

BOARD OF TRUSTEES

UNIVERSITY OF THE VIRGIN ISLANDS CAREER ADVANCEMENT POLICY RESOLUTION

Resolution approving the Career Advancement Policy for the University of the Virgin Islands

WHEREAS, the University has embraced the need to systematically support the career development of all staff; and

WHEREAS, the Administration seeks to ensure that Strategic Plan 2017, *Pathways to Greatness*, is not only achieved, but that the growth and development of the University is sustained well past 2017; and

WHEREAS, the Career Development Policy seeks to provide a resource to the staff and administration of the University and creates opportunities for career growth; to provide a platform for them to continue to serve the University; to compensate them for their contribution to the organization; and to create and sustain a rewarding work environment; and

WHEREAS, on May 27, 2014, the Finance and Budget Committee of the Board of Trustees voted to recommend to the Board of Trustees for approval the Career Advancement Policy.

NOW THEREFORE BE IT RESOLVED AS FOLLOWS:

- A. That, the Career Advancement Policy, attached hereto as Exhibit A, is approved, effective October 1, 2014.
- B. That the President and Vice-President for Administration and Finance are authorized to take such actions as are necessary and proper to implement this resolution.

CERTIFICATION

The Undersigned does hereby certify that the foregoing is a true and exact copy of a resolution of the Board of Trustees of the University of the Virgin Islands adopted at a meeting on June 7, 2014 as recorded in the minutes of said meeting.

Secretary of the Board

Date

Career Advancement Policy

The University of the Virgin Islands (“the University”) has embraced the need to systematically support the career development of all staff, including administrators, librarians and research faculty (hereafter referred to as “employees”) of the University and to give this development and advancement opportunity priority within the current budgets. The needs for parallel support for teaching faculty will be addressed separately through the Faculty Policy Manual and the Collective Bargaining Agreement with the AAUP.

The Administration seeks to ensure that Strategic Plan 2017: Pathways to Greatness is not only achieved, but that the growth and development of the University is sustained well past 2017. The processes identified in this document provide the policy and mechanisms to: (i) develop candidates for leadership positions within the organization; (ii) continuously develop technical and administrative talent within the organization; and (iii) provide strategies to retain that talent. Although there are many definitions of administrative and staff succession plans, we have determined that these three items translate into the sustainability and growth of the University and therefore meet the needs of a succession plan.

This career development plan will provide a resource for the staff of the University by providing opportunities for career growth and for them to continue to serve the University; to compensate them appropriately for their contribution to the organization; and create and sustain a rewarding work environment. There are limits inherent in this process because the opportunities for employees are contingent upon the availability of resources at the Component levels; thus, the University cannot guarantee promotions or salary increases. We recognize that the opportunities cannot meet everyone’s needs and know that some employees will choose to move on to other organizations. However, it is important that we do whatever we can within existing resources to support the development of our employees. The strategies in this policy do not replace efforts to identify resources as they may be approved from time to time by the Board of Trustees to make UVI salaries competitive. This policy is intended to encourage component heads, and other administrators, to make performance incentive increases a priority within their budgets and to employ creativity in identifying resources to fund the increases.

Building a Career Path

An employee and her/his supervisor should work together in preparing the employee for advancement and career moves within the University and for the development of his/her professional skills. The supervisor and human resources are available to provide staff with information about opportunities and the specific requirements for those opportunities. The University will consistently strive to provide training to those supervisors to assist them in providing professional development to their employees. The University considers these management skills crucial to move the University and its employees to the next level. In addition, the supervisor will help the employee assess his/her current skills, knowledge, and experience and prepare them for an advanced position. A roadmap or “career advancement plan” (Appendix A includes a sample) will be developed, and revisited each year during performance evaluations, to show the employee exactly what he/she needs to do to prepare for advancement and, when funds are available, the Component and University will provide opportunities and funding for skill and knowledge development. The skills the employee may need could be specific to the position (i.e. technical), or “soft” skills. The career path should be a topic of discussion at each performance evaluation, whether annual or mid-year. The

supervisor should help to identify skills and competencies that may accelerate the employee's advancement as well as identify obstacles to advancement. These should be stated clearly in the annual performance evaluation so that the employee is aware of them. Each employee should be able to use their annual evaluation to answer the question "what do I need to do to advance". (See Appendix A for a sample Career Advancement Plan.) The employee is ultimately responsible for gaining the additional knowledge and skills that the new position requires, but the manager or supervisor should assist the employee in this pursuit. Employees should strive to creatively prepare themselves and they should work hard to prepare for career advancements. After a person has been hired, is considered a full-time employee, and has successfully completed his/her probationary period (if applicable), he/she will work with his/her supervisor to develop a career path within the University.

Advancement Opportunities

Open Position Promotion

The first way to receive a promotion is to compete for an open position that is available either because someone left or was promoted; or because a new position is created to meet the need for additional staff or skills within a component or department. Before a position is posted externally, consideration will be given to internal candidates who have prepared for promotion as outlined in the next paragraph. Section 14.02 Human Resources Policy Manual (HRPM) allows for internal only postings of positions. The hiring-manager has the discretion to determine whether University needs are best achieved through internal or external opening. External candidates do not eliminate the potential for internal candidates to receive the position; this only demonstrates that the hiring manager wants to have a variety of choices in determining what is in the best interest of the University. The procedure for becoming a candidate is very structured and is determined by the University's Human Resources procedures. Internal staff members from across the University are encouraged to apply for open positions. Section 14.03 of the HRPM outlines the process to Waive Posting for positions if a direct promotion is requested. Every opportunity to advance will be granted to an incumbent qualified employee.

In Place Promotions

The second type of promotional opportunity is the advancement to the next level within the existing classification. Section 7.02 of the HRPM lists promotional salary adjustments based on "bona fide change in duties"; this policy recognizes "bona fide change in duties" as an increase in responsibility and job scope.

Salary Enhancement

Although many positions are step-positions in the University's Classification system (i.e., 1, 2 or 3), there are many other positions that do not have such a higher level. If an employee is in a position that does not have a higher level, step-position, there may be opportunities for the employee to request or apply to be moved into a lateral position that has more opportunities for advancement; or he/she can receive a performance-based increase in salary without a title change. Employees with these types of positions should declare their interest in training and salary advancement to their supervisors and component head as part of their career path planning. The process for this is outlined in the next section, Training Opportunities.

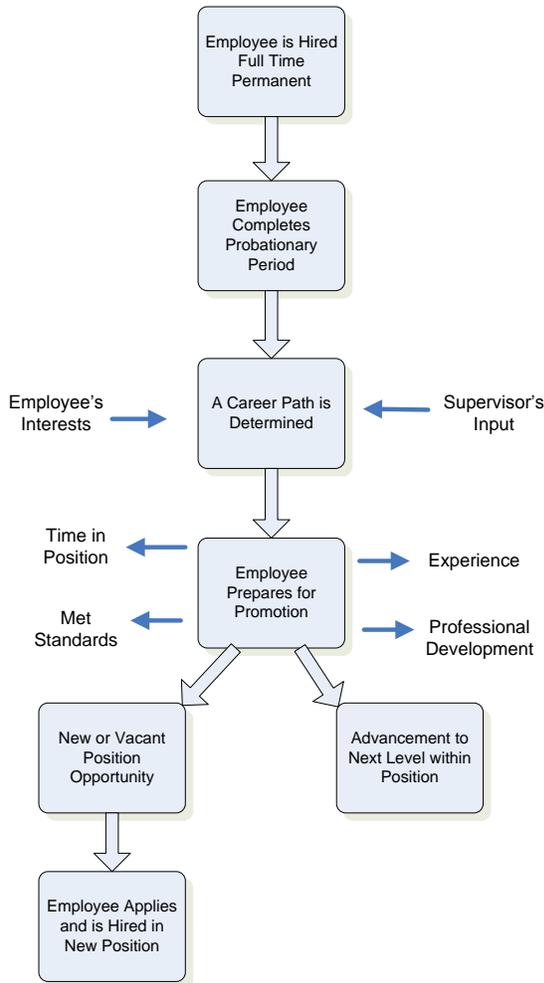
The University is dependent upon the achievements and commitment of its employees that earn “MET STANDARDS”, or higher, on their annual evaluations in order to achieve the strategic goals of the University. There are circumstances and situations that will warrant Component and Department heads to make changes in classifications and salaries for these employees, including reclassification of position, or market conditions for individual positions. These opportunities and actions are addressed in the HRPM. Readiness for promotion requires an employee to be rated at “ABOVE STANDARDS” on his/her annual performance evaluation for at least two previous consecutive years and to achieve the minimum qualifications in the job description for the next level position, including years of experience and educational requirements. There will also be a review of the employee’s professional development achievements activities. Professional development does not guarantee a promotion, but can demonstrate commitment. After meeting these conditions, there should be discussions between the candidate, his/her manager, and component head (if relevant) concerning the candidate’s interest and readiness for career advancement. The career advancement path is a 12-month process. This is a formal process that identifies the qualifications, performance objectives, and applicable salary increase for the promotion. An employee who is promoted to a position which is classified at a higher salary grade will be assigned to a step in the new salary range that results in a pay increase of no less than a four-step (6%) increase but no more than a 12% increase (HRPM 7.02) over the employee's current salary. In cases of promotion, the employee should receive at least the minimum pay of the level he/she is being moved into. In the case of salary enhancement, the Supervisor also has an option to provide salary increases based on the pay plan steps. This may be based on budgetary restriction or the supervisor’s discretion. ***The component head is also required to get budget approval for the increase in salary and the support of the President. This may mean that a limited number of employees or no employees at all can be placed on the career advancement path in any given fiscal year due to the unavailability of funding. The Component Head, the CFO and the President must make a judgment on the value of the increase compared to the budget change it may cause.***

Based on the approval of the Component Head, the CFO, and the President, the supervisor and employee will establish performance objectives for the next fiscal year which will be developed at a level that allows the employee to demonstrate advanced skills not necessarily required by the level of the current position. These objectives should be based on:

- Initiative
- Collaboration
- Accountability to management and customers
- Leadership abilities
- Cross functionality
- Advancement of strategic plan goals
- Compliance with the seven management values
- Documentation of performance, development and achievement of career plans

If the employee achieves these performance objectives within the MET STANDARDS performance category on the next evaluation, the promotion and/or salary increase will be granted effective October 1st of the next fiscal year, provided however the University has received the expected appropriation of funds. The component head may approve different timelines to meet the business needs of the University. If there is

a recommendation for probationary periods within the new position, it should be agreed upon in the employment contract that will be created to reflect the promotion. Although the employee has been promoted, the position may be reopened at its original level if/when the promoted employee leaves. This is based on the discretion of the supervisor.



Throughout their UVI career, employees are encouraged to prepare themselves for either type of advancement described above. There are no assurances that they will be promoted, but University leadership will continue to mentor staff and help them prepare for opportunities. It is important to the University to retain valuable employees and to provide them with professional satisfaction and suitable compensation.

The chart on the left shows the process by which an employee can be promoted.

Sometimes, employees ask (or are asked) to be considered for a lateral career move. It may be difficult for an employee to obtain the necessary skills and experience to move to another University department, but it is sometimes beneficial to the employee and to the Component for them to do that. By moving laterally, an employee may have more upward mobility in the new department and, with the experience in the old department, they have a broader cross-functional view of UVI functions and can better serve customers and be successful. A lateral move may require additional education. If UVI leadership sees value in such a move and the employee has a genuine interest in the change and a commitment to gaining the necessary skills, provisions will be made to allow the person to serve temporarily in the new department. This will provide the employee and management the opportunity to assess the employee’s readiness to assume the position. This will allow the employee to gain some experience before committing to the change. The ability to serve in a temporary capacity will be at the discretion of both the component and/or department heads. The President and Component Heads may ask staff to assume temporary assignments to complete strategic or pilot programs. This may be a full or partial commitment of time apart from regular job duties. This type of assignment may be a valuable experience in one’s career advancement plan.

Trainee Opportunities

As the University continues to change and grow, there may be opportunities for employees to take on new or more advanced roles. In these situations, if candidates cannot be identified externally or if an opening occurs at a time when an internal employee is not quite ready for promotion, the University may decide to offer a Trainee Track to a particular employee. An example of this may be that a library specialist is twelve months away from earning a Master's degree when a librarian position opens. In this situation the component may decide to move the specialist into the librarian position as a trainee where they start to assume the duties of the position in which they are interested. This gives the organization the opportunity to provide support to the new librarian trainee to achieve his/her promotion goals.

The trainee path requires the employee to be rated at a minimum of MET STANDARDS on his/her annual performance evaluation for at least one year, and to achieve MET STANDARDS during his/her trainee-period and to achieve the minimum qualifications for the new position – including years of experience and educational requirements by the end of the trainee-period. The trainee-period can be no longer than 18 months. The actual length of the period will be determined by the component head and the trainee. There will also be a review of the employee's professional development achievements and the investments the employee made in that development. Weight will be given to employees who invest time, money and/or other resources in their own professional development.

In a trainee situation, the employee would receive 50% of the difference in the change in current salary and the salary for the new position upon being placed in the position as a trainee. In addition to the completion of a career advancement plan, performance objectives for the trainee period will be developed in order for the employee to demonstrate successful transition into the new role. These objectives should be based on:

- Value of the promotion to the Component and the University
- Initiative
- Collaboration
- Accountability to management and customers
- Leadership abilities
- Cross functionality
- Advancement of strategic plan goals
- Compliance with the seven management values

When the trainee achieves the qualifications for the position, and if the employee achieves the MET STANDARDS, or higher performance category on the next evaluation, the trainee will receive the title and salary for the position. Failure to meet the performance objective within the trainee-period will result in the employee being returned to their previous position and will keep the employee from advancing.

Interim Positions

The President and component heads will make decisions when positions become vacant, if an interim person is needed to continue operations of the specific areas. An interim assignment may combine an employee's current position with a vacant position, or a decision may be made to have the employee act only in the vacant position. Salary guidelines for such positions are designed in Section VII of the University's HRPM. Compensation will be given to employees in Acting or Interim positions of more than thirty (30) consecutive days in accordance with the guidelines established in the HRPM, unless otherwise authorized by the President. There is no additional compensation for assignments of 30 days or less. Interim

and Acting positions should have specific timeframes when they are created that should not be exceeded, though in compelling circumstances they can be renewed.

These interim opportunities can be utilized as both trainee opportunities and for supervisors to assess the readiness of an employee for a higher-level promotion. The interim assignment should make clear the length of the appointment and what will happen to the employee salary after the assignment. This should include conditions (outcomes) to be met for the appointment/promotion to become permanent and/or the process that the supervisor will use to fill the position. The supervisor may determine that it is necessary for the interim position to maintain the current status, while other decisions are made. This should be documented in the interim contract.

Professional Development Opportunities

1.0 Introduction

The goal of this policy is to inform employees about the wide range of professional development opportunities offered by the University. (Appendix B includes a sample Professional Development plan.) The University supports initiatives consistent with its seven management values that provide support for all employees to grow in their skills and their support of the University. The University aims to support development activities which:

- Provide a quality customer and student experience through improved services, standards, processes and procedures and assist the University in developing a service-oriented culture.
- Improve technical and procedural efficiency in the delivery of high performing programs and offerings with a focus on quality
- Ensure accountability and transparency in context with the University's core values, mission and vision and informed decision making

The University does not presently have the resources to support all the development activities that are likely to be identified as part of these categories. For this reason, component professional development budgets should be prioritized on the basis outlined above. There are also centralized budgets for such activities (which require supervisor-approval). The granting of funds to support professional development, including long- or short-term leave is a privilege that the University, in its sole discretion, grants in order to meet the needs of the University and the needs of the employee. The frequency, length and overall implementation of this policy are wholly dependent on the identified needs, the resources available to meet those needs and the benefit to the University. Employees cannot be guaranteed participation.

2.0 Identifying Development Needs

2.1 The University's strategic objectives are pursued through:

- a) The Strategic Plan approved by the Board of Trustees
- b) Component tactical and strategic plans
- c) Human Resources Policy Manual

2.2 These documents are available to all employees and provide the framework within which personal and professional development needs are considered.

2.3 Professional Development needs should be outlined as part of the employee’s career path process and as a part of their performance evaluations on an annual basis. Employees are encouraged to produce a personal portfolio of their professional development activities to assist in planning their future needs.

3.0 Funding Professional Development

3.1 The primary resource to support professional development is within the component or department budgets. There is funding available through the Provost’s Office to support professional development throughout the University. This funding is limited to \$1,000 per person and requires written support from the manager or supervisor. The Office of the Provost determines availability of such funding in response to a request.

3.2 Managers are encouraged to write professional development needs into the planning of major projects and initiatives. This will ensure the necessary training for employees to achieve and maintain University-goals.

3.3 Each component head should set aside funds for temporary salaries to provide coverage during employee absences related to professional development.

3.4 All components of the University share a heavy workload to support the growing needs of students at the University. Budget cuts and staff reductions should encourage, not discourage development activities. As part of an expectation to “do more with less”, training becomes critical to success. Professional development may frequently constitute a key element of a strategy to secure greater productivity and to improve the efficiency of the University’s operations and employee morale.

4.0 Professional development activities

The following is a list of the most frequent professional development activities. The list is not intended to be exhaustive.

4.1 Courses, conferences and seminars

Department heads may support employee attendance at short courses (including distance learning, conferences and seminars); managers can determine whether the University is served by supporting costs for employee-certifications. Consistent with existing Human Resource policies, employees can enroll in courses offered by the University, and some of these courses may be related to their professional development needs.

The University, through the UVI Institute for Leadership and Organizational Effectiveness (ILOE), and other initiatives, provides professional development activities. Employees are encouraged to participate in all applicable opportunities on campus.

This opportunity is generally with pay and the component (University) will pay expenses. Department heads and component heads will prioritize these requests. If the University makes an investment of more than \$10,000 in an employee in a single fiscal year, the Component head shall require the employee to repay the cost of the training in the event the employee leaves the University’s employment within one year, or is terminated for cause within a period of one year after the investment is made. The repayment cost may be prorated based on the numbers of months available in the specified year. The University and the employee should document their agreement for repayment of any investment in excess of \$10,000 prior to the start of training.

Duration: This type of activity is usually less than ten days per activity.

Eligibility: All employees on regular appointments.

Procedure: Employees and managers should work together to find appropriate opportunities based on available funding.

4.2 Study leave

The HRPM provides for unpaid leave by employees to support the achievement of excellence in the University's workforce by supporting the academic aspirations of employees to pursue higher education.

This opportunity is for unpaid leave, as described in the policy manual.

Duration: This type of activity is usually for a period of one year. The University will seek to appoint individuals returning from Study Leave to available positions for which they are qualified and that are commensurate with the education, knowledge, and skills of the individual. *Refer to the policy manual for additional information.*

Eligibility: All Administrative/Managerial, and Professional Staff on regular appointments.

Procedures: Employees should follow the Application & Approval process outlined in the UVI Policy Manual.

4.3 Consultancy and professional practice

Consultancy and professional practice can serve a range of objectives and needs of the University and can be a developmental activity for an employee. The supervisor should work with Human Resources on this kind of development option. The opportunity for consultancy and professional practice shall be provided in a manner consistent with the University's Conflict of Interest and Disclosure Policy.

This opportunity is for paid leave following the guidelines of the policy.

Duration: This type of activity is at the discretion of the component head.

Eligibility: All full time employees, unless the provisions of a specific contract states otherwise.

4.4 Program development

In the discretion of the University, employees may be released to undertake teaching, learning and program-development projects. These would be projects specifically designed to meet University goals and must be approved by the component head. The approval of such a project would be based on compliance with the objectives of the component, availability of resources to cover offices, and the expected outcome for the University.

This would be paid leave; however any and all expenses associated with the Program Development shall be the sole responsibility of the employee.

Duration: This type of activity is for a period of not more than three months.

Eligibility: All employees on regular appointments who have completed their probationary period and have received "MET STANDARDS", or higher, on their annual evaluations. The salary drawn during the leave period shall be repaid by the employee in the event the employee leaves University's employment within one year after completion of the program development, or is

terminated for cause within a period of one year after completion of the program development. The repayment cost may be prorated based on the numbers of months available in the specified year.

Procedures: Employees should follow the procedure for requesting professional development leave in section 5 of this document.

4.5 Project Experience

4.5.1 Inside of the University

Opportunities exist for employees to undertake special responsibilities or projects to enhance their experience at the University. Special projects can arise in which an employee can be asked to undertake individually or as a member of a team, and which can involve partial or complete absence from their normal position. Examples of this may be a temporary assignment as a pilot program or work on a special project for the President. The assignment would be based on compliance with the objectives of the University, availability of resources to cover offices and expected outcome for the University.

This opportunity would take place within the University and the employee would be paid his/her regular salary.

4.5.2 Outside of the University

Opportunities may also exist for an employee to undertake temporary positions or internships/fellowships in industry or at another university or college. This type of arrangement would allow the employee to learn technical and professional skills as well as different ways of doing his/her job that would provide a great benefit to the University. This could be to work with a university that has already implemented a program or learning technique that the University is considering or has adopted. The assignment would be based on compliance with the objectives of the Component, availability of resources to cover the employee's position and expected the outcomes for the University.

This opportunity would take place outside of the University and the employee would be paid their regular salary.

Duration: These types of activities may last up to three months. The assignment may be renewed or extended based on the needs of the University.

Eligibility: All employees on regular appointments that have achieved their six month probationary period and have received "MET STANDARDS", or higher, on their annual evaluations. The salary drawn during the leave period must be repaid by the employee if he/she leaves the employment of the University within one year. The repayment cost will be prorated based on the numbers of months available in the specified year.

Procedures: Employees should follow the procedure for requesting professional development leave in section 5 of this document.

4.6 Research

The expansion of research is consistent with strategic goals in Pathways to Greatness. It is an important part of the University's core mission and should be supported for both faculty and staff participants. The allocation would be based on compliance with the objectives of the component,

availability of resources to cover offices and the expected outcome for the University. The purpose of the research leave is to accomplish one or more of the following:

- engage in individual or collaborative research and/or scholarship that will lead to the enhancement of the individual and the University's research profile;
- remain up-to-date with significant developments in his/her discipline or community and establish strong links with other key universities through consultation and collaborative work with leaders in the field;
- undertake a major scholarly activity, e.g. writing for publication, preparation for an exhibition or performance;
- investigate and develop innovative ways to improve the quality of programs or services to enhance teaching and student learning;
- acquire new skills and knowledge that can be applied to his/her position;
- work collaboratively with industry for the purpose of developing ongoing partnerships that will benefit the University;
- take up a fellowship/award; or
- engage in other programs as deemed relevant by the component head.

This would be paid leave; however expenses would be covered by the employee.

Duration: This type of activity may last up to three months.

Eligibility: All employees on regular appointments that have achieved their six month probationary period and have received a MET STANDARDS or above on their performance evaluation. The salary drawn during the leave period must be repaid by the employee if he/she leaves the employ of the University within one year. The repayment cost will be prorated based on the numbers of months available in the specified year.

Procedures: Employees should follow the procedure for requesting professional development leave in section 5 of this document.

4.7 Job exchange

It is possible for an employee to gain new and/or relevant experience by exchanging all or part of his/her job duties with another employee within the component or the University. Job duties can also be rotated between employees on a planned basis. Such arrangements require the approval of the employees, the department head, and the Director of Human Resources. The allocation would be based on compliance with the objectives of the component, availability of resources to cover offices and the expected outcome for the University.

This opportunity would take place within the University, and the employees would be paid as usual.

Duration: This type of activity may last up to three months.

Eligibility: All employees on regular appointments that have completed their six month probationary period and have received a MET STANDARDS or above on their performance evaluation.

Procedures: Employees should follow the procedure for requesting professional development leave in section 5 of this document.

5.0 Procedures for requesting professional development leave

An employee who wishes to receive professional development leave shall develop a plan in conjunction with his/her department head for approval by the component head. The component head shall approve the leave subject to scheduling, staffing, and budget considerations.

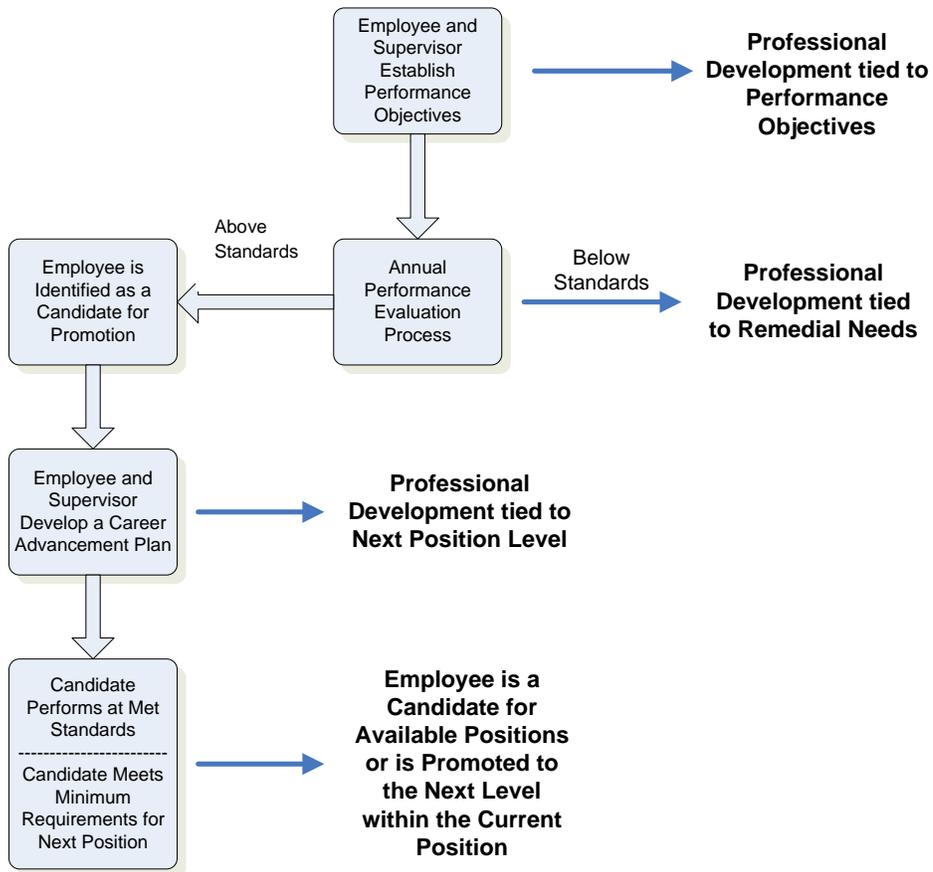
The written development plan may address the following issues, as applicable:

- A description of the activity or activities to be undertaken by the employee during the leave period
- The requested period of time for the activity (provide dates or the range of time)
- The relation of the activity to the employee's current job responsibilities
- How the activity may assist the employee's transition into future UVI career-related positions
- The quality of the particular activity, as compared to similar activities available to the employee, and/or an assessment of the reputation and reliability of the institution, organization, or other sponsor who will provide this activity
- The relation of the activity to the component's and University's mission and goals
- A statement on the relative importance of this activity to the overall needs of the component and available resources
- The impact, if any, on employee workload and on other employees in the component

In approving a professional development leave, the department head should consider the proposed duration of the leave and scheduling, staffing, and budget considerations. Priority in considerations for resources will be given to the employees with longer tenure. Only in rare situations will employees with less than two years of service be considered for professional development leave.

A copy of the approved development plan is placed in the employee's personnel file.

The relationship between performance, professional development, and advancement is shown in the following diagram:



Institute for Leadership and Organizational Effectiveness

UVI's Institute for Leadership and Organizational Effectiveness (ILOE) is one of the University's key initiatives designed to help build strong and diverse leaders capable of responding to the growing leadership needs of the University, the Virgin Islands community, the Caribbean region, and the world. At ILOE, we prepare and inspire administrators, faculty, staff and students to assume leadership roles and become effective global leaders. We are uniquely positioned to create an environment where public and private organizations can become more effective and efficient in leadership and management through consultancies, organizational effectiveness research and development activities. We are dedicated to supporting cutting edge research, exchange of knowledge, experiential learning, and development of leadership worldwide. This is accomplished through an integrated set of educational offerings including seminars, workshops, conferences, modules, and consultancies.

Our leadership programs and services are designed to build a sense of enthusiasm and belonging. The Institute provides opportunities for leaders from all walks of life to learn about the complex factors involved in decision-making; to think strategically about the critical issues facing organizations today; and to gain insight into their individual leadership strengths and abilities. We also provide the necessary tools to help individuals hone their leadership skills and support individuals, organizations, and communities in making a positive difference in their community. We invite you to explore our website and learn more about the opportunities we offer and to join us on the pathway to leadership and organizational effectiveness. All employees have the opportunity to attend the Institute and develop the leadership skills necessary to be more successful in their current position and to prepare for advancement.

Executive and Administrative Strategies

Planning for the succession in a management position at the University is a unique and very important process. The previous Career Advancement section indicates the process by which a manager may be promoted to a director. This promotion, however, is apart from the process to prepare to become an executive candidate. Employees that are at the top of their career ladder of positions are eligible to prepare for management positions across the University. The current executives and managers should help employees in a Component develop the necessary knowledge and skills to be a candidate for executive positions or other management position when they become available. The turnover for these types of positions is typically infrequent, but it is vital for the University to have at least one internal candidate to choose from.

Some of the key responsibilities of these positions that make them unique from other Component positions are:

- Strategic planning, particularly as it relates to the strategic investment in, and use of, technology to support institutional goals. This task requires a broad understanding of long and short term administrative, instructional, and research needs and how to creatively utilize technology to address them.
- Develop and maintain important community relations. Serve on territorial committees; collaborate with persons from regional schools, companies, and agencies; and look for ways to leverage joint interests and resources for the benefit of the University and the Virgin Islands.

- Provide leadership to the Component staff and to the University. Set and communicate clear goals and direction and work closely with staff to ensure individual and Component success.
- Work closely with executive and management staff throughout the University. Help with institutional planning, budget development, and fund raising.

Managers working with staff interested in becoming manager candidates should also provide an avenue for qualified staff to assume responsibilities in their areas of professional interest. Employees who have a desire to become a manager or executive should discuss their professional interests with their component head. The component head will help them understand what is required beyond their current responsibilities. If the component head feels that they have the necessary interests and abilities for advancement to such a position, he/she will work with them and their supervisor to develop a career advancement plan. Once the component head has identified one or more people who may be candidates for advancement to a management position and the additional skills have been defined, the component head will provide opportunities for their training and involvement in more of the advanced leadership activities at the appropriate level.

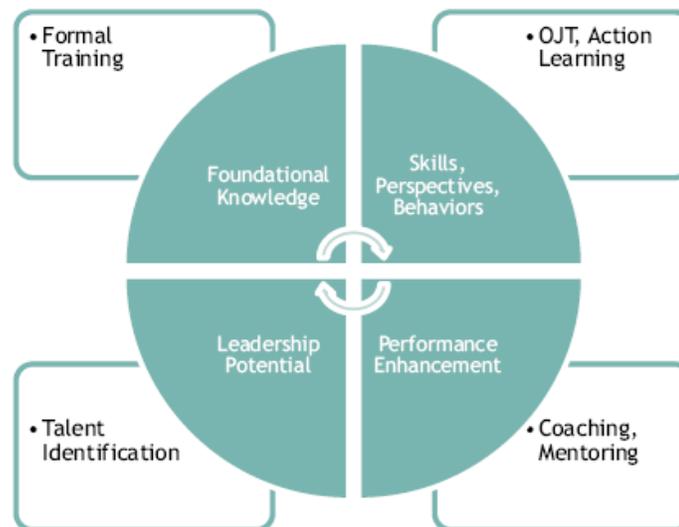
The identification of potential management candidates requires the recognition of specific abilities and growth potential. Candidates must have a proven ability to collaborate effectively while achieving results that are in the best interests of the University. They should be skilled at verbal and written communication, and they should understand the role of technology and libraries at the University and in higher education. It is also important that they have a broad understanding of, and appreciation for, academic and administrative processes and services outside the Component. Candidates must demonstrate a willingness and ability to work hard to learn new leadership skills and adhere to, defend and promote the University's policies.

Once a person has been identified as a potential candidate, a plan will be developed to help the person acquire the additional skills necessary for advancement. This plan will be unique for each person and will be designed to address specific development needs for the position they are interested in. The plan may include workshops and courses designed for leadership development. An example is the EDUCAUSE Institute Leadership Program¹ where participants are assisted in broadening their perspectives and develop stronger leadership abilities. There are other workshops, conferences, and online courses that are valuable and will be recommended by the Component head or Manager.

¹ This is a one-week program in Boulder Colorado each summer. Additional information is at <http://net.educause.edu/TheEDUCAUSEInstituteLeadershipProgram/1733>

As the component head becomes involved in university and community activities, he/she will ask the candidate to work with him/her to learn new skills on the job. The managers should do the same for management candidates. This will be done carefully to make sure that the activity is targeted at identified skill development, and it does not have a negative effect on the person's current job responsibilities. Candidates might be asked to help brainstorm planning or problem solving ideas; to attend meetings and listen and learn from the discussions; or to address issues in other departments. From time to time, they should be asked to provide feedback on their experiential activities to make sure they understand the role of the desired position and that they are developing new skills. On-the-job development is critical for learning new skills and applying those they have studied in formal training activities.

Once a person has been identified as a management candidate, the component head will regularly coach and mentor the person informally. It is very important for the component head to impart knowledge and to listen carefully to feedback to make sure the candidate understands issues and is progressing in their professional development. Candidates are expected to work hard and develop new skills and knowledge, but they should also have an understanding of the rewards of being an effective manager. Good executives have an approach to situations that demonstrate leadership and vision while promoting results. Candidates need to understand the leadership culture and learn how to conduct themselves as an executive. This takes time and requires experience in many different situations. The following diagram shows the relationships among executive skills and knowledge; and processes to identify and enhance performance.



Agarwal, R. & Beath, C. "Grooming the 2010 CIO." A report for the Society of Information Management.

Development Cycle

- **Talent identification** -- past performance is examined and future potential is predicted
- **Formal training** – e.g., using instructors and classroom or experiential settings to teach facts or concepts.
- **On the job training (OJT) or action learning** – These can involve a normal, career ladder progression of assignments, or rotational assignments that deviate from the accepted career path, exposing the individual to other parts of the business.
- **Coaching and Mentoring** – A coach is a person whose job it is to work with an individual to reach specific goals. A coach is a professional advisor. A mentor is a senior person in the organization who has experience in the area for which the employee’s skills are being developed and who provides periodic feedback and advice. The University is committed to providing training for both coaching and mentoring. This is a crucial aspect of an employee’s career development plan.

The goal is for component heads to actively help management personnel prepare for an opportunity to become a candidate for positions, but it is the responsibility of each interested person to make the necessary commitments and work hard to prepare themselves for such an opportunity. Executive candidates should continue to seek leadership experiences within the University and the community.

Sources Used in the Development of this Document

This document is a compilation of best and standard practices and language from institutions of higher education modified to fit the specific needs of the University. In addition to those citation noted within the document, this includes, but is not limited to:

- Professional Development Policy Oxford Brookes University, 2003
https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCMQFjAA&url=https%3A%2F%2Fwww.brookes.ac.uk%2Fservices%2Fhr%2Fpdr%2Fppd_policy.doc&ei=vfnwUvKnGrOwsASb74GYAg&usg=AFQjCNHwWAIrE3R7qEDe_sAgM82qpDqItg&bvm=bv.60444564,d.cWc
- Professional Development Plan, Victoria University, 2004
<http://wcf.vu.edu.au/governancepolicy/PDF/POH040929002.PDF>
- Professional Development Policy, University of Oregon, 2010
<http://policies.uoregon.edu/policy/by/1/0308-professional-development-and-training/professional-development-and-training-policy>

Appendix A - Sample Career Advancement Plan

Employee Name _____ Date _____

Current Position: Programmer Analyst II**Skills Needed**

- UNIX shell scripting
- Problem Solving

Recommended Professional Development

- Take a UNIX class
- Work with programmer analyst III and manager to learn better problem solving skills

Next Position: Programmer Analyst III**Additional Requirements**

- Need two more years' experience in current position to meet minimum experience requirement of eight years
- Need project planning and management experience/skills
- Work autonomously with little or no supervision
- Excellent analytical and problem solving skills

Recommended Professional Development

This year:

- Concentrate on improving analytical skills by job shadowing and getting involved in more challenging tasks
- Take the lead on at least one small or medium sized project with little or no direct supervision

Next year:

- Take a project management class
- Help plan and manage a major project

Appendix B - Sample Professional Development Plan

Name _____ Date _____

Skill	Current Position <i>Budget Analyst</i>	Next Position <i>Budget Director</i>
General Technical Abilities	Excellent	Needs more technical understanding of other units.
General Leadership Abilities	Pretty good	Needs development
Planning	Good	Needs experience at a higher level
Project Management	Excellent	No need for improvement
Budget Management	Good	Needs experience at a higher level
Communications	Excellent oral, good written	Needs experience writing executive documents
Teamwork	Excellent	No need for improvement
Consensus Building	Excellent	Needs a little experience with high level issues
Supervisory	Good	Needs a better knowledge of HR policies and procedures
Cross Functional	Good	Needs better general understanding of other units.
Creativity	Excellent	Can adapt creative thinking to executive tasks
Vendor Relations	Good	Needs more experience negotiating larger contracts
Teaching	Excellent	No need for improvement
Education Level	Bachelor's Degree	Master's Degree
Certifications	Some	None required
Other new skills:		
<i>Fund Raising</i>	Not applicable	Needs experience
<i>Community Leadership</i>	A little experience	Needs more experience
Knowledge of Peer Institutions	A little knowledge	Needs more knowledge

Recommended Development Activities for 2012/13

- Continue work on a Master's Degree
- Attend National Conference
- Assist component head with fund raising & community relations
- Assist component head in the development of a high-level strategic plan
- Assist department director with annual budget development exercise