U-Plan

University of Washington
Workforce and Career Development
Planning Guide

Leadership, Community
and Values Initiative
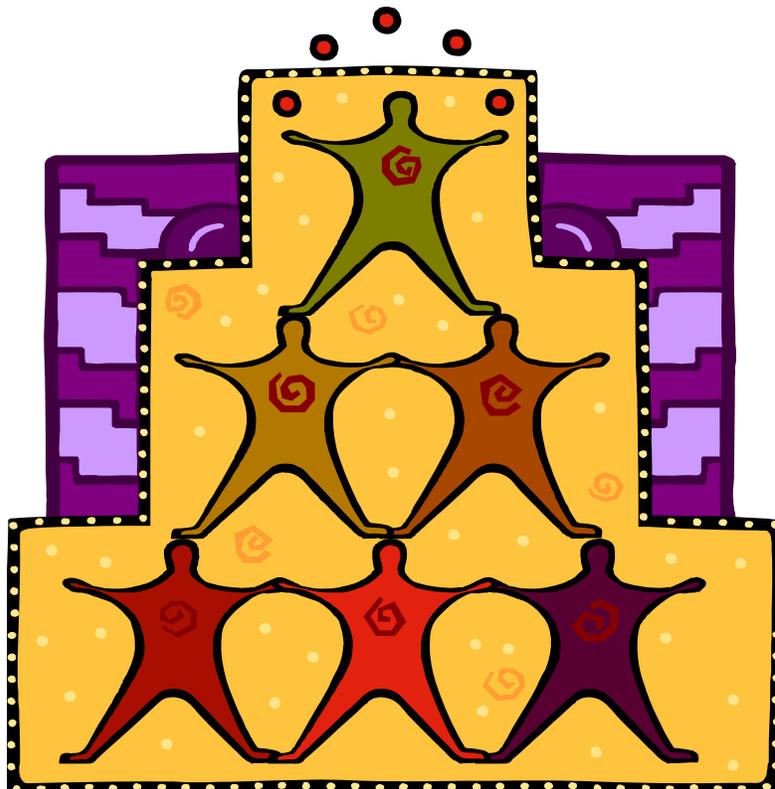
About U-Plan

U-Plan *is designed as a comprehensive resource for both workforce planning and career development. This guide is divided into the following sections, which can be used together or separately by organizations or individuals.*

Designed to assist leaders in building a foundation for workforce development and planning, these tools help identify desirable knowledge, skills and competencies for an organization to meet its mission, vision and goals.

This section offers two tools to help leaders review individual positions and identify skills, knowledge and competencies needed for a particular position and also to consider whether there is a clear career path for individuals moving out of this job.

With information helpful to leaders as they approach employee development—from employee development models to lists of resources, this section provides a basic framework for employee development and adult learning, information about on-boarding new staff and more.
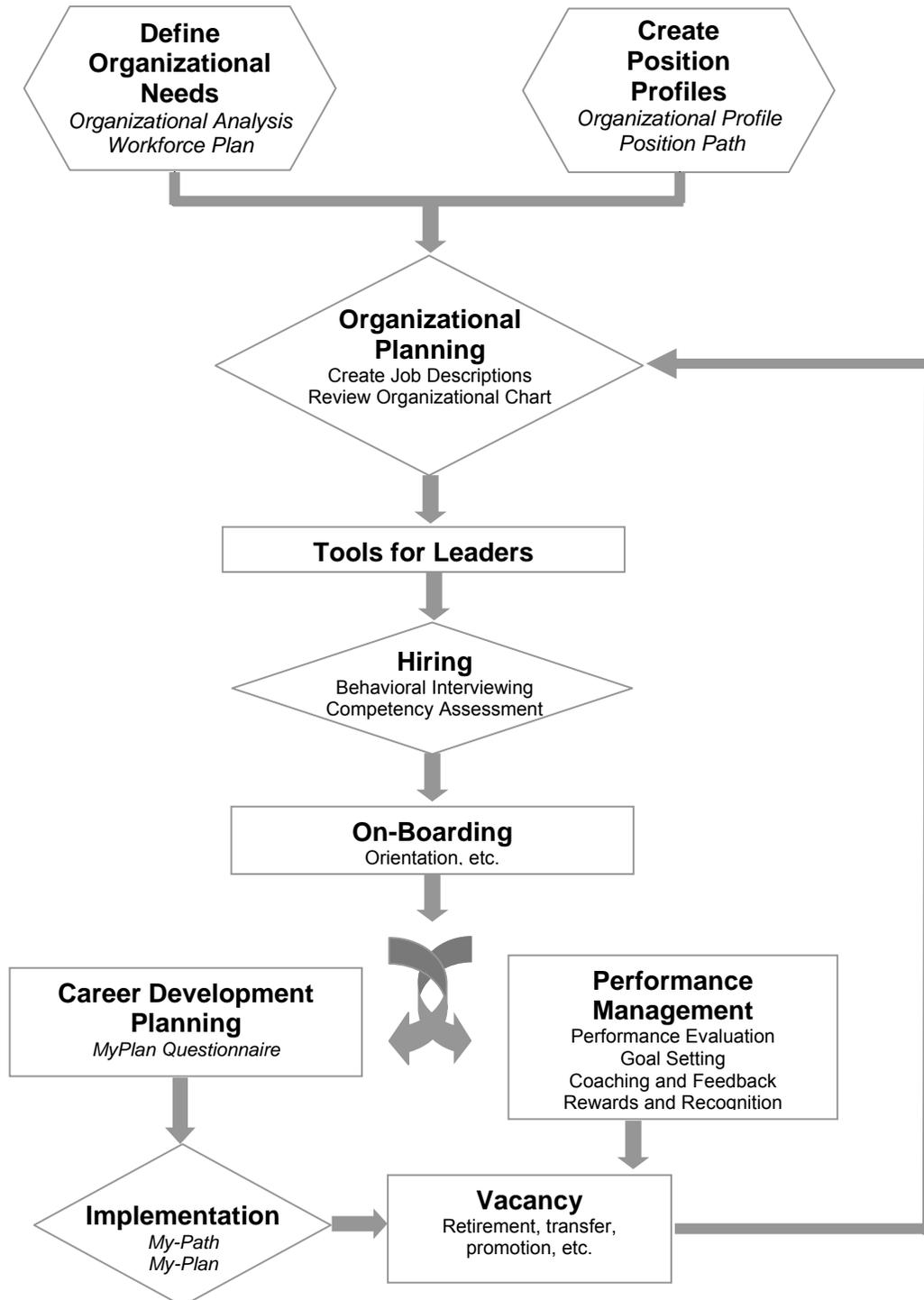
This section can be used by individuals independently or in partnership with their supervisors to reflect upon and plan next career steps. An overview of career development methods is included.

This section offers detailed information on a number of competency areas and where training is available. The grids for Basic Skills and Beyond the Basic Skills provide a template for identifying competencies and resources for your department. This section also provides information about career development styles, Professional & Organizational Development Certificates, UW Training, Continuing Education Resources and Professional Organizations.
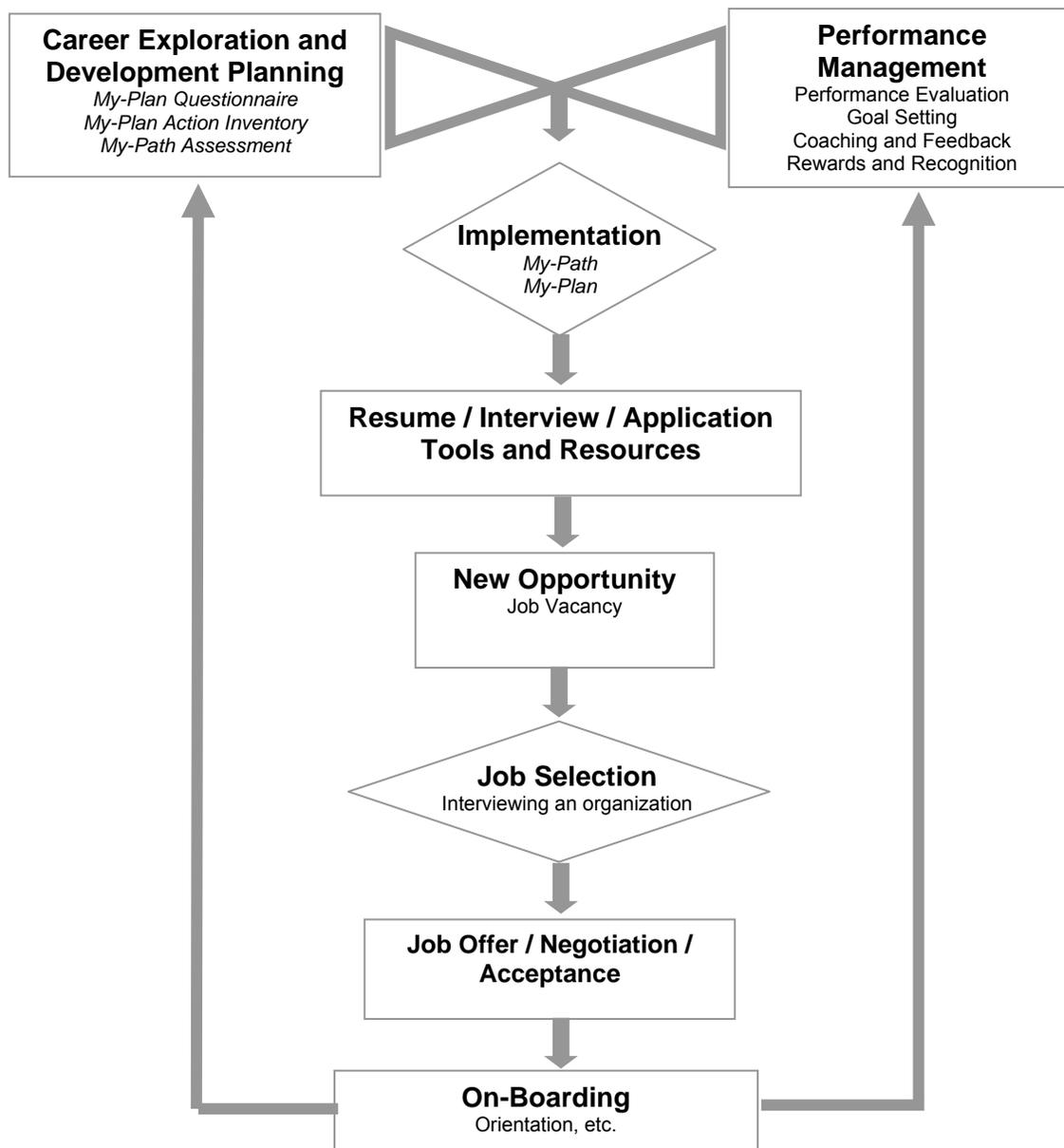
Workforce Planning Map
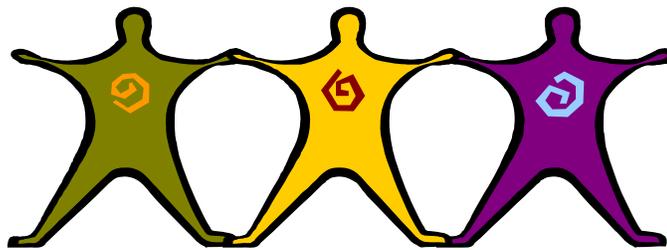# Organizational Perspective

This graphic provides a road map of how organizational and workforce planning and employee development fit together. Notice the performance management and career development planning for employees are linked.

Define Organizational Needs
Organizational Analysis
Workforce Plan

Create Position Profiles
Organizational Profile
Position Path

Organizational Planning
Create Job Descriptions
Review Organizational Chart

Tools for Leaders

Hiring
Behavioral Interviewing
Competency Assessment

On-Boarding
Orientation, etc.

Career Development Planning
MyPlan Questionnaire

Performance Management
Performance Evaluation
Goal Setting
Coaching and Feedback
Rewards and Recognition

Implementation
My-Path
My-Plan

Vacancy
Retirement, transfer, promotion, etc.

Career Development Map
Employee Perspective

This flow chart provides you with an idea of how Career Development might fit into an employee's work life. Whether an individual is looking for a new job or not the performance management and career development activities should be a regular part of their planning

Career Exploration and Development Planning
My-Plan Questionnaire
My-Plan Action Inventory
My-Path Assessment

Performance Management
Performance Evaluation
Goal Setting
Coaching and Feedback
Rewards and Recognition

Implementation
My-Path
My-Plan

Resume / Interview / Application Tools and Resources

New Opportunity
Job Vacancy

Job Selection
Interviewing an organization

Job Offer / Negotiation / Acceptance

On-Boarding
Orientation, etc.

Workforce Planning Tools

FOR LEADERS

Org-Plan

It is critical to an organization's success that employee development planning be tied as much as possible to the mission, vision, values and goals of the organization. If an organization wants to make the most of professional and organizational development, careful thought should be given to how to train employees and how to position them to most effectively to carry out the work of the unit.

This planning form can help you begin analyzing what your department will need or not need in the next one to two years and target professional and organizational development in a way that meets the needs for both the organization and employees.

Mission

Mission—our purpose for being:

How do we achieve our mission?

Competencies	
Skills	
Knowledge	

Vision

Vision—our future:

How do we get there?

Competencies	
Skills	
Knowledge	

Values

Values—what we believe in:

How do we demonstrate them?

Competencies	
Skills	
Knowledge	

Goals

Goals—what we want to achieve:

What do we need to ensure that we meet our goals?

Competencies	
Skills	
Knowledge	

Organization/Department Benchmarks

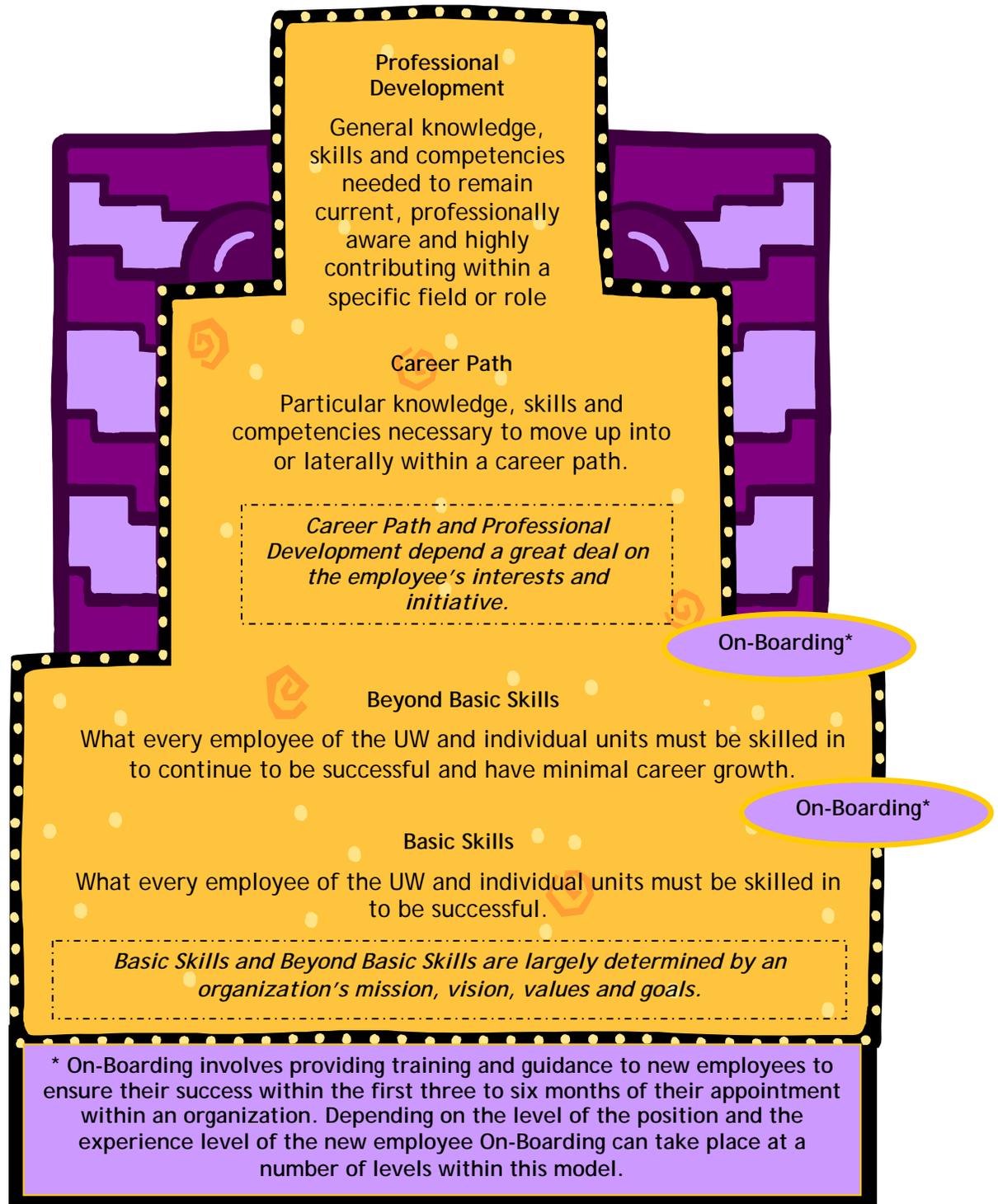**What are the measures of our success?**
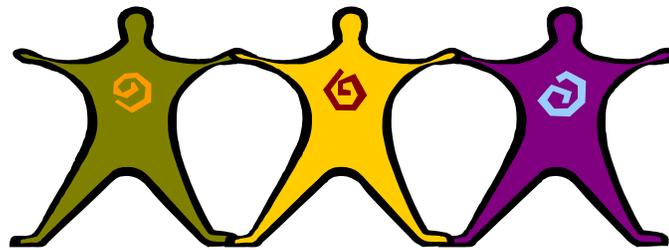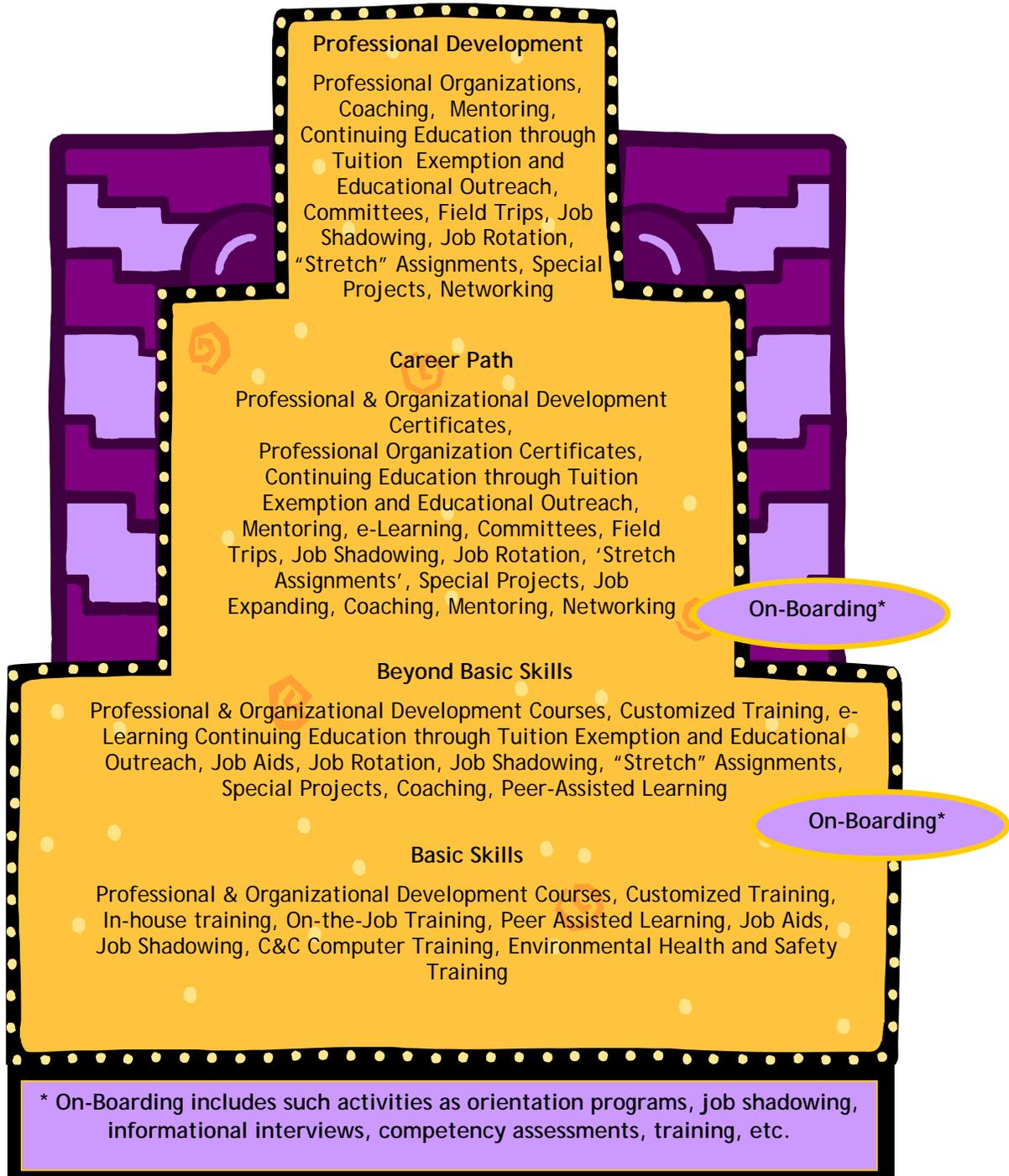
Position Profiles
Planning Tools

FOR LEADERS

Employee Development Model

When you look at employee development this model can help you identify the level of skill you expect, that one needs in a particular position, or that an individual might be striving for. On the next page you'll see samples of the type of development activities might be appropriate for each level of development.

Professional Development

General knowledge, skills and competencies needed to remain current, professionally aware and highly contributing within a specific field or role

Career Path

Particular knowledge, skills and competencies necessary to move up into or laterally within a career path.

Career Path and Professional Development depend a great deal on the employee's interests and initiative.

On-Boarding*

Beyond Basic Skills

What every employee of the UW and individual units must be skilled in to continue to be successful and have minimal career growth.

On-Boarding*

Basic Skills

What every employee of the UW and individual units must be skilled in to be successful.

Basic Skills and Beyond Basic Skills are largely determined by an organization's mission, vision, values and goals.

* On-Boarding involves providing training and guidance to new employees to ensure their success within the first three to six months of their appointment within an organization. Depending on the level of the position and the experience level of the new employee On-Boarding can take place at a number of levels within this model.

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Employee Development
Sample Resources and Methods

Professional Development

Professional Organizations, Coaching, Mentoring, Continuing Education through Tuition Exemption and Educational Outreach, Committees, Field Trips, Job Shadowing, Job Rotation, "Stretch" Assignments, Special Projects, Networking

Career Path

Professional & Organizational Development Certificates, Professional Organization Certificates, Continuing Education through Tuition Exemption and Educational Outreach, Mentoring, e-Learning, Committees, Field Trips, Job Shadowing, Job Rotation, 'Stretch' Assignments', Special Projects, Job Expanding, Coaching, Mentoring, Networking

On-Boarding*

Beyond Basic Skills

Professional & Organizational Development Courses, Customized Training, e-Learning Continuing Education through Tuition Exemption and Educational Outreach, Job Aids, Job Rotation, Job Shadowing, "Stretch" Assignments, Special Projects, Coaching, Peer-Assisted Learning

On-Boarding*

Basic Skills

Professional & Organizational Development Courses, Customized Training, In-house training, On-the-Job Training, Peer Assisted Learning, Job Aids, Job Shadowing, C&C Computer Training, Environmental Health and Safety Training

* On-Boarding includes such activities as orientation programs, job shadowing, informational interviews, competency assessments, training, etc.

Position Profile

This worksheet can help you narrow down the skills and competencies necessary for each position. Once you develop a profile for each position you want to look at you can see trends for general and specific development needs. Refer to the model on the previous two pages and the appendix for more information about the levels of development and skill/competencies.

JOB TITLE: **DATE:**

Basic

Basic competencies that every employee of the organization must have to be successful:

Examples
► Communication
► Technology
► Customer Service
►

Beyond Basic

Competencies that every employee of the unit must have to be successful and have minimal career growth:

Examples
► Communication
► Technology
► Customer Service
►

Career Path

Particular knowledge, skills, and abilities necessary to move up or laterally into or within a career path:

Examples
► Team leadership
► Strategic thinking
► Higher level technology

Professional Development Opportunities

General knowledge, skills and abilities needed to remain current, professionally aware and highly contributing within a specific field or role

Examples
► Broad knowledge of all areas of HR
► Experience working on committees
► Experience presenting at conferences

Career Concepts

Characteristics of Individuals and Their Career Beliefs

Every one of us has idea of what career progression means, what it looks like and how it happens. These concepts below are based on an article by Robert Llewellyn. Review them to identify your own career concept(s) and consider what the career concept of your employees might be.

Career Ladder/Linear

- Success is defined as moving up the organizational ladder
- Prevalent in the U.S.
- Gets in the way of career growth when logical moves up are not available
- Can lead to frustration from lack of levels to aspire to
- Motivated by power and achievement

Expert/Lateral

- Success is defined as being known as the best/most knowledgeable among peers
- Believe that one should be good at one or two things
- Can be frustrated by being forced to multi-skill out of area of expertise
- Believe that those with the best skills will be the most employable
- Motivated by security and expertise

Spiral/Knowledge-based

- Success is defined as being able to move from one position to a related, but often broader, position
- Career movement occurs usually every 5 to 10 years
- May believe in being well-rounded and building transferable skills
- New positions are natural extensions of previous work
- Motivated by growth and creativity

Roamer

- Success is defined as being able to change jobs often
- Movement takes places in fewer than 5-year intervals
- New positions are often unrelated to previous positions
- Tend to value work with high people involvement
- Motivated by variety and independence

Source: Robert N. Llewellyn, HR Magazine, September 2002

Position Path

Each position has a natural trajectory within different career development concepts. As you think about different positions within your department which career concept does the position seem to follow?

JOB TITLE: **DATE:**

Career Ladder/Linear

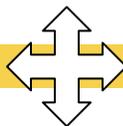Identify the logical progression for this position for the next 3 to 5 promotional levels.

Expert/Lateral

Identify lateral moves that would be logical for this position for the employee to become an "expert" in his or her chosen field.

Spiral/Knowledge-based

Identify knowledge-based moves within area of expertise that would be logical for this position.

Roamer

Identify ways to maximize potential within position during timeframe of interest, and inform of other opportunities within UW system.

Changing Workforce

As you think about the future of your department, answer these questions to help determine where you might want to expend special effort toward employee development Thinking ahead of what skills or job families will not be needed in the future can give you the opportunity to prepare your employees for changes so they're ready to take on new roles within your organization..

Skills and/or job families that will no longer be critical to the future of the organization:

Options for retraining/reallocation of positions listed above:
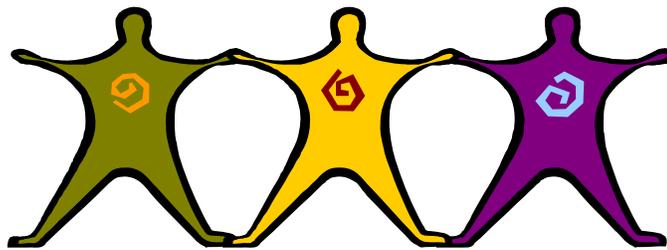
Employee Development

FOR LEADERS

Resources and Training for Leaders

The previous sections of this document can help ensure that you are considering the organizational picture when supporting team members in their career development. To support individual employees in there development you can use the My-Path and My-Plan Tools, in the following sections. Below is a list of resources available to help you and your employees through career development.

Human Resources

Human Resources has a number of professionals that can help you design, implement and maintain a **U-Plan** program for your department or team.

HR Service Team
Your HR Service team can help get you started on an organizational analysis, position profiles and organizational planning. In addition, your Employment Specialist can help craft a hiring process that will insure that basic skills are screened for, and training needs and career potential for candidates are identified up front. Finally, make sure that you partner with your HR Consultant to include elements in your performance management process that align with your desire to help employees develop their careers.

Professional & Organizational Development
Professional & Organizational Development's Career Development Manager can assist you in providing customized training for leaders to ensure a successful implementation of a **U-Plan** process or customized training to address skill gaps in your workforce. In addition, organizational development specialists can also assist you in preparing your **Org-Plan** and Position Profiles and in identifying organizational needs.

Training

There are a number of training opportunities and resources for leaders to prepare for supporting their staff in career development planning. The list below represents some of the options for leaders at the UW.

The Strategic Leadership Program (SLP)

SLP provides a basis from which all UW supervisors and leads can operate. Covered in this multi-day workshop are a number of topics, including delegating, and supporting and developing staff. An overview of organizational development is also provided.

Professional & Organizational Development Quarterly Courses

Beyond Retention: Building a Positive Work Culture

Targeted toward managers and supervisors, this course helps participants identify: why retention is so important; reasons that employees choose to stay or leave; and ways a manager can affect retention and create a positive work culture.

Designing Employee Orientations for Your Department

Conducting new employee orientations is an important responsibility for productivity and retention in today's work place. In this course, participants explore the realities new employees face, identify essential orientation content, and gain a useful checklist to track progress. Learn to design a departmental orientation that complements the UW's New Employee Orientation and Resources (NEOR), and help make new team members feel informed and welcomed.

Hiring the Right People

This course provides tools for participants to plan and carry out effective interviews. Content covers: overview of the hiring process at the UW; the impact an effective job description has on the selection and hiring process; identifying critical success factors for open positions; designing and using behavioral interview tools; and planning and conducting a behavioral interview.   *See additional information about Behavioral Interviewing that follows this section.*

Managing Employee Performance

The essential key to effective supervision is developing performance expectations and standards, clearly communicating those expectations, and providing frequent and timely feedback to employees. Participants learn to: develop performance expectations; apply performance expectations and standards; assist employees in creating goals and objectives; maintain ongoing feedback and communication; and evaluate employees through the formal performance evaluation process.

SkillSoft e-Learning Courses

Through SkillSoft e-Learning you can find courses and information about employee development, behavioral interviewing and managing performance. You can establish an SkillSoft e-Learning account on POD's website (http://www.washington.edu/admin/hr/pod)

Behavioral Interviewing

Believe or not one of the the first steps in employee development is the interviewing process. By using the position profile and other Org-Plan tools, you can better know what skills or competencies you need to look for in candidates for a vacancy you might have. Think about what skills or competencies you know you can easily train a new person to have and those you feel you need right away in a new staff member. Once you've done that you're ready to move to behavioral interviewing.

Theory states that the best predictor of future performance is past performance and for that reason it is recommended that interviewers use behavioral interviewing techniques to get the best information when selecting a new hire. Behavioral interview questions are designed to require a candidate to draw on his or her past experiences in a given situation.

Once you've determined the skills, competencies and knowledge needed for each position, you must develop appropriate interview questions.

Questions generally fall into one of three categories: leading, theoretical, and behavioral.

Leading Questions

- <u>Guide</u> the applicant to give the response the interviewer wants to hear
- Are <u>not</u> recommended

    Example: You won't have any problem being here at 7 AM, will you?
    Example: You like a variety of tasks, right?
    Example: Wouldn't you agree that financial pressures are the biggest
                    problems facing hospitals?

Theoretical Questions

- Elicit discussion of what the applicant <u>might</u> do, are not based on actual experience, and may result in "textbook" answers
- Are <u>not</u> recommended

    Example: What do you think the qualities of a good manager are?
    Example: How would you resolve the staffing problem?
    Example: If you were hired, what are some of the first actions you would
                    take?

Behavioral Questions

- Elicit discussion of <u>actual experiences</u>
- <u>Are</u> recommended

Example: *What was the most challenging assignment you faced at your last job?*

Example: *What process have you gone through when you had a difficult decision to make?*

Example: *Give me an example of a situation where you effectively handled an irate patient or family member.*

STARs

When applicants thoroughly describe their actual experiences, they are presenting you with a STAR. A STAR is when candidates describe the specific **S**ituations or **T**asks, their **A**ctions, and the **R**esults. The STAR is a convenient way to remember the components of a thorough description:

- **S**ituation, or
- **T**ask
- **A**ction
- **R**esults

Component	Definition	Example
Situation or **T**ask	The background information	"I recently joined a different unit and noticed some inefficiencies in patient scheduling..."
Action	What they did specifically	"I got the team together to see how they saw the situation, to get their recommendations, and to offer my own..."
Result	What happened— whether their action was effective or not	"We came up with a new system that cut patient waiting time in half."

A complete description has all three components: situation or task, action, and result. If it does not, valuable information is missing, and the response may be misinterpreted or misleading.

On-Boarding

An employee's first weeks on the job are a critical time to begin building a successful working relationship. This is your opportunity to set goals and expectations, train new employees on job-specific tasks, and introduce them to others who will play a role in their professional development. In addition, everyone wants to feel like they are contributing at work; a good on-boarding process can help new employees feel comfortable and ready to work much sooner than if there's no formal or well-planned process.

What is On-Boarding?
- It's getting your newly hired talent up to speed with the policies, processes, culture, expectations, and day-to-day responsibilities of your department/unit.
- It's making them feel welcome and excited, confirming why they joined your department/unit and the University of Washington.

Why is On-Boarding Important?
- It builds UW's and your department/unit's REPUTATION for being a thoughtful employer, with great training, clear leadership, and a strong organization.
- It helps to RETAIN your staff members.
- It REDUCES high turnover costs.
- It gets new staff members to efficient PRODUCTIVITY levels quickly.
- It builds a COHESIVE TEAM, therefore raising EVERYONE'S productivity.

There are four stages to a new employee's on-boarding process. You can find more detail on POD's On- Boarding website. Below are guidelines for welcoming new staff members and getting them up to speed as soon as possible.

Stage 1: Pre-Arrival

Even before employees start working they want to know that they are valued and that their new team is looking forward to their arrival. Some things to do in this stage is to call and welcome he new staff member, send them information about their job, the unit and the UW, and setting up the new employee's workstation.

Stage 2: First Week

On your new employee's first day be sure to be available to welcome your new team member. You may want to make sure that your new employee is taken out to lunch on their first day by you or one of your existing team members. Give your new employee a tour of the building and introduce them to their colleagues. Review their job description, your expectations and the training they will be receiving to help them be successful.

Stage 3: First 30 Days

During the first 30 days ensure that you have arranged for proper training for your new staff member (some positions require more than others). Much of the training that is needed will more than likely be done by you or an employee in your department one-on-one with the new employee.

Assign your new team member a "buddy," someone from your team that will connect with the new employee on a regular basis and be available for questions or concerns. In addition you should continue meeting with your team member on a regular basis

Stage 4: The First Six Months to One Year:

During this time frame meet regularly with new employees to set goals, review performance, and give feedback. Also, ask for feedback about how things are going and if they're getting the support they need from you and others. Ask new employees if there are learning and professional development opportunities of interest to them. Discuss which opportunities may be appropriate .Conduct evaluation period/trial period formal review, if applicable.

Selecting a Learning Method

See pages 58–58 for descriptions of a variety of Career Development and Learning Methods.

When suggesting and approving learning opportunities for your staff as they proceed in their development planning, it's important to know that the learning process for adults has four distinct components. If the four components learning can be included, then the chances of the learning "sticking" improve greatly. When you discuss learning opportunities with individuals, use this model as a tool to discover how they plan to experience, reflect, think about, and apply their learning.

KOLB AND FRY'S LEARNING PROCESS

Experiencing
(Concrete Experience)

Reflecting
(Reflective Observation)

Thinking
(Abstract Conceptualization)

Applying
(Active Experimentation)
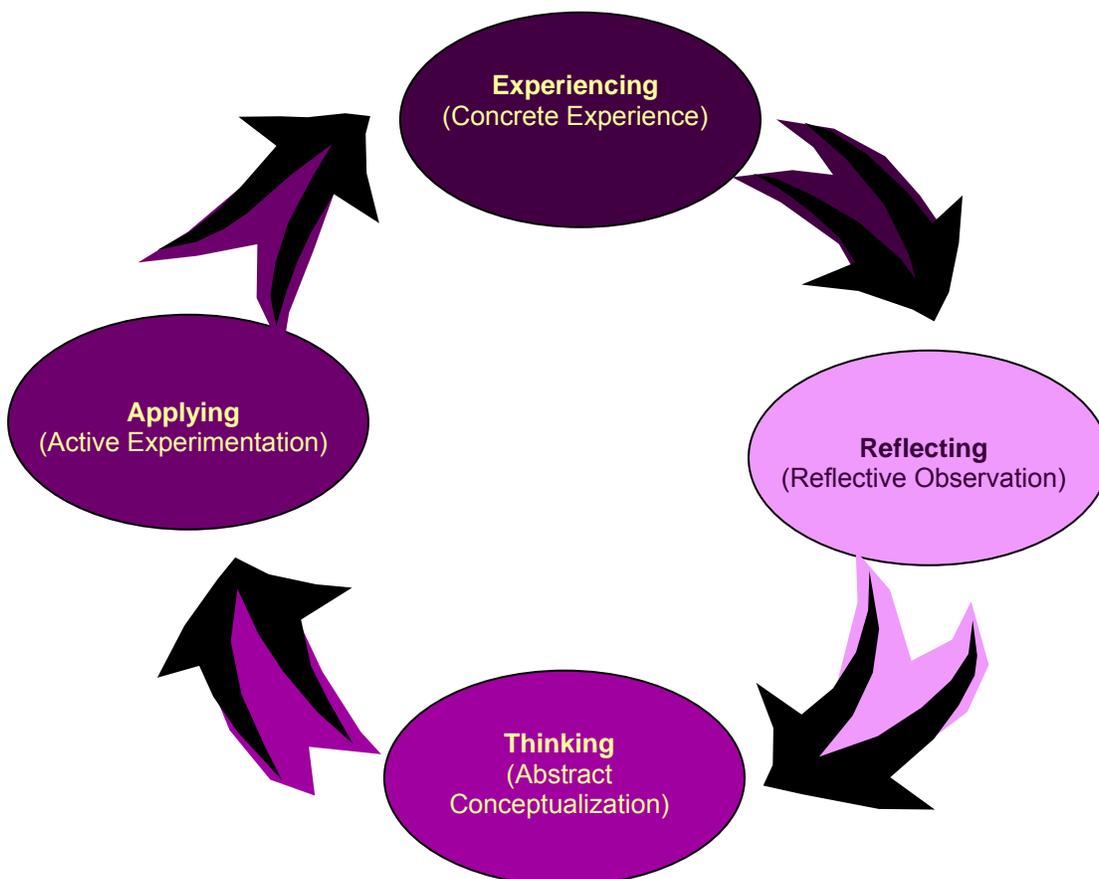
Applying the Learning Cycle
to a Developmental Activity

AN EXAMPLE

Developmental Activity:

- Have employee research and write a report (if this is something employee has never done before)

Applying the learning cycle, what can the manager do to help the employee learn from this experience?

Experience:

- Show the employee a copy of a report that is well-written and well-organized.

Reflect:

- Have the employee go through the report. Then discuss with the employee the merits of the report—what makes it a good report, where the report could be improved.

Think:

- Show the employee some other examples of report writing styles and/or guidelines to use in deciding upon the organization of his or her report.

Apply:

- Have the employee write a first draft of her or his report. Review the report and provide detailed feedback.
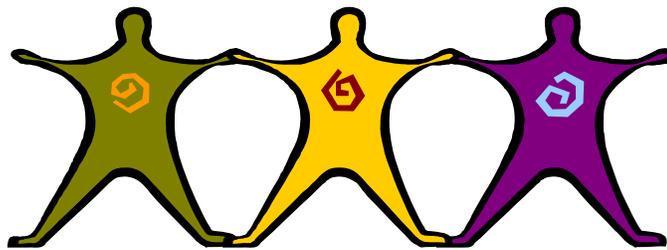
Career Development
Planning Tools

FOR INDIVIDUALS AND THEIR SUPERVISORS

About U-Plan for Individuals

U-Plan is a step by step process to help you assist employees' with their development.

Step 1—What's Your Career Concept? Using the information and the My-Path worksheet related to career concepts you will get a better idea of what success looks like to you and the "direction" your career development might take you.

Step 2—The next step is to ask yourself some questions about your current work, your skills and your goals. The My-Plan Development Questionnaire will help you reflect on these things.

Step 3—Once you've set some broad goals the My-Plan Goal Setting worksheet helps you narrow down your development plans and set specific goals and targets. This is may be a difficult worksheet for some, when you get to this step you may want to find some help.

Step 4—The My-Plan Quick Reference that follows the My-Plan Goal Setting sheet explains how to use My-Plan Action Plan.

Step 5—Using the My-Plan Action Plan sheet you will identify very specific development targets, performance goals and how you will go about developing a new skill. This planning sheet can be used by you alone or with your manager.

The remainder of the U-Plan provides information about different development methods and resources that will be helpful to you as you work through the 5 steps.

Some Considerations

- **Ultimately your career development is your responsibility**, but it can be easier if you find others who support us and encourage our growth. You may find that your manager is supportive or a colleague or a friend or family member. Exploring your career and job searching can be trying.

- **Career development takes time**. You may not get your dream job right after you complete a number of learning experiences. Be patient, but persistent.

- **Think broadly about what your next step might be**. There are a lot of jobs out there. If you get too specific about what you want you may miss out on a great opportunity.

- **Networking is one of the best ways to develop your career.** For shy individuals this may be one of the hardest parts of developing your career, but it's one of the most important ones. Getting comfortable with networking takes practice.

- **All the development in the world won't get you a job**. You have to have an excellent cover letter and resume, and be able to interview with the best of them. Seek out assistance in preparing your cover letter and resume and practice interviewing.

What's Your Career Concept?

Every one of us has idea of what career progression means, what it looks like and how it happens. These concepts below are based on an article by Robert Llewellyn. Review them to identify your own career concept(s).

Characteristics of Individuals and Their Career Beliefs

Career Ladder/Linear

- Success is defined as moving up the organizational ladder
- Prevalent in the U.S.
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- Can lead to frustration from lack of levels to which to aspire
- Motivated by power and achievement

Expert/Lateral

- Success is defined as being known as the best/most knowledgeable among his or her peers
- Believe that one should be good at one or two things
- Can be frustrated by being forced to multi-skill out of area of expertise
- Believe that those with the best skills will be the most employable
- Motivated by security and expertise

Spiral/Knowledge-based

- Success is defined as being able to move from one position to a related but often broader position
- Career movement occurs usually every 5 to 10 years
- May believe in being well-rounded and building transferable skills
- New positions are natural extensions of previous work
- Motivated by growth and creativity

Roamer

- Success is defined as being able to change jobs often
- Movement takes places in fewer than 5 year intervals
- New positions are often unrelated to previous positions
- Tend to value work with high people involvement
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Source Robert N. Llewellyn, HR Magazine, September 2002

My-Path

Identify your career development concept. Which of the career concepts on the preceding page seem to resonate with you? Once you've chosen one or two fill in the worksheet. Once you have identified a preferred concept you can better identify your next steps

⬆ Career Ladder/Linear

Identify the logical progression for your position for the next 3 to 5 promotional levels.

- _____
- _____
- _____
- _____
- _____
- _____

⬌ Expert/Lateral

Identify lateral moves that would be logical for you to become an "expert" in your chosen field.

- _____
- _____
- _____
- _____
- _____
- _____

Spiral/Knowledge-based

Identify knowledge-based moves within area of expertise that would be logical for you.

- _____
- _____
- _____
- _____
- _____
- _____

Roamer

Identify ways to maximize potential within your current position, and stay informed of other opportunities within UW system.

- _____
- _____
- _____
- _____
- _____
- _____
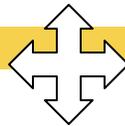
Source Robert N. Llewellyn, HR Magazine, September 2002

My-Plan
Development Questionnaire

This questionnaire can help you begin thinking about your likes, dislikes, goals and abilities. Reflecting on these items can greatly assist you in your career development or job search. As you go through the questionnaire, jot down your response. You might even ask someone to ask you these questions.

Current Job

1. What do you like most about your current job?
2. What would you like to do more of?
3. What do you like least about your current job?
4. What would you like to do less of?
5. What skills does your current job require? What is your current skill level in these areas?

Professional Growth Goals

1. Two or three years from now, where would you like to be professionally?
2. What would you need to achieve now to accomplish this?
3. What new responsibilities or challenges would move you ahead?

Untapped Abilities

1. Is there something more that you could do that would make a greater contribution to your organization?
2. Is there a new task or role you could take on that would make better use of your talents?
3. What additional value could you provide? What would it take to "release" this?
4. What are you not "allowed" to do that you could do and would like to do?
5. What challenges would you like to face that might help you grow?

Job Satisfaction

1. What would help you obtain more satisfaction from your work?
2. What changes could you make in your performance that would satisfy you more?

New Skills and Capabilities

1. What new jobs, roles, abilities, etc. would you like to be better at?
2. What training, certifications, etc. would you like to obtain?

Source: Strategic Employee Development Guide, Robert Brinkerhoff and Rhonda Messinger

My-Plan
Goal Setting

Once you've thought about what the next step in your career might be, use this worksheet to think about what professional development goals you need to set to move forward.

Development Targets
What skills or competencies do you want to develop/improve?

Performance Goals
What will improve as a result of this?

How will you benefit?

In what ways will the following individuals/groups benefit?

- Your team?

- Your customers?

- Your supervisor?

What strategies will you use to help you improve?

Asking for and receiving regular feedback (from peers, supervisor and/or employees)

Coaching from a respected role model or from you supervisor

Training

Informal learning (reading articles, books)

Other ways?

What obstacles exist?

- How will you manage these?

- Who can help you?

My-Plan
Quick Reference

Now that you've set some professional development goals, it's time to think about how you'll learn the new skill. There are four components of an effective professional development opportunity, give careful thought to these components when selecting how you will develop new skills.

Development Method

Identify how the skill or knowledge will be developed. There are a variety of development methods by which a new body of knowledge or skill can be obtained. Some common development methods include:

- Self-paced, via books or web-based training (e-Learning, online learning)

- Training courses (short courses in a classroom setting; delivered by campus resources, off-campus resources, in-house resources)

- Continuing education (quarter-long courses; typically delivered in a classroom or via distance learning)

- On-the-Job (a skill learned and developed via hands-on practice while working)

- Mentoring (a relationship between a less skilled/experienced individual (mentee) with a more skilled experience individual (mentor)

- Coaching (a relationship between a supportive and skilled coaching professional and an individual)

See the appendix of this document for details about development methods

Application Opportunity

Identify when and where the skill or knowledge can first be tried out. To really learn a skill you need an opportunity to practice it.

- On the job—either as a part of special assignment or a part of one's regular assignment

- In a community activity

- In a simulation exercise (practice in hypothetical situations with one or more trusted co-workers, supervisor, etc.)

- In a committee or informal team setting

Success Measure

It's important to know when you've successfully learned the skill. Identify one or more observable results that will indicate success:

- What will your behavior look like or what result can you expect once you are more skilled or knowledgeable in the area?

- Why do you want to learn this new skill or body of knowledge?

- What will it do for you?

- For others?

Development Support

We all need help not only development new skills but maintaining the new habits and abilities the learning provides. Identify resources, feedback, permissions, tools, coaching and other assistance:

- What do you need to support your acquisition of the new skill/knowledge?

- Who do you need this assistance from?

- What are you concerned about?

- What barriers do you anticipate?

- How can others help you avoid or get past the barriers?

My-Plan
Action Plan

This form can serve as a formal agreement between you and your supervisor to document your development progress. If your supervisor is not currently involved in assisting you with your plans, you can use this form to keep yourself on track.

NAME: **DATE:**

Development Target (skill to be developed):

Performance Goal this Supports:
(results to improve or maintain)

Professional/Personal Goal this Contributes to:

Development Method

Application Opportunity

Success Measure

Development Support

Employee: Manager:

Methods for Career Development

When selecting career development methods, it is important to remember the development process. There are many ways to provide individuals with learning opportunities.

See the appendix for more detailed information on methods and related resources.

ON-THE-JOB EXPERIENCE

- Committees

- Conferences, Forums

- Critical Incident Notes

- Field Trips

- Job Aids

- Job Expanding

  ► *Tip: Discuss this idea with your HR Consultant before you do anything formal.*

- Job Rotation

  ► *Tip: Discuss this idea with your HR Consultant before moving forward, to ensure that you are within the bounds of the law and any contracts.*

- Job Shadowing

- Learning Alerts

- Orientation

  ► *UW Resources: Professional & Organizational Development (POD) can help you set up your own orientation program. POD also offers the course Designing Employee Orientations for Your Department.*

- On-Boarding

- Peer-Assisted Learning

- "Stretch" Assignments

- Special Projects

RELATONSHIPS AND FEEDBACK

- Coaching
- Mentoring
- Networking
- Performance Appraisal

CLASSROOM TRAINING

- Courses, Seminars, Workshops
    - ► *UW Resources:*

        Business Skills: Professional & Organizational Development

        Computers: C&C Computing Training; Catalyst

        Safety: Environmental Health and Safety

OFF-THE-JOB LEARNING

- Courses Offered by Colleges/Universities
    - ► *UW Resources: Tuition Exemption Program (administered by Professional & Organizational Development)*
- Professional Associations
- Reading Groups
- Self-Study

OTHER

- SkillSoft e-Learning
    - ► *UW Resources: Professional & Organizational Development's SkillSoft e-Learning is a web-based training program that is now free for UW employees.*
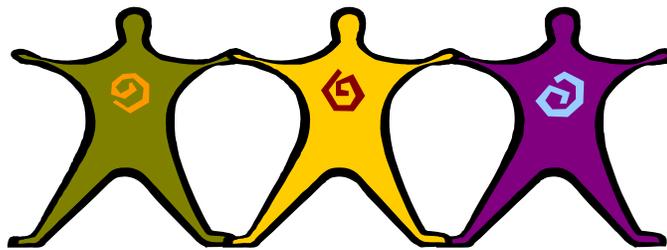
Appendix:
Resources and Learning Methods

University of Washington Career Development and Training Resources

Professional & Organizational Development

http://www.washington.edu/admin/hr/pod

Training classes, SkillSoft e-Learning, coaching, career counseling, the Strategic Leadership Program, and other programs and services to help you build your skills and advance your goals.

C&C Computing Training

http://www.washington.edu/computing/training/

Courses are offered on administrative applications, operating systems, desktop applications, web development, technical training for computing professionals on campus, and much more.

Catalyst

http://catalyst.washington.edu/learning/

Catalyst learning pages bring you ways to bridge the technology gap. With hands-on, guided practice and facilitated exploration of new technologies, Catalyst learning helps you to acquire new technological skills.

Environmental Health and Safety

http://www.ehs.washington.edu/training/index.htm

Provides courses in a variety of environmental health and safety topics.

Continuing Education

Tuition Exemption Program

http://www.washington.edu/students/reg/tuition_exempt.html

Educational Outreach

http://www.outreach.washington.edu/

Methods and Resources for Career Development

Employee development needs to suit your organization's context, job descriptions, employment contracts and collective agreements. When selecting employee development methods, it is important to remember the learning process. There are many ways to provide employees with learning opportunities.

Development Method	Tips/Resources	Primary Learning Process(es)
On-The-Job Experience		
Committees Committees are part of everyday activity in any organization. They can also be effective learning tools, with the right focus. Committees made up of staff from different areas of your organization will enhance learning by allowing members to see issues from different perspectives. Set aside part of the committee's work time to discuss issues or trends that may have impact on the organization in the future.	The university, organization or unit. Do a web search on the UW homepage for committees. Also provide opportunities to your staff to lead committees that a manager or supervisor might have been assigned to. Have the manager/supervisor serve as an advisor.	Experiencing
Conferences, Forums Employees can attend conferences that focus on topics of relevance to their position and the organization. Upon their return, have the employee make a presentation to other staff as a way of enhancing the individual's learning experience and as a way of enhancing the organization. (Some conferences and forums may be considered off-the-job learning.)	There are local conferences on a variety of general topics. Check with professional organizations for regional and national conferences of interest. Make sure that you have the employee return ready, willing and able to share their learning.	Reflecting Thinking
Critical Incident Notes Day-to-day activities are always a source of learning opportunities. Select the best of these opportunities and write up critical incident notes for staff to learn from. Maybe a client complaint was handled effectively. Write a brief summary of the incident and identify the employee's actions that led to a successful resolution. Share the notes with the employee involved and with others as appropriate. If the situation was not handled well, again write a brief description of the situation identifying areas for improvement. Discuss the critical incident notes with the employee and identify the areas for the employee to improve upon and how you will assist the employee in doing this.	We all learn everyday and unless we're intentional about taking note of these lessons we may miss out.	Reflecting

Development Method	Tips/Resources	Primary Learning Process(es)
Field Trips If your organization has staff at more than one site provide employees with an opportunity to visit the other sites. This helps your employees gain a better understanding of the full range of programs and clients that your organization serves. Field trips to other organizations serving a similar clientele or with similar positions can also provide a valuable learning experience. Give staff going on field trips a list of questions to answer or a list of things to look for. Follow up the field trip by having staff explain what they have learned and how they can apply that learning to your organization. (Field trips can also be an off-the-job activity.)	This can work very well within the University setting by doing field trips from one organization to another. It can really help employees learn more about the University overall and about their clients.	Reflecting
Job Aids Tools can be given to employees to help them perform their jobs better. These tools include: manuals, checklists, phone lists, procedural guidelines, decision guidelines and so forth. Job aids are very useful for new employees, employees taking on new responsibilities and for activities that happen infrequently.	As an extra added development opportunity, have staff develop the job aids that they think will help them the most. Form groups to create the job aids and distribute them.	Applying Experiencing
Job Expanding Once an employee has mastered the requirements of his or her job and is performing satisfactorily, he or she may want greater challenges. Consider assigning new additional duties to the employee. Which duties to assign should be decided by the employee and her or his manager? Organizations with flat organizational structure are starting to give some managerial tasks to experienced staff as a way of keeping those staff challenged.	The only caveat here is to be sure that if an employee is a contract-classified employee you are in line with their employment contract. Discuss this idea with an HR Consultant before you do anything formal.	Applying Experiencing
Job Rotation On a temporary basis, employees can be given the opportunity to work in a different area of the organization. The employee keeps his or her existing job but fills in for or exchanges responsibilities with another employee.	Again, discuss this idea with your HR Consultant before moving forward, to ensure that you are within the bounds of the law and any contracts.	Applying Experiencing
Job Shadowing If an employee wants to learn what someone else in your organization does, the employee can follow that person and observe him or her at work. Usually the person doing the shadowing does not help with the work that is being done.	This is a great way to provide employees with a glimpse of what someone else does and help them identify their career goals. It can also help to build understanding and appreciation for the work done across the organization or unit.	Reflecting Thinking

Development Method	Tips/Resources	Primary Learning Process(es)
Learning Alerts Newspaper articles, government announcements and reports can be used as learning alerts. Prepare a brief covering page, which could include a short summary and one or two key questions for your employees to consider. Then, circulate the item. Include the item on the agenda of your next staff meeting for a brief discussion.	Assign this to a committee or group to add to the learning. Using the *Daily*, *UWeek* and other UW publications can help to build understanding of the entire UW organization.	Reflecting Thinking
Orientation Introducing a new employee to the organization, its mission, its activities and programs, its clients and key staff are all part of orienting the new employee to the workplace. An orientation session is often the basis for an employee handbook. The handbook serves as a ready reference to the material covered during the orientation session. The orientation of new employees can provide a great refresher or learning opportunity for their colleagues, who can be asked to present information or guide the newcomer.	Professional & Organizational Development (POD) can help you set up your own orientation program. POD also offers the course Designing Employee Orientations for Your Department. Ask for staff volunteers to help with the program as a development opportunity for them.	Reflecting Thinking
On-Boarding Broader than Orientation listed above. On Boarding includes orienting new staff to place, people and plans. May include a preceptor or buddy system, series of meet and greets with key individuals, job shadowing, etc.		Thinking Applying Experiencing
Peer-Assisted Learning Two employees agree to help each other learn different tasks. Both employees should have an area of expertise that the co-worker can benefit from. The employees take turns helping their co-worker master the knowledge or skill that they have to share.		Thinking Applying Experiencing
"Stretch" Assignments These assignments give the employee an opportunity to stretch past his or her current abilities. For example, a stretch assignment could require an employee to chair a meeting (if the person has never done this before). To ensure that chairing the meeting is a good learning experience, the manager should take time after the meeting to discuss with the employee what went well and what could have been improved.		Applying Experiencing
Special Projects Give an employee an opportunity to work on a project that is normally outside his or her job duties. For example, someone who has expressed an interest in events planning could be given the opportunity to work as part of a special events team.		Applying Experiencing

Development Method	Tips/Resources	Primary Learning Process(es)
Relationships and Feedback		
Coaching Coaching refers to a pre-arranged agreement between an experienced manager and his or her employee. The role of the coach is to demonstrate skills and to give the employee guidance, feedback, and reassurance while he or she practices the new skill.	Professional & Organizational Development's e-Learning is a web-based training program that is now free for UW employees. e-Learning offers courses on effective coaching to build the skill of your managers to offer coaching. The University Consulting Alliance can also assist with referring experienced coaches to your organization.	Reflecting Thinking
Mentoring Mentoring is similar to coaching. Mentoring occurs when a senior, experienced manager provides guidance and advice to a junior employee, the protégé. The two people involved have usually developed a working relationship based on shared interest and values.	Professional & Organizational Development has free mentoring resources on the Career Development area of its web site: http://www.washington.edu/admin/hr/traindev/career/resources.html	Reflecting Thinking
Networking Some professional specialties have informal networks designed to meet the professional development need of the members. Members meet to discuss current issues and to share information and resources.	In large organizations, the network can start internally. Setting up brown-bag lunches to learn more about different team members' skills and knowledge can not only provide learning for those attending but also for the individuals discussing their areas of expertise.	Reflecting Applying
Performance Appraisal Performance appraisals are partly evaluation and partly developmental. In traditional performance appraisals, the manager and employee evaluate the employee's strengths and weaknesses. In a 360-degree performance appraisal, feedback is gathered from supervisors, peers, staff, other colleagues, and sometimes clients. The results of an appraisal can be used to identify areas of further development for the employee.	Performance appraisals at the University of Washington do not necessarily require development planning, however, including a discussion about career development is a great way to ensure that you have this kind of discussion with your staff members and to change the flavor of the dreaded performance appraisal.	Reflecting
Classroom Training		
Courses, Seminars, Workshops These are formal training opportunities that can be offered to employees either internally or externally. A trainer, facilitator and/or subject matter expert can be brought into your organization to provide the training session or an employee can be sent to one of these learning opportunities during work time.	Some resources on campus include: Business Skills: Professional & Organizational Development Computer Training: C&C Computing Training, Catalyst Safety Training: Environmental Health and Safety You may also have internal experts who could provide internal courses, seminar and workshops. Professional & Organizational Development can provide assistance in the form of train-the-trainer workshops.	Reflecting Thinking Applying

Development Method	Tips/Resources	Primary Learning Process(es)
Off-The-Job Learning		
Courses Offered by College/Universities		
At the UW, employees can take advantage of tuition exemption or take courses through UW Outreach (no tuition waiver available). Employees may attend these classes on their own time or your organization may give them time off with pay to attend.	Tuition Exemption Program (administered by Professional & Organizational Development)	Reflecting Thinking
Professional Associations Professional associations, like networks, provide employees an opportunity to stay current in their chosen field.		Reflecting Thinking Applying
Reading Groups (Also called Learning Circles or Reading Circles) A group of staff meets to discuss books or articles relevant to the workplace/organization. Meetings usually take place outside normal working hours, such as lunch time or right after work.		Reflecting Thinking
Self Study Self-paced independent reading, e-learning courses, and volunteer work all provide learning opportunities. The employee engages in the learning activity by choice and at his or her desired pace of learning.		Reflecting Thinking Applying
Other		
e-Learning Information and courses offered by the internet are called e-Learning. A variety of learning opportunities can be accessed this way. The choices range from formal training offered by colleges and universities, to an informal walk-through of a given subject, to reading reports on a topic. e-Learning can take place on or off the job.	Professional & Organizational Development and C&C's Computing Training both offer e-Learning on critical business skills and desktop computing skills, respectively.	Reflecting Thinking Applying

What's Your Career Concept?

Characteristics of Individuals and Their Career Beliefs

Career Ladder/Linear

- Success is defined as moving up the organizational ladder
- Prevalent in the U.S.
- Gets in the way of career growth when logical moves up are not available
- Can lead to frustration from lack of levels to which to aspire
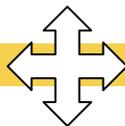- Motivated by power and achievement

Expert/Lateral

- Success is defined as being known as the best/most knowledgeable among his or her peers
- Believe that one should be good at one or two things
- Can be frustrated by being forced to multi-skill out of area of expertise
- Believe that those with the best skills will be the most employable
- Motivated by security and expertise

Spiral/Knowledge-based

- Success is defined as being able to move from one position to a related but often broader position
- Career movement occurs usually every 5 to 10 years
- May believe in being well-rounded and building transferable skills
- New positions are natural extensions of previous work
- Motivated by growth and creativity

Roamer

- Success is defined as being able to change jobs often
- Movement takes places in fewer than 5 year intervals
- New positions are often unrelated to previous positions
- Tend to value work with high people involvement
- Motivated by variety and independence

MyPath

Identify your career development concept.

JOB TITLE: **DATE:**

 Career Ladder/Linear

Identify the logical progression for your position for the next 3 to 5 promotional levels.

 Expert/Lateral

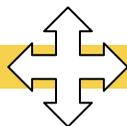Identify lateral moves that would be logical for you to become an "expert" in your chosen field.

 Spiral/Knowledge-based

Identify knowledge-based moves within area of expertise that would be logical for you.

 Roamer

Identify ways to maximize potential within your current position, and stay informed of other opportunities within UW system.

Source Robert N. Llewellyn, HR Magazine, September 2002

My-Plan
Development Questionnaire

<div style="background:yellow">Current Job</div>

6. What do you like most about your current job?
7. What would you like to do more of?
8. What do you like least about your current job?
9. What would you like to do less of?
10. What skills does your current job require? What is your current skill level in these areas?

<div style="background:yellow">Professional Growth Goals</div>

4. Two or three years from now, where would you like to be professionally?
5. What would you need to achieve now to accomplish this?
6. What new responsibilities or challenges would move you ahead?

<div style="background:yellow">Untapped Abilities</div>

6. Is there something more that you could do that would make a greater contribution to your organization?
7. Is there a new task or role you could take on that would make better use of your talents?
8. What additional value could you provide? What would it take to "release" this?
9. What are you not "allowed" to do that you could do and would like to do?
10. What challenges would you like to face that might help you grow?

<div style="background:yellow">Job Satisfaction</div>

3. What would help you obtain more satisfaction from your work?
4. What changes could you make in your performance that would satisfy you more?

<div style="background:yellow">New Skills and Capabilities</div>

3. What new jobs, roles, abilities, etc. would you like to be better at?
4. What training, certifications, etc. would you like to obtain?

*Source: Strategic Employee Development Guide,
Robert Brinkerhoff and Rhonda Messinger*

My-Plan
Inventory

Development Targets: What skills, competencies and relationships do you want to develop/improve?

Performance Goals: What will improve as a result of this?

How will you benefit?

In what ways will the following individuals/groups benefit?

- Your team?

- Your customers?

- Your supervisor?

What strategies will you use to help you improve?

- Asking for and receiving regular feedback (from peers, supervisor and/or employees)
- Coaching from a respected role model or from you supervisor
- Training
- Informal learning (reading articles, books)
- Other ways?

What obstacles exist?

- How will you manage these?

- Who can help you?

My-Plan

Quick Reference

Learning Method

Identify how the skill or knowledge will be developed. There are a variety of learning methods by which a new body of knowledge or skill can be obtained. Some common learning methods include:

- ► Self-paced, via books or web-based training (e-Learning, online learning)
- ► Training courses (short courses in a classroom setting; delivered by campus resources, off-campus resources, in-house resources)
- ► Continuing education (quarter-long courses; typically delivered in a classroom or via distance learning)
- ► On-the-Job (a skill learned and developed via hands-on practice while working)
- ► Mentoring (a relationship between a less skilled/experienced individual (mentee) with a more skilled experience individual (mentor); the mentor may provide advice and insight and challenge the mentee to build awareness, knowledge or skills)
- ► Coaching (a relationship between a supportive and skilled coaching professional and an individual; the coach provides opportunities for challenge and reflection in particular skill or knowledge areas)

Application Opportunity

Identify when and where the skill or knowledge can first be tried out:

- ► On the job—either as a part of special assignment or a part of one's regular assignment
- ► In a community activity
- ► In a simulation exercise (practice in hypothetical situations with one or more trusted co-workers, supervisor, etc.)
- ► In a committee or informal team setting

Success Measure

Identify one or more observable results that will indicate success:

- ► What will your behavior look like or what result can you expect once you are more skilled or knowledgeable in the area?
- ► Why do you want to learn this new skill or body of knowledge?
- ► What will it do for you?
- ► For others?

Development Support

Identify resources, feedback, permissions, tools, coaching and other assistance:

- ► What do you need to support your acquisition of the new skill/knowledge?
- ► Who do you need this assistance from?
- ► What are you concerned about?
- ► What barriers do you anticipate?
- ► How can others help you avoid or get past the barriers?

My-Plan

NAME: **DATE:**

Development Target (skill to be developed):

Performance Goal this Supports:
(results to improve or maintain)

Professional/Personal Goal this Contributes to:

Learning Method (how the skill or knowledge will be developed)

Application Opportunity (when and where the skill or knowledge can first be tried out)

Success Measure (one or more observable results that will indicate success)

Development Support (resources, feedback, permissions, tools, coaching, other assistance)

Employee: Manager:

Source: Strategic Employee Development Guide,
Robert Brinkerhoff and Rhonda Messinger

Methods for Career Development

Employee development needs to suit your organization's context, job descriptions, employment contracts and collective agreements. When selecting employee development methods, it is important to remember the learning process. There are many ways to provide employees with learning opportunities.

See the appendix for more detailed information on methods and related resources.

ON-THE-JOB EXPERIENCE

- Committees

- Conferences, Forums

- Critical Incident Notes

- Field Trips

- Job Aids

- Job Expanding

    ► *Tip: Discuss this idea with your HR Consultant before you do anything formal.*

- Job Rotation

    ► *Tip: Discuss this idea with your HR Consultant before moving forward, to ensure that you are within the bounds of the law and any contracts.*

- Job Shadowing

- Learning Alerts

- Orientation

    ► *UW Resources: Professional & Organizational Development (POD) can help you set up your own orientation program. POD also offers the course Designing Employee Orientations for Your Department.*

- On-Boarding

- Peer-Assisted Learning

- "Stretch" Assignments

- Special Projects

RELATONSHIPS AND FEEDBACK

* Coaching

* Mentoring

* Networking

* Performance Appraisal

CLASSROOM TRAINING

* Courses, Seminars, Workshops

    ► *UW Resources:*

    Business Skills: Professional & Organizational Development

    Computers: C&C Computing Training; Catalyst

    Safety: Environmental Health and Safety

OFF-THE-JOB LEARNING

* Courses Offered by Colleges/Universities

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* Professional Associations

* Reading Groups

* Self-Study

OTHER

* e-Learning

    ► *UW Resources: Professional & Organizational Development's e-Learning is a web-based training program that is now free for UW employees.*
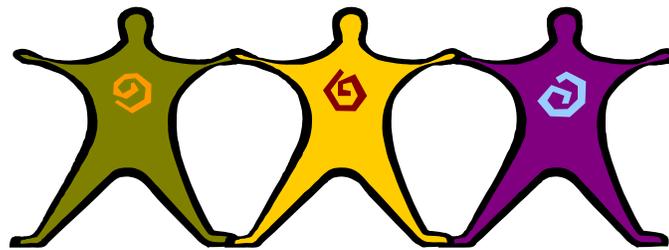
Appendix:
Competencies and Resources

Sample Basic Skills
Computer Literacy

The technological skills every employee of the University must have to be successful in new University positions.

Behavior/skill	Development resources	In-house resources
Computer Operations/Use		
Components	C&C	
Mouse operation		
Internet		
Accessing	C&C	
Web Navigation		
Web Writing		
Requirements regarding personal use		
E-mail		
Essentials of Electronic Communication (expectations re: use)		
Optimizing E-mail at Work (creating folders, etc.)		
E-mail and Organizational Communication (drafting, etc.)		
E-mail as a Marketing Tool (drafting e-mails to clients, etc.)		
Requirements regarding personal use		
PC Applications		
Identification of programs and uses (word processing, spreadsheets, databases, graphics, presentations)		
Word processing, including creating documents, saving, formatting, etc.		
Creating basic spreadsheets		
Basic navigation of databases		
Requirements regarding personal use		
Admin Systems		
My UW/Employee Self Service		
Employee links on UW website: location of policies, etc.		
UW Hires including navigation and applying for jobs		
Basic OWLS skills, including looking up personal information		

Sample Basic Skills
Communication

The communication and interpersonal skills every employee of the University must have to be successful in the professional workforce.

Behavior/skill	Development resources	In-house resources
Interpersonal skills		
University expectations regarding communication (e.g., nondiscrimination/anti-harassment policy, workplace violence policy, etc.)		
Unit expectations regarding communication to supervisor		
Unit expectations regarding communication among team		
Cross-cultural communication skills		
Customer Service		
Unit expectations regarding customer service		
Introduction to all unit services		
Knowledge of current unit clients		
Knowledge of where individual's work fits into customer service goals		
Expectations regarding responding to customer complaints		
Expectations and practice regarding responding to difficult customer service issues		
Telephone etiquette		
Unit expectations regarding taking phone calls		
Skills regarding taking messages		

Sample Basic Skills
Business Knowledge

The knowledge and skills necessary to succeed in the professional workforce.

Behavior/skill	Development resources	In-house resources
Mission and goals		
Knowledge of need to contribute to organizational mission and goals		
Introduction to University mission and goals		
Introduction to mission and goals of unit		
Professionalism		
Understanding of basic expectations of professionalism (e.g., arriving to work on time, consistent attendance)		
Introduction to University policies about workplace expectations (non-discrimination/anti-harassment, workplace violence, etc.)		
Introduction to expectations regarding dealing with individual's concerns (e.g., reporting options, Carelink)		
Safety		
Understanding of need to perform work in a safe manner	EH&S	
Understanding of need to report safety concerns appropriately		
Introduction to expectations regarding arriving to work able to perform job duties safely		
Diversity		
Understanding of need for diversity in the workplace		
Understanding of expectations re cross-cultural communications and interactions		
Budgeting		
Understanding of need for organization to be profitable		
Understanding that State employer is a custodian of public funds		

Sample Beyond Basic Skills
Computer Literacy

The technological skills every employee of the University must have to continue to be successful and have minimal career growth.

Behavior/skill	Development resources	In-house resources
Internet		
Accessing business-related information (professional organizations, etc.)		
E-mail		
Optimizing E-mail at Work		
E-mail and Organizational Communication		
E-mail as a Marketing Tool		
Word Processing		
Advanced skills		
Spreadsheets		
Basic spreadsheets and calculations		
Database		
Basic database creation		
PowerPoint		
Basic presentations		
University Systems		
UW Hires		
Basic OWLS entry (coding leave, etc.)		
Basic use of Purchasing system		
Overview of University financial systems		
Basic skills on Stores ordering system		
Basic On-line Req. entry		
Overview of Pro Card process		

Sample Beyond Basic Skills
Organizational Knowledge

The knowledge and skills relating to the University and individual units that every employee must have to continue to be successful and have minimal career growth.

Behavior/skill	Development resources	In-house resources
Mission and goals		
Knowledge of University mission		
Understanding of University organizational structure		
Understanding of goals of individual unit		
Understanding of how unit contributes to University mission		
Make up of workforce		
Understanding of University classification structure		
Understanding of make-up of workforce of unit (i.e. union membership, collective bargaining agreements, etc.)		
Scheduling of workforce for unit		HLD assignments
Workforce management skills		HLD assignments
Safety		
University safety goals and initiatives	EH&S	
	Safety Committees	
Unit safety goals and initiatives		
Diversity		
University's diversity goals for staff, faculty and students		
Unit's diversity goals		
Understanding of how unit contributes to University diversity goals		
Budgeting		
Basic knowledge of budget for unit		
Basic knowledge of source of funding		

Sample Beyond Basic Skills
Communication

The communication and interpersonal skills every employee of the University must have to continue to be successful and have minimal career growth.

Behavior/skill	Development resources	In-house resources
Interpersonal skills		
Experiential knowledge of effective communication with supervisor	Professional & Organizational Development	Immediate feedback
	HR Operations	Performance evals
Experiential knowledge of effective communication among team	Training & Development	Immediate feedback
	HR Operations	Performance evals
Experiential knowledge of effective cross-cultural communications	Training & Development	Immediate feedback
	HR Operations	Performance evals
Customer Service		
Experiential knowledge of all unit services		Shadowing
Experiential knowledge of all unit expectations in regards to customers	Training & Development	Immediate feedback
	HR Operations	Performance evals
Opportunity to interact with current unit clients		Shadowing
Experiential knowledge of where individual's work fits into customer service goals	Training & Development	Immediate feedback
	HR Operations	Performance evals
Experiential knowledge regarding responding to customer complaints	Training & Development	Immediate feedback
	HR Operations	Performance evals
Experiential knowledge regarding responding to difficult customer service issues	Training & Development	Immediate feedback
	HR Operations	Performance evals
Telephone etiquette		
Experiential knowledge regarding taking phone calls	Training & Development	Immediate feedback
		Performance evals
Experiential knowledge regarding taking messages	Training & Development	Immediate feedback
		Performance evals

University of Washington Career Development and Training Resources

Professional & Organizational Development

http://www.washington.edu/admin/hr/pod

Training classes, coaching, career counseling, the Strategic Leadership Program, and other programs and services to help you build your skills and advance your goals.

C&C Computing Training

http://www.washington.edu/computing/training/

Courses are offered on administrative applications, operating systems, desktop applications, web development, technical training for computing professionals on campus, and much more.

Catalyst

http://catalyst.washington.edu/learning/

Catalyst learning pages bring you ways to bridge the technology gap. With hands-on, guided practice and facilitated exploration of new technologies, Catalyst learning helps you to acquire new technological skills.

Environmental Health and Safety

http://www.ehs.washington.edu/training/index.htm

Provides courses in a variety of environmental health and safety topics.

Continuing Education

Tuition Exemption Program

http://www.washington.edu/students/reg/tuition_exempt.html

Educational Outreach

http://www.outreach.washington.edu/

Methods and Resources for Career Development

Employee development needs to suit your organization's context, job descriptions, employment contracts and collective agreements. When selecting employee development methods, it is important to remember the learning process. There are many ways to provide employees with learning opportunities.

Development Method	Tips/Resources	Primary Learning Process(es)
On-The-Job Experience		
Committees Committees are part of everyday activity in any organization. They can also be effective learning tools, with the right focus. Committees made up of staff from different areas of your organization will enhance learning by allowing members to see issues from different perspectives. Set aside part of the committee's work time to discuss issues or trends that may have impact on the organization in the future.	The university, organization or unit. Do a web search on the UW homepage for committees. Also provide opportunities to your staff to lead committees that a manager or supervisor might have been assigned to. Have the manager/supervisor serve as an advisor.	Experiencing
Conferences, Forums Employees can attend conferences that focus on topics of relevance to their position and the organization. Upon their return, have the employee make a presentation to other staff as a way of enhancing the individual's learning experience and as a way of enhancing the organization. (Some conferences and forums may be considered off-the-job learning.)	There are local conferences on a variety of general topics. Check with professional organizations for regional and national conferences of interest. Make sure that you have the employee return ready, willing and able to share their learning.	Reflecting Thinking
Critical Incident Notes Day-to-day activities are always a source of learning opportunities. Select the best of these opportunities and write up critical incident notes for staff to learn from. Maybe a client complaint was handled effectively. Write a brief summary of the incident and identify the employee's actions that led to a successful resolution. Share the notes with the employee involved and with others as appropriate. If the situation was not handled well, again write a brief description of the situation identifying areas for improvement. Discuss the critical incident notes with the employee and identify the areas for the employee to improve upon and how you will assist the employee in doing this.	We all learn everyday and unless we're intentional about taking note of these lessons we may miss out.	Reflecting

Development Method	Tips/Resources	Primary Learning Process(es)
Field Trips If your organization has staff at more than one site provide employees with an opportunity to visit the other sites. This helps your employees gain a better understanding of the full range of programs and clients that your organization serves. Field trips to other organizations serving a similar clientele or with similar positions can also provide a valuable learning experience. Give staff going on field trips a list of questions to answer or a list of things to look for. Follow up the field trip by having staff explain what they have learned and how they can apply that learning to your organization. (Field trips can also be an off-the-job activity.)	This can work very well within the University setting by doing field trips from one organization to another. It can really help employees learn more about the University overall and about their clients.	Reflecting
Job Aids Tools can be given to employees to help them perform their jobs better. These tools include: manuals, checklists, phone lists, procedural guidelines, decision guidelines and so forth. Job aids are very useful for new employees, employees taking on new responsibilities and for activities that happen infrequently.	As an extra added development opportunity, have staff develop the job aids that they think will help them the most. Form groups to create the job aids and distribute them.	Applying Experiencing
Job Expanding Once an employee has mastered the requirements of his or her job and is performing satisfactorily, he or she may want greater challenges. Consider assigning new additional duties to the employee. Which duties to assign should be decided by the employee and her or his manager? Organizations with flat organizational structure are starting to give some managerial tasks to experienced staff as a way of keeping those staff challenged.	The only caveat here is to be sure that if an employee is a contract-classified employee you are in line with their employment contract. Discuss this idea with an HR Consultant before you do anything formal.	Applying Experiencing
Job Rotation On a temporary basis, employees can be given the opportunity to work in a different area of the organization. The employee keeps his or her existing job but fills in for or exchanges responsibilities with another employee.	Again, discuss this idea with your HR Consultant before moving forward, to ensure that you are within the bounds of the law and any contracts.	Applying Experiencing
Job Shadowing If an employee wants to learn what someone else in your organization does, the employee can follow that person and observe him or her at work. Usually the person doing the shadowing does not help with the work that is being done.	This is a great way to provide employees with a glimpse of what someone else does and help them identify their career goals. It can also help to build understanding and appreciation for the work done across the organization or unit.	Reflecting Thinking

Development Method	Tips/Resources	Primary Learning Process(es)
Learning Alerts Newspaper articles, government announcements and reports can be used as learning alerts. Prepare a brief covering page, which could include a short summary and one or two key questions for your employees to consider. Then, circulate the item. Include the item on the agenda of your next staff meeting for a brief discussion.	Assign this to a committee or group to add to the learning. Using the *Daily*, *UWeek* and other UW publications can help to build understanding of the entire UW organization.	Reflecting Thinking
Orientation Introducing a new employee to the organization, its mission, its activities and programs, its clients and key staff are all part of orienting the new employee to the workplace. An orientation session is often the basis for an employee handbook. The handbook serves as a ready reference to the material covered during the orientation session. The orientation of new employees can provide a great refresher or learning opportunity for their colleagues, who can be asked to present information or guide the newcomer.	Professional & Organizational Development (POD) can help you set up your own orientation program. POD also offers the course Designing Employee Orientations for Your Department. Ask for staff volunteers to help with the program as a development opportunity for them.	Reflecting Thinking
On-Boarding Broader than Orientation listed above. On Boarding includes orienting new staff to place, people and plans. May include a preceptor or buddy system, series of meet and greets with key individuals, job shadowing, etc.		Thinking Applying Experiencing
Peer-Assisted Learning Two employees agree to help each other learn different tasks. Both employees should have an area of expertise that the co-worker can benefit from. The employees take turns helping their co-worker master the knowledge or skill that they have to share.		Thinking Applying Experiencing
"Stretch" Assignments These assignments give the employee an opportunity to stretch past his or her current abilities. For example, a stretch assignment could require an employee to chair a meeting (if the person has never done this before). To ensure that chairing the meeting is a good learning experience, the manager should take time after the meeting to discuss with the employee what went well and what could have been improved.		Applying Experiencing
Special Projects Give an employee an opportunity to work on a project that is normally outside his or her job duties. For example, someone who has expressed an interest in events planning could be given the opportunity to work as part of a special events team.		Applying Experiencing

Development Method	Tips/Resources	Primary Learning Process(es)
Relationships and Feedback		
Coaching Coaching refers to a pre-arranged agreement between an experienced manager and his or her employee. The role of the coach is to demonstrate skills and to give the employee guidance, feedback, and reassurance while he or she practices the new skill.	Professional & Organizational Development's e-Learning is a web-based training program that is now free for UW employees. e-Learning offers courses on effective coaching to build the skill of your managers to offer coaching. The University Consulting Alliance can also assist with referring experienced coaches to your organization.	Reflecting Thinking
Mentoring Mentoring is similar to coaching. Mentoring occurs when a senior, experienced manager provides guidance and advice to a junior employee, the protégé. The two people involved have usually developed a working relationship based on shared interest and values.	Professional & Organizational Development has free mentoring resources on the Career Development area of its web site: http://www.washington.edu/admin/hr/traindev/career/resources.html	Reflecting Thinking
Networking Some professional specialties have informal networks designed to meet the professional development need of the members. Members meet to discuss current issues and to share information and resources.	In large organizations, the network can start internally. Setting up brown-bag lunches to learn more about different team members' skills and knowledge can not only provide learning for those attending but also for the individuals discussing their areas of expertise.	Reflecting Applying
Performance Appraisal Performance appraisals are partly evaluation and partly developmental. In traditional performance appraisals, the manager and employee evaluate the employee's strengths and weaknesses. In a 360-degree performance appraisal, feedback is gathered from supervisors, peers, staff, other colleagues, and sometimes clients. The results of an appraisal can be used to identify areas of further development for the employee.	Performance appraisals at the University of Washington do not necessarily require development planning, however, including a discussion about career development is a great way to ensure that you have this kind of discussion with your staff members and to change the flavor of the dreaded performance appraisal.	Reflecting
Classroom Training		
Courses, Seminars, Workshops These are formal training opportunities that can be offered to employees either internally or externally. A trainer, facilitator and/or subject matter expert can be brought into your organization to provide the training session or an employee can be sent to one of these learning opportunities during work time.	Some resources on campus include: Business Skills: Professional & Organizational Development Computer Training: C&C Computing Training, Catalyst Safety Training: Environmental Health and Safety You may also have internal experts who could provide internal courses, seminar and workshops. Professional & Organizational Development can provide assistance in the form of train-the-trainer workshops.	Reflecting Thinking Applying

Development Method	Tips/Resources	Primary Learning Process(es)
Off-The-Job Learning		
Courses Offered by College/Universities		
At the UW, employees can take advantage of tuition exemption or take courses through UW Outreach (no tuition waiver available). Employees may attend these classes on their own time or your organization may give them time off with pay to attend.	Tuition Exemption Program (administered by Professional & Organizational Development)	Reflecting Thinking
Professional Associations Professional associations, like networks, provide employees an opportunity to stay current in their chosen field.		Reflecting Thinking Applying
Reading Groups (Also called Learning Circles or Reading Circles) A group of staff meets to discuss books or articles relevant to the workplace/organization. Meetings usually take place outside normal working hours, such as lunch time or right after work.		Reflecting Thinking
Self Study Self-paced independent reading, e-learning courses, and volunteer work all provide learning opportunities. The employee engages in the learning activity by choice and at his or her desired pace of learning.		Reflecting Thinking Applying
Other		
e-Learning Information and courses offered by the internet are called e-Learning. A variety of learning opportunities can be accessed this way. The choices range from formal training offered by colleges and universities, to an informal walk-through of a given subject, to reading reports on a topic. e-Learning can take place on or off the job.	Professional & Organizational Development and C&C's Computing Training both offer e-Learning on critical business skills and desktop computing skills, respectively.	Reflecting Thinking Applying