Information for Research Line Managers
College of Social Sciences

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1. Why this guidance?

This guidance is for colleagues taking up any role involving the management of people and in this case, people in research.

With the *Information for Research Line Managers* we aim to provide you with the necessary information to ensure a good understanding of the scope and expectations of your role as well as identifying support mechanisms available.

The information provided is designed to be flexible enough to take into account the wide spectrum of knowledge and experience but structured enough to provide a consistent approach. We aim to promote networking and sharing of best practice and also provide you with all of the information that you need in one place.

2. Responsibilities of Line Management

<table>
<thead>
<tr>
<th>Understanding your role and responsibilities</th>
<th>Practical/Technical</th>
<th>Management skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Clarity of Role and Responsibilities</td>
<td>▪ CoreHR – Approving holidays, absence etc.</td>
<td>▪ Objectives setting and identifying opportunities for development</td>
</tr>
<tr>
<td>▪ Understanding of authority and autonomy</td>
<td>▪ Recruitment process</td>
<td>▪ Providing support for r-only colleagues to take responsibility for their own career progression</td>
</tr>
<tr>
<td>▪ Calendar of key events e.g. PDR, Academic Promotions</td>
<td>▪ HR Policies including recruitment, development, managing performance and contract end management.</td>
<td>▪ Managing ways of working and role modelling the Glasgow Professional Behavioural framework</td>
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<tr>
<td>▪ Understanding your local research structure and key contacts</td>
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<td>▪ Having regular 1-2-1 meetings including how to handle challenging conversations and PDR</td>
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3. Key Responsibilities for Supporting Career Development

Supporting career development and managing performance is an important part of the role of any line manager.

In addition to conducting annual Performance and Development Review (PDR) as line manager you are responsible for:

▪ ensuring staff have good and appropriate opportunities for training and career development,
- offering regular feedback on performance strengths,
- offering regular feedback on areas for further development,
- having open discussions about career planning and career opportunities either within or outwith the University.

We suggest you record or take a note of meetings and any situations where you have had to raise the need for performance improvement and familiarize yourself with relevant HR policies.

A good thing to do is becoming familiar with the Research Concordat and the expectations of line managers in terms of supporting staff career development and opportunities to develop. For example, you could liaise with your School Research Director to ensure relevant opportunities are made available to staff you line manage, including as co-applicants of grant applications etc.

**Further information**
- ECR Strategy
- Managing performance
- Having development conversations

### 4. Induction, Probation, Mentoring and One to One meetings

#### 4.1 Induction

An important part of probation and induction to the University is an initial meeting with your new start to discuss or agree their role, set key objectives, review points, and answer any questions. HR pages provide plenty of resources to support both you and your staff throughout the induction process. A good place to start would be the Induction Checklist and the Managing probation policy.

#### 4.2 Probation

According to the University's policy probation must be undertaken in all instances where a contract of employment is issued. The usual period of probation would be six months. Probation is important because it can ensure that new employees are supported to perform to the standard expected of them and ultimately to ensure that they have the required knowledge, skills and ability to carry out the role.

If the member of r-only staff member you line manage has a short contract, you are still asked to follow a standard probation pattern even though cannot be fully completed. In that case then we recommend that you agree a shorter review period with the member of staff. The probation is important because in many cases staff contracts are extended or staff go on to other roles within the University.

#### 4.3 Mentoring

In the initial meeting you may identify a potential mentor who can guide the researcher in their career developing independent of line management. Mentors should have prior experience of managing people. Your School may have a mentoring scheme already set up if not, you can help to identify a mentor if the researcher wants one. We suggest you seek agreement from a potential mentor before you proceed to set up a meeting with the mentee. Mentors should be in a different Subject, Cluster or Group to the mentee wherever possible. Further information on mentoring is available here. The Early Career Development Programme (ECDP) portal also provides information on the roles of the line managers, mentors, and mentees in the mentoring partnership. Additionally, you might find it useful to refer to the Code of Practice for
the **Management of Research Staff** which outlines the responsibilities of line managers, researchers, and mentors, during different stages of projects.

### 4.4 One to one meetings
Following the initial meeting between you and the researcher, it is good practice to organise regular 1-2-1 meetings, typically on a monthly or perhaps weekly basis, to discuss progress, CPD, other training, challenges, and provide feedback on performance. The subsequent 1-2-1 meetings are also a good place to discuss a range of career opportunities, within and outwith the University. You can remind the researcher that they can use their entitlement to at least ten days of CPD time to extend their skills and support their career. We suggest having a look at the of **10 Days a Year of CPD** framework. To support you in facilitating career conversations with your R-staff, there is a [Moodle course](#) (follow the link to self-enrol).

### 5. Management responsibilities

#### 5.1 Authority and Autonomy
We suggest you clarify specific authority and autonomy with your new start including expectations regarding delegation for decision making and completion of key tasks and outputs. At the initial meeting we recommend that you confirm and agree working patterns, confirm expectations of your role and that of your new start.

As you continue to meet for 1-2-1 meetings, you can regularly review these arrangements to identify areas where you need to be more or less involved.

#### 5.2 Absence and approvals on CORE
Line managers approve requests from staff and ensure that they follow appropriate reporting procedures re sickness and requests for other absence. Since you will need to work with HR to manage longer term absence for any staff you line manage, it may be helpful to familiarise yourself in advance with the [managing attendance policies](#).

#### 5.3 Performance and Development Review
A part of your responsibilities as a line manager will be conducting annual Performance and Development Review conversations, often referred simply as PDR. PDR is an annual University wide process that gives the opportunity to consider goals for personal and career development for the forthcoming year, and how these can be achieved. This is where the regular 1-2-1s with your staff will come in handy: checking in with your researchers on a regular basis can give both you and your staff a better idea of what things might come up during the formal PDRs. Following the coronavirus outbreak, the University has adapted a new approach to the performance reviews. You can read more about what the “light-touch” approach entails on the [HR page](#).

#### 5.4 Recruitment
According to the University's [recruitment policy](#) all new posts must be designed and approved.

When applying for funding, we suggest that you take into consideration that finalising the recruitment may take up 2-3 months even for short-term or casual appointments. We recommend you dedicate enough time within your project’s timescale for the recruitment to take place, especially if you wish to engage an applicant to work outwith the UK.
For R-only roles funded on a grant or with College monies you have secured, please liaise with your project coordinator in the College Research Office to obtain approval by name or socsci-research-office@glasgow.ac.uk.

Casual worker appointments (usually just a few weeks) are handled by your School Finance Office and require a role brief approval from HR. These roles may also be advertised via the PGR Opportunities Hub.

Fixed term employee appointments (up to 6 months) are handled by HR. In most cases, it is advisable to consult with the Head of School, Head of Subject, Director of Research, who may be best placed to know whether someone internally might be available for the work.

5.5 Contract End
Being on a short-term contract can be very stressful for staff. That is why it is very important to have career conversations with staff right at the start of their contract and to support them in developing the skills they need for a range of careers outwith as well as within the academic sector.

The university also has a formal process as contracts come toward the end. When this is the case it’s important to be open and to conduct the relevant conversations with staff regarding opportunities and clarity around further employment. HR prepared a Contract End Toolkit for managers that offers further information on contract end processes. When contracts are due to end, you will receive notification from HR. However, we suggest these discussions commence as follows:

- **Preparation**: 10-7 months from the end-date (Preparation)
- **Consultation**: 6-5 months from the end-date (Consultation)
- **Continued consultation and planning** for notice being issued or contract extended: 4 months from the end-date
- **Extension, redeployment, or issuing notice**: 3 months from the end-date

6. Management skills

6.1 Time management
Helping research staff with effective time management is an important means by which you can control the intensification of their workload support wellbeing. This includes practices such as keeping a diary of key meetings and tasks, to-do-lists, blocking off time, keeping flexible space in your working day, managing your email, taking breaks, prioritising and saying “no”.

**Further information**
- Time management tips (NHS)

6.2 Having a constructive conversation
Sometimes staff you line manage run into problems or behave inappropriately. We recommend you deal with this immediately have an early informal conversation and document what you agree about how to address any concerns, including support on offer. You should do this sensitively as problems like this often arise when colleagues are unwell or feeling stressed and it is your role to help to mitigate this and offer support as appropriate.

Stress management guidance and other support for colleagues experiencing anxiety or low mood are available from the University and we advise you familiarise yourself with these
resources (links in section 7 of this guidance). Finally, if in doubt talk with your local HR representative or line manager as there is a wealth of experience and support available to you.

**Further information**
- Guidance for managers for having constructive conversations

**7. Other Useful Links**

- Research Concordat
- Managing Probation Policy
- Developing Yourself and Others (CPD course)
- Mentally healthy workplace (Moodle course)
- Early Career Development Programme
- Time and priority management (CPD course)
- Glasgow Professional Behavioural Framework
- PDR Opportunities Hub and Information for supervisors and PGR staff
- Research and Innovation Services

**8. Key Contacts**

**8.1 School Research Directors**
- Adam Smith Business School – Anna Morgan Thomas
  Anna.Morgan-Thomas@glasgow.ac.uk
- School of Law – Charlie Peegers
  Charlie.Peegers@glasgow.ac.uk
- School of Interdisciplinary Studies – Fabrice Renaud
  Fabrice.Renaud@glasgow.ac.uk
- School of Social & Political Sciences – Ade Kearns
  Ade.Kearns@glasgow.ac.uk
- School of Education – Ellen Boeren
  Ellen.Boeren@glasgow.ac.uk

**8.2 College of Social Sciences Research Office**
- socsci-research-office@glasgow.ac.uk

**9. Process Map for Line Managers**

<table>
<thead>
<tr>
<th>Use the Induction Checklist</th>
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<tbody>
<tr>
<td>Commence Probation Process</td>
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<tr>
<td>Refer to the Code of Practice for the Management of Research Staff</td>
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<tr>
<td>Arrange regular 1-2-1 meetings and identify training needs, referring to appropriate self-directed learning resources (see Moodle)</td>
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<tr>
<td>Consider utilisation of 10 Days a Year of CPD</td>
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<tr>
<td>Refer to the PI Moodle Career Conversation with Researchers</td>
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<tr>
<td>Utilise the Light Touch P&amp;DR Conversations framework</td>
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<tr>
<td>Ensure appropriate consultation takes place in respect of career planning and Contract End Dates (see: Contract End Toolkit)</td>
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