new research approaches. Creates multidisciplinary solutions. Teaches unconventional approach to research questions. Supports and encourages others to generate new solutions, appreciates their effort. Modifies solutions so that they could be applied in practice.

COMPETENCES	LEVEL 1.	LEVEL 2.	LEVEL 3.
Pursue to development			
Constant gain of new knowledge and experiences as well as the need to improve, and introducing positive changes in professional life			
Behavioral indicators: <ol style="list-style-type: none"> 1. Being familiar with own strengths and weaknesses 2. Searching for possibility of gaining new knowledge and experiences 3. Being open to new action and work methods 	Regularly analyses own successes and failures, draws correct conclusions and according to them modifies own actions. On won initiative he/she prospects for possibilities of gaining new knowledge and experiences connected with own field of research. Asks for others experience and tries to use them in own work. Recognizes opportunities in vast amount of changes, uses them for his/her own development. He/she is curious of new methods of action, tools, working methods, shows willingness to implement new methods of action.	Knows both own strengths and weaknesses well. Regularly, on his/her own initiative, looks for new possibilities of gaining new knowledge and experiences connected with own field of research and beyond it. Uses experience of others in his/her work. Develops new methods of action and with luck implements changes in own work.	Helps others to identify their strengths and weaknesses. Supports other in analyzing their actions e.g. by sharing their conclusions concerning own successes and failures. Identifies and presents other people possibilities of gaining new knowledge and experiences, supports his/her environment in using them. Shows other people opportunities and benefits connected with changes; teaches how they can be used. Creates new tools and methods of work, encourages others to use them.

COMPETENCES	LEVEL 1.	LEVEL 2.	LEVEL 3.
<p>Ethics and professionalism Building own and University's credibility through undertaking actions complying with our ethical norms and University's values as well as adopted work standards.</p>			
<p>Behavioral indicators:</p> <ol style="list-style-type: none"> 1. Complying with the rules regulations of work standards. 2. Integrity, openness, loyalty. 3. Care for University's image. 	<p>Complies with the law, work standards in every situation and follows established principles and procedures at the University. Acts fairly and loyally. Cares for University's image through his/her actions.</p>	<p>Tries to exceed determined working standards, with his/her headstrong and involved attitude he/she influences compliance with standards by others. With his/her integrity, honesty and openness he/she gives an example how to act, promotes open and assertive presentation of own views and intentions. With his/her actions and attitude he/she creates University's positive image and cares for its interests.</p>	<p>Safeguards ethical standards and good practices in science. He/she is a role model of professionalism and ethical conduct in science for less experienced colleagues. Even in ambiguous situations and towards possibilities of personal advantage the researcher respects the law and follows the rules and procedures; draws attention of others to the need of complying with the law, following the rules. In his/her actions the researcher pays attention to University's welfare, takes care of its interests and creates its positive image; he/she is a role model for his/her co-workers.</p>

COMPETENCES	LEVEL 1.	LEVEL 2.	LEVEL 3.
Educating			
Readiness and skills to successfully transfer gained knowledge to others and sharing own experiences with them.			
Behavioral indicators: <ol style="list-style-type: none"> 1. Adjusting the message to the recipients 2. Openness to new methods of educating 3. Monitoring of progress, giving motivating feedback 	The researcher shows great knowledge which can be transferred accurately to the needs of recipients and situation. Uses new and effective teaching strategies. Monitors the progress of students, encourages students to develop through motivating feedback.	The researcher has thorough knowledge in own field of research which can be transferred accurately to the needs of recipients and situation. Implements new and effective teaching strategies. Monitors the progress of students and adjusts the program and teaching pace. Encourages students to develop and to increase their effort and involvement through motivating feedback.	The researcher has extensive, multidisciplinary knowledge which can be transferred to students and co-workers. Implements innovative strategies of educating In multidisciplinary and international teams. Inspires students and co-workers to broaden specialist knowledge through motivating feedback.

COMPETENCES	LEVEL 1.	LEVEL 2.	LEVEL 3.
<p>Communicativeness Effective communication through transferring own ideas to others in a intelligible manner as well as careful and active listening to others statements both oral and written.</p>			
<p>Behavioral indicators:</p> <ol style="list-style-type: none"> 1. Forming clear and adequate statements both written and oral. 2. Careful listening, openness to different views 3. Argumentation 	<p>The researcher formulates oral and written communications in a brief and clear and precise manner adjusting the content and form of speech to recipients, avoids making mistakes. He/she can effectively use different tools and communication channels to present their research. Carefully listens other persons statements, considers all ideas also those that are different from their own. Provides logical arguments, can successfully defend them, selects arguments tailored to needs and situations. Controls emotions.</p>	<p>Ensures that the form of oral and written statements both their own and others are seamless. Carefully listens to other persons statements, actively searches for different views, appreciates all of them also different from their own, popularizes openness and toleration in communication atmosphere among employees. Presents many logical arguments cohesively supporting presented opinions; teaches this and supports others in that actions; correctly predicts recipients reactions, chooses arguments tailored to needs and situations. Always controls emotions.</p>	<p>Formulates extraordinarily complicated content clearly and in a precise manner. Helps other people, also in a team, to formulate clear and precise communications, explains incomprehensible matters, explains the sense, paraphrases when necessary. Appreciates and respects others views, mobilizes others to search original and diversified views. The researcher is an example and creates an atmosphere of openness and tolerance in communication. Persuasively argues, teaches that and supports others in that. He/she is an example of controlling emotions.</p>

COMPETENCES	LEVEL 1.	LEVEL 2.	LEVEL 3.
Organization of own work			
Management of own time and organizing own work in a planned, organized matter enabling to achieve pursued objectives			
Behavioral indicators: <ol style="list-style-type: none"> 1. Determining priorities and order of tasks 2. Managing time and finishing tasks in due date 3. Examining and correcting of own work effects 	Plans own work, with the help of the supervisor establishes priorities. Occasionally needs disciplining in order to finish the task on time. Not always foresees time buffers in task execution. Generally inspects and with help corrects own work effects.	Plans own work, correctly sets priorities and determines its sequence accordingly. Finishes work in time, when necessary elevates the tempo of task realization. Predicts time buffers on unforeseen difficulties. Regularly checks and corrects own work effects efficiently.	While planning and setting priorities prepares for unforeseen difficulties adjusting the plan of own work to them. Controls time, finishes tasks in due time, even when unforeseen delays occurred. Continuously checks and corrects own work effects, even when the effects are satisfying he/she undertakes actions in order to improve them.

COMPETENCES	LEVEL 1.	LEVEL 2.	LEVEL 3.
Commitment			
Actions and showing initiative, determination to overcome difficulties and readiness to sacrifice when necessary.			
Behavioral indicators: <ol style="list-style-type: none"> 1. Positive attitude to work and showing initiative 2. Determination 3. Ambition 	<p>Presents positive attitude to work even when meeting difficulties or when the situation demands a greater effort.</p> <p>Shows initiative at work, volunteers to take part in project and tasks realization.</p> <p>Difficulties met mobilize the researcher to make a greater effort, he does not give up in case of a failure.</p> <p>The researcher attempts to solve the problem modifying methods of taking action and looking for new ways to solve the problem.</p> <p>Strives to achieve very good results at tasks which he conducts.</p>	<p>Present positive attitude to work even in difficult situations e.g. stress, fatigue or failure.</p> <p>Regularly volunteers to take part in projects and tasks, motivates others to take action.</p> <p>Even great difficulties are not a discouragement, the researcher supports and teaches others how not to give up, helps to modify methods of action and to look for effective solutions.</p> <p>Strives to achieve very good results and if he does he sets more difficult objectives.</p>	<p>The researcher is a model of positive attitude to work. Initiates actions and projects to which he involves others. He creates a culture which favorable for putting forward initiatives by other employees, motivates not to be discouraged, supports employees in making further attempts. The researcher is sure that the adopted solutions will bring success.</p>

COMPETENCES	LEVEL 1.	LEVEL 2.	LEVEL 3.
Team work			
Establishing and maintaining a long-term and productive cooperation with other employees.			
Behavioral indicators: <ol style="list-style-type: none"> 1. Establishing relations, showing respect and interest 2. Active participation in group work 3. Exchange of knowledge and experiences, readiness for help 	<p>The researcher need support in order to establish social relations. He shows respect and interests with others. Asked for help he readily gets involved in group work, has his part in realization of goals and their effectiveness. Asked he gives adequate information, usually shares knowledge, helps with easier tasks realization.</p>	<p>On his own initiative he establishes social relations, always shows respect and interest with people he gets involved with. Takes an active part in group work, in a significant way he contributes to its effectiveness and goal realization. On his own initiative gives adequate and exhaustive information, always shares knowledge, offers help with the realization of more difficult tasks.</p>	<p>The researcher establishes relations even with persons reluctant, enables others establishing relations. Shows readiness to involve in matters important for others, always shows respect. Precisely indicates group's aims, involves them in joint realization of objectives set, shows benefits of realization of group goals. Creates conditions for exchange of information in the group; cares for exchanging knowledge and experience of all members. By his own example he promotes an attitude of readiness to help people in need, mobilizes others to help.</p>

COMPETENCES	LEVEL 1.	LEVEL 2.	LEVEL 3.
Team and project management			
Creating and managing teams, understanding the need of team members and mobilizing them to an effective work.			
Behavioral indicators: <ol style="list-style-type: none"> 1. Effective teambuilding and task division 2. Work control and correcting team's activities. 3. Resolving conflicts 	Manages an individual project. The researcher is an good link of the team and is engaged in its work. Regularly monitors his work, regularly corrects his actions. Avoids conflicts and if they emerge – he strives to resolve them.	Creates an effective team, involves appropriate persons and integrates among objectives. Divides tasks between employees in a fair and adjusted to their competences and responsibilities. Regularly monitors work of the entire team, regularly corrects their actions. Avoids conflicts and if they emerge – he strives to resolve them fairly judging arguments and caring for parties' interests.	Creates an effective, multidisciplinary team with foreign partners. Supports others in building effective teams. Efficiently divides tasks even in complex projects, regularly analyzes employee's potential for future tasks. Regularly monitors work of the entire team, corrects their actions, prepares for different scenarios and prevents mistakes. Avoids conflicts and if they emerge – he efficiently manages the conflict fairly judging arguments and caring for parties' interests.

Appendix 2 – COMPETENCE PROFILE OF NCU SCIENTIST

The employee defines the level of each competence on the basis of descriptions from the MODEL OF KEY COMPETENCES (Appendix 1).

The level of development of each competence (continuous values) is indicated on the “slide”. After selecting the values on particular axis they should be connected with a line.

Competences	The level of competence development		
	1	2	3
Creativity			
Pursue to development			
Ethics and professionalism			
Educating			
Communicativeness			
Organization of own work			
Commitment			
Team work			
Team and project management			

Appendix 3 – INDIVIDUAL PLAN OF NCU SCIENTIST DEVELOPMENT

Full name:.....

Department/Faculty:.....

Part I

Column number	1	2	3	4	5	6
Competences	Students evaluation	Development goals (filled by employee)	Deadline (filled by employee)	Expected support (filled by employee)	Support proposed by the supervisor (filled by employee)	Support received (filled by employee on next evaluation)
Creativity	x					
Pursue to development	x					
Ethics and professionalism	x					
Teaching	An average from USOS surveys					
Communicativeness	x					
Own work organization	x					
Involvement	x					
Team work	x					
Team and project management	x					

Date, employee signature.....

Part II

Supervisors commentary:

The supervisor relates to the annexes 2-3, pronounces judgement and proposes modifications.

Date, supervisors signature.....

Part III

Proposed forms of support:

- Sharing knowledge – using knowledge and experiences of team members. It is one of the most effective ways to gain knowledge and skills, adjusted to the character and needs of every faculty at the University. It is worth encouraging employees to share their own experience and knowledge with other members of the team in an organized matter e.g. by preparing presentations of trainings.
- Conferences, regional and international seminars – broaden the knowledge, contribute to establishing contacts with scientists.
- Internal and external courses – one of the most selected and applied forms of development. They should be chosen after a thorough analysis of needs and related to employees assessment process.
- Study visits, internships – enable innovative ideas and experiences exchange as well as establishing professional contacts in terms of joint interests.
- Work in project teams (research, didactic and other).
- Postgraduate education.
- *E-learning*.
- Mentoring – assumes learning from the master. A person with a large experience and knowledge and with natural authority supports a younger adept in a particular field, shares with what he can, what inspires.

- Consulting connected with planning professional career – help with specifying possible career development paths, the most suitable in terms of personality type, interests, experiences; help with competence development.
- *Coaching* – supporting a person in development planning and objectives implementation. Coach does not impose solutions on anybody, by formulating questions in an appropriate manner he studies needs and shows possibilities of development. The process lasts for a long time (a few months) during which the coach meets the employee regularly and they establish specific development steps.
- Professional counseling and help in terms of finding employment.