

**Future Focus:** Exploring the use of the  
Association of University Administrators'  
CPD Framework with Library Staff in NUIM

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# Association of University Administrators (AUA)

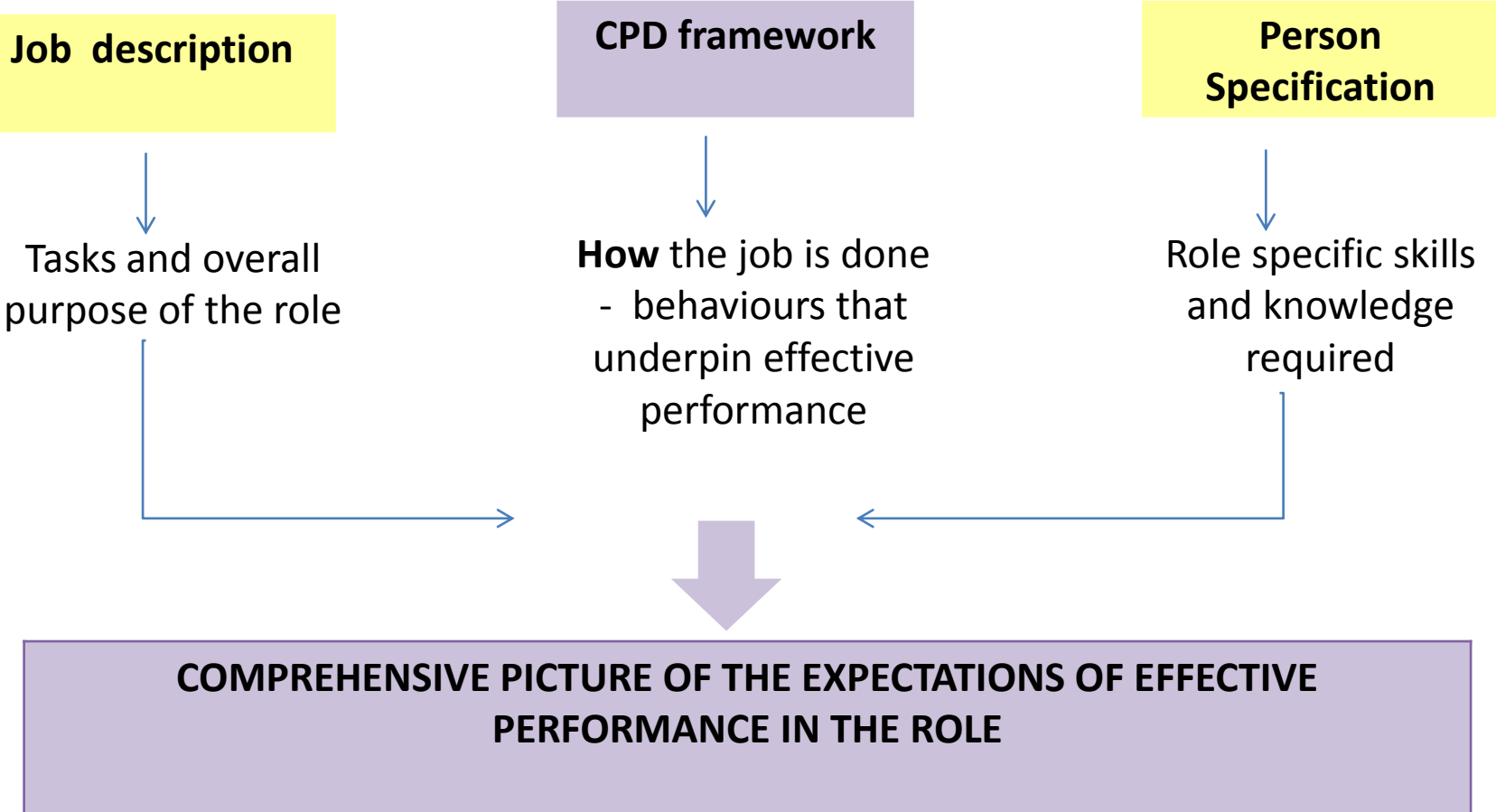
- Professional Association, with individual members
- Code of Professional Standards
- Networking
- Conference
- Research and Publications
- Professional Development
  - Programme of events
  - Masters/Diploma
  - CPD Framework



At the core of  
the CPD  
Framework are  
9 professional  
behaviours



# Behaviours fit alongside other information about job roles



# The framework took 2 years to develop

Workshops and  
focus groups  
(96 staff)

Result of UK  
collaborative project  
for HEIs

Built on existing  
good practice &  
HEI frameworks

Consultation  
with HE  
professional  
bodies (7)



Relevant to staff  
in all HE  
professional  
service roles

Consultation  
with HEIs  
(10 universities,  
78 participants)

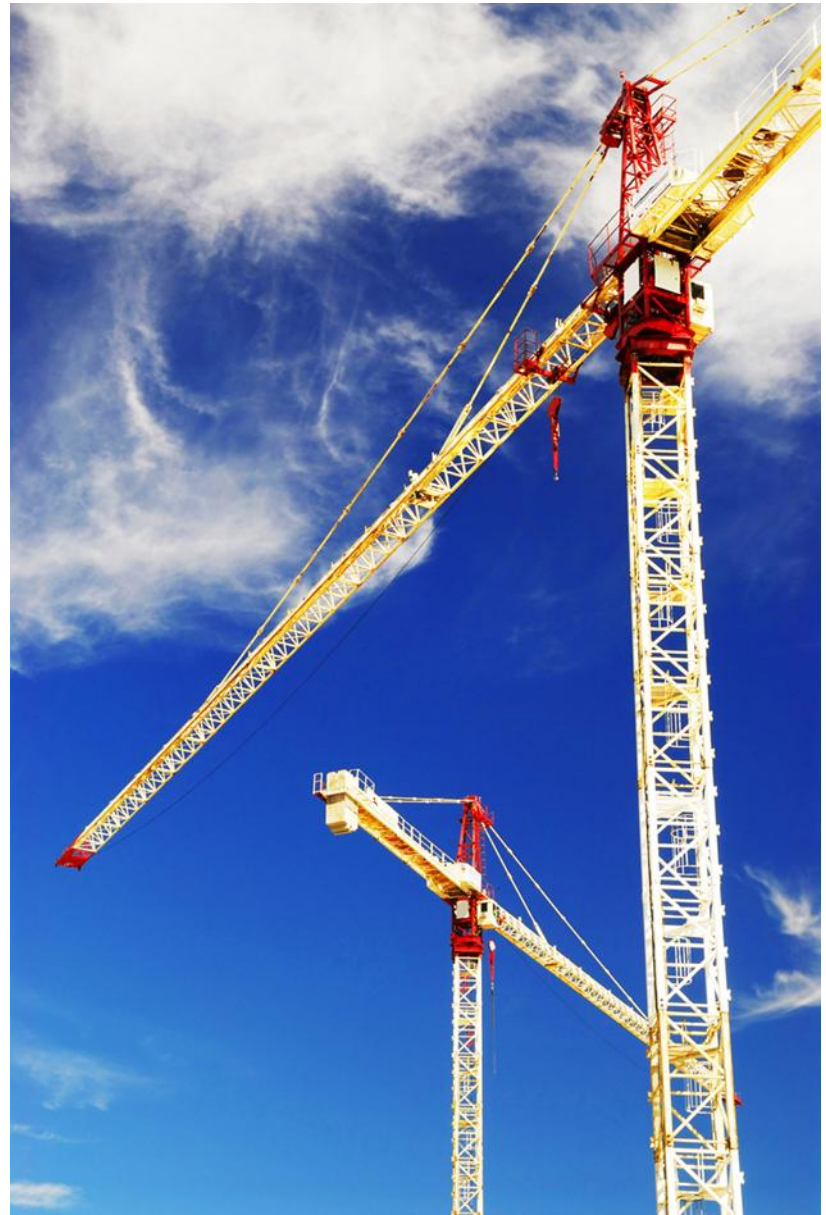
Designed to work  
alongside other  
HR processes

# Many ways to use Framework

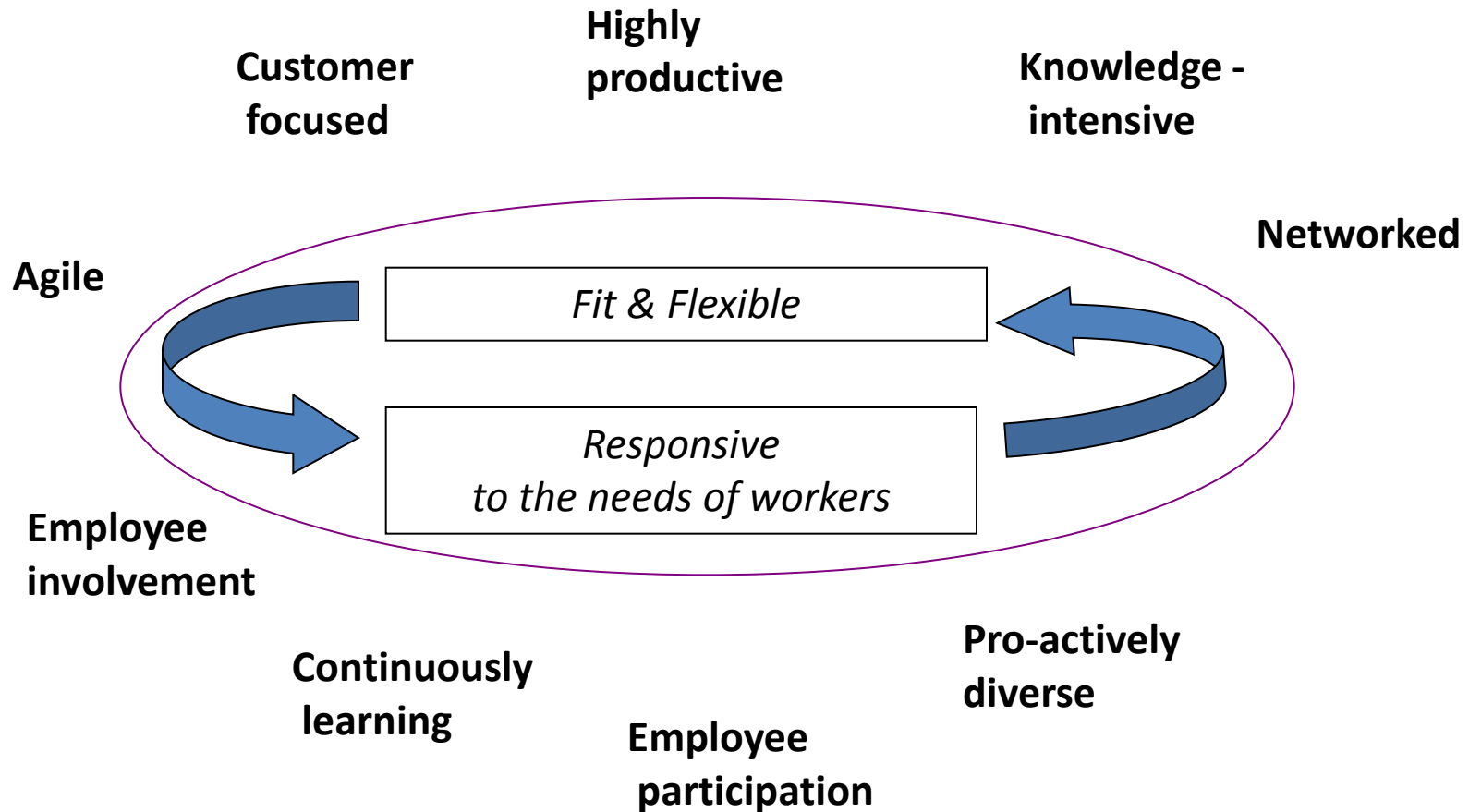
<b>Individuals</b>	<b>Team /Department</b>	<b>Organisation</b>
Self assessment	Appraisal	Succession planning
Identify personal CPD needs	Identifying team strengths, CPD needs	Mapping/designing learning and development activities
Career planning	Recruitment, selection	Organisational development
Giving and receiving feedback	360 degree feedback	Develop effective leadership pipeline
Applying for posts, promotion	Induction	

So why did the  
NUIM Library  
decide to explore  
the AUA approach?

And why take on  
something new  
when everything is  
in flux?



# Synergy with the Irish 'workplace of the future'..



# The aim of the NUIM Library project



To support a pilot group of Library staff in planning their learning and career development, during a period of change and adjustment.

The AUA CPD framework will provide 'scaffolding' for this activity.

Let's look in detail at how we propose to make use of the resource:



For each professional behaviour there are definitions,  
for example:



**Providing direction :**

Seeing the work you do in the context of the bigger picture and taking a long-term view.

Communicating vision clearly and enthusiastically to inspire and motivate others

# ... and indicators of good practice in 3 different contexts.



Providing Direction	Self	Others	Institution
<p><b>Providing direction :</b> Seeing the work you do in the context of the bigger picture and taking a long-term view.</p>	<ul style="list-style-type: none"> <li>• Understanding the bigger picture and being clear about how own role fits in</li> </ul>	<ul style="list-style-type: none"> <li>• Giving team members support and advice when they need it, especially during periods of setback and change</li> </ul>	<ul style="list-style-type: none"> <li>• Not losing sight of the vision in dealing with day-to-day pressures</li> <li>• Breaking down 'silo' thinking and encouraging an organisation-wide perspective</li> </ul>
<p>Examples of behaviours that may indicate a need for development</p>	<p>Getting bogged down in detail – unable to see the wood for the trees Focusing on the short-term view</p>		

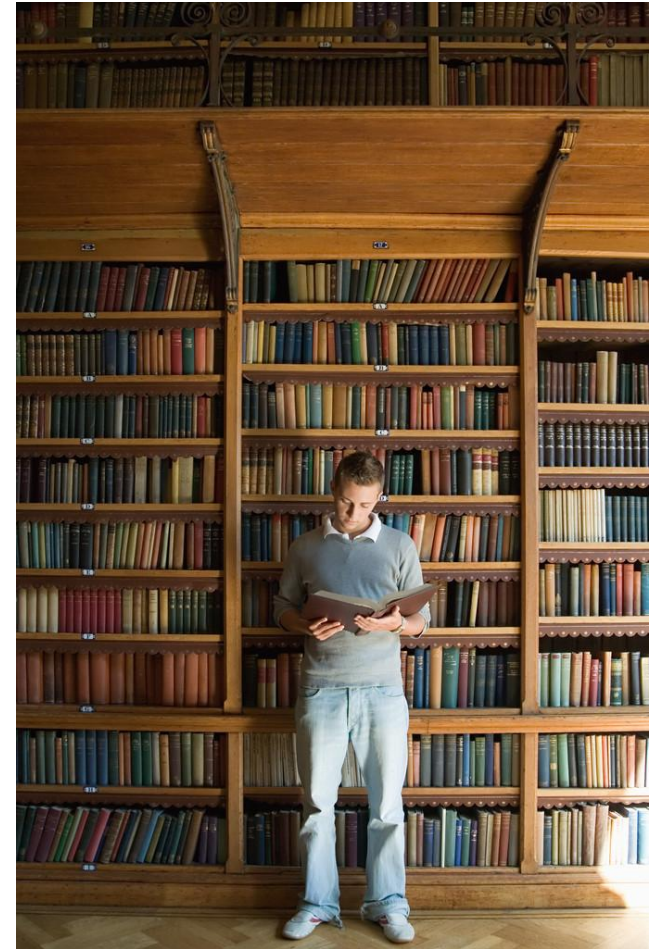
# Some Comments from users in Cohort 1:

Within Induction process:

Within PMDS process:

Within work shadowing scheme,  
comments from the 'shadows'  
included:

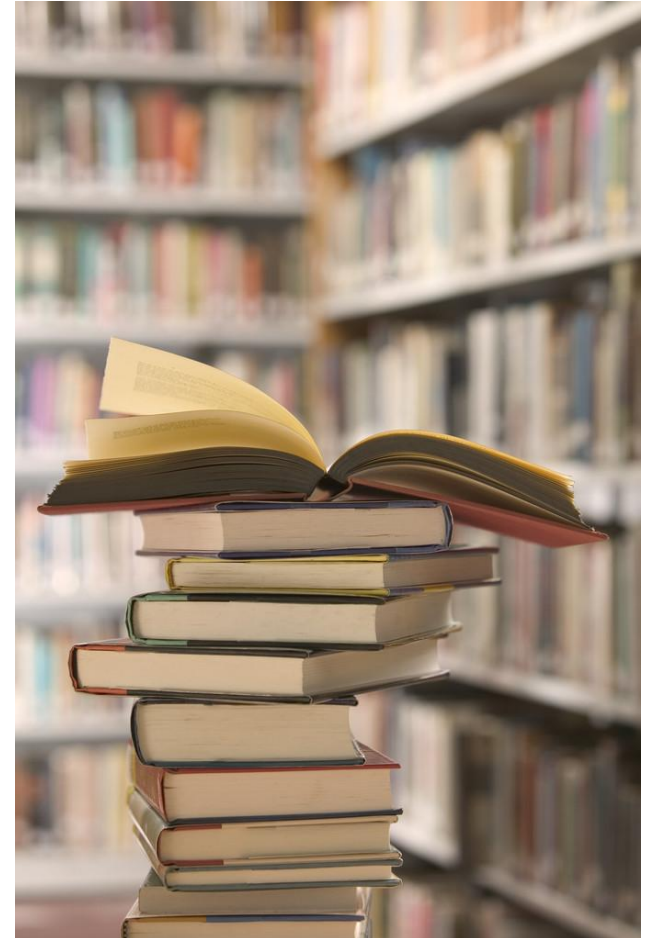
.. and comments from their hosts  
included:



# Our objectives:

- Map learning activity
- Tailor the framework
- Help staff to:
  - articulate their L & D needs
  - achieve greater confidence in career planning and reflective practice
- Measure outcomes
- Share our resources

Timeline: December 2011- 12



# Challenges:

- Shortage of staff time
- Learning a new language
- Selection of pilot group
- Establish base line measures
- Encourage staff to take control of their learning



# Questions/comments?

