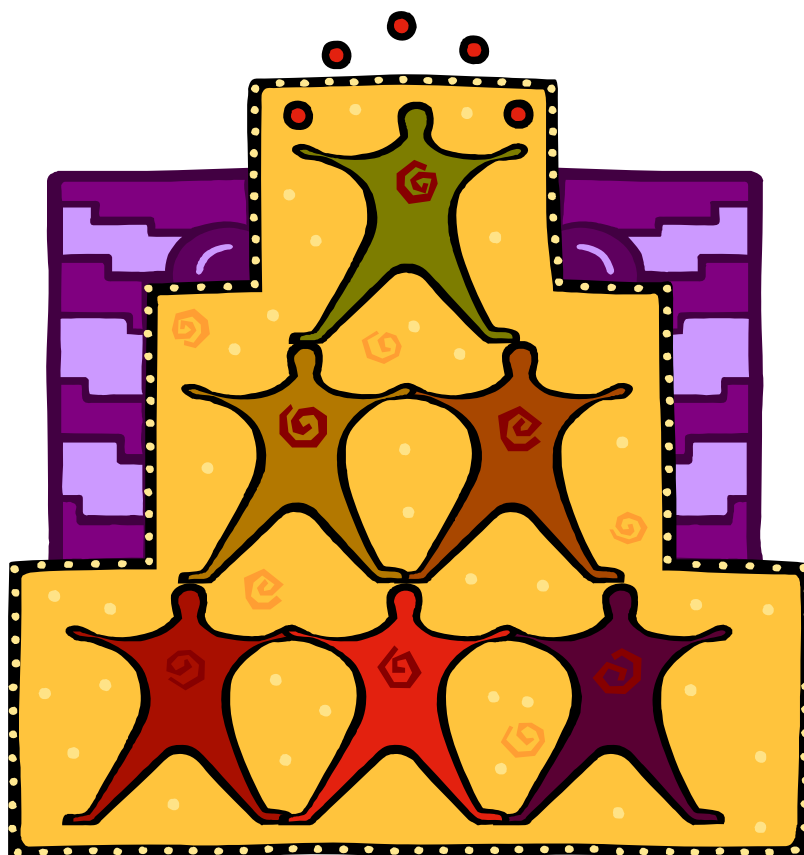


U-Plan

University of Washington
Career Development Planning Guide



About U-Plan

The purpose of the U-Plan is to provide you with tools and information that can help jump start your career progression.

U-Plan is a step by step process to help you think about your work and career.

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.

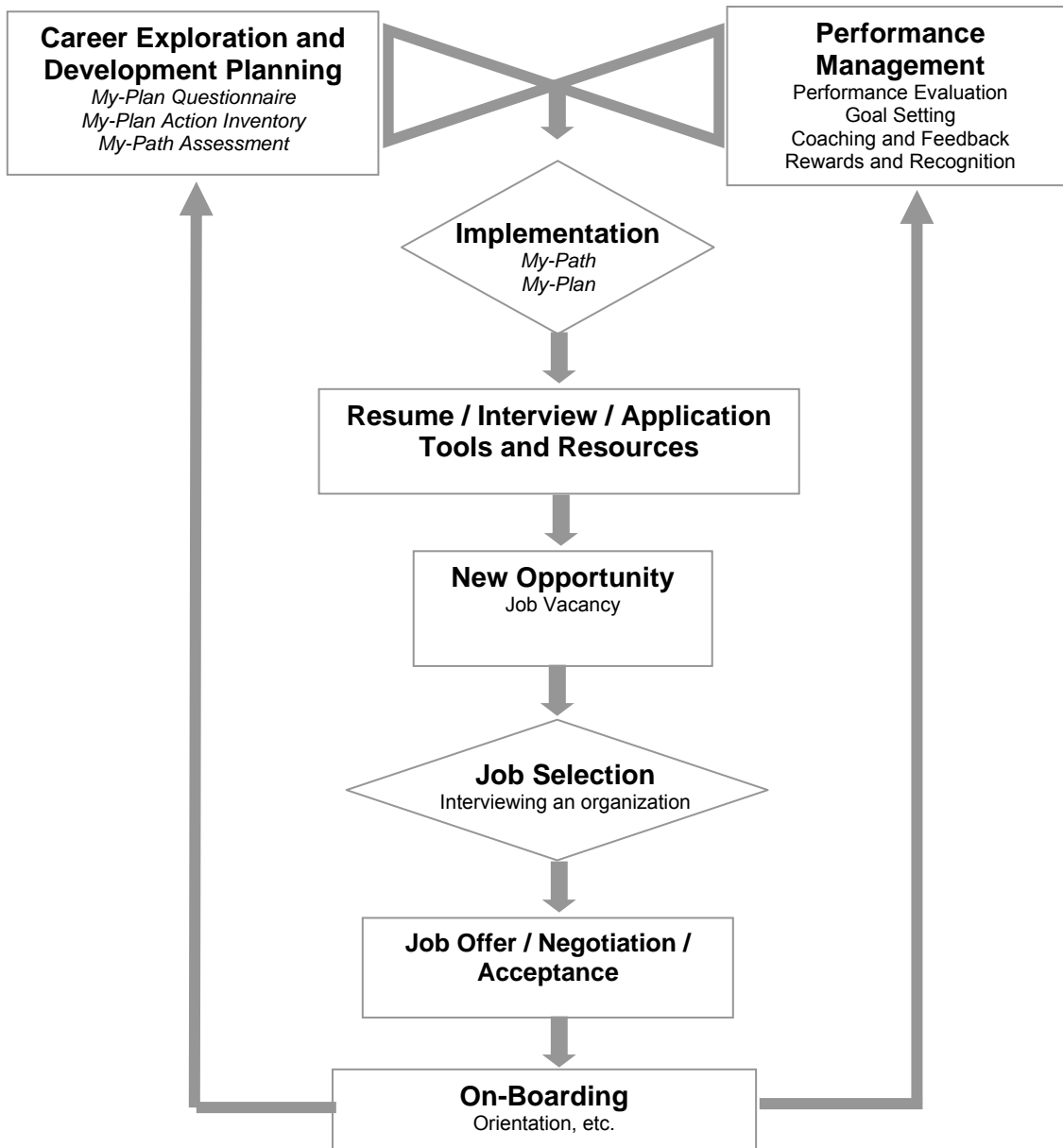
The remainder of the U-Plan provides information about different development methods and resources that will be helpful to you as you work through the 5 steps.

Career Development Considerations

- **Ultimately your career development is your responsibility**, but it can be easier. Most of us 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. Make sure you find someone who will encourage you.
- **Career development takes time.** You may not get your dream job right after you complete a number of learning experiences. Much of getting a new job is timing. 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're looking for you may miss out on a great opportunity.
- **Networking is one of the best ways to learn about careers and meet others who may be in a position to help you.** 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.

Career Development Map

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



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.
- 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



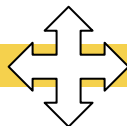
Expert/Lateral

- 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

Source Robert N. Llewellyn, HR Magazine, September 2002

My-Path

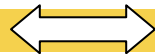
Identify your career development concept. Which of the career concepts on the preceding page seem to resonate with you? Once you've chosen one or two fill in the appropriate concept below. Once you have identified a preferred concept you can better identify your next steps



Career Ladder/Linear

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

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Expert/Lateral

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

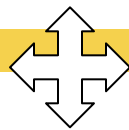
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Spiral/Knowledge-based

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

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-
-



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.

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 these questions 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:

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

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
- Peer-Assisted Learning
- “Stretch” Assignments
- Special Projects

RELATONSHIPS AND FEEDBACK

- Coaching
- Mentoring
- Networking
- Performance Appraisal

CLASSROOM TRAINING

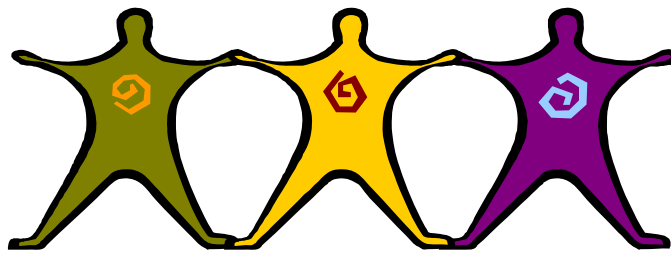
- Courses, Seminars, Workshops
 - ▶ *UW Resources:*
 - Business Skills: Professional & Organizational Development*
 - Computers: C&C Computing Training; Catalyst*
 - Safety: Environmental Health and Safety*

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

- e-Learning
 - ▶ *UW Resources: Professional & Organizational Development's 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, 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 | | |
| <p>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.</p> | <p>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.</p> | <p>Experiencing</p> |
| <p>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.)</p> | <p>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.</p> | <p>Reflecting Thinking</p> |
| <p>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.</p> | <p>We all learn everyday and unless we're intentional about taking note of these lessons we may miss out.</p> | <p>Reflecting</p> |

| Development Method | Tips/Resources | Primary Learning Process(es) |
|--|---|-------------------------------------|
| <p>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.)</p> | <p>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.</p> | <p>Reflecting</p> |
| <p>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.</p> | <p>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.</p> | <p>Applying Experiencing</p> |
| <p>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.</p> | <p>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.</p> | <p>Applying Experiencing</p> |
| <p>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.</p> | <p>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.</p> | <p>Applying Experiencing</p> |
| <p>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.</p> | <p>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.</p> | <p>Reflecting Thinking</p> |

| Development Method | Tips/Resources | Primary Learning Process(es) |
|---|---|---|
| <p>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.</p> | <p>Assign this to a committee or group to add to the learning. Using the <i>Daily</i>, <i>UWeek</i> and other UW publications can help to build understanding of the entire UW organization.</p> | <p>Reflecting Thinking</p> |
| <p>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.</p> | <p>Professional & Organizational Development (POD) can help you set up your own orientation program. POD also offers the course <i>Designing Employee Orientations for Your Department</i>. Ask for staff volunteers to help with the program as a development opportunity for them.</p> | <p>Reflecting Thinking</p> |
| <p>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.</p> | | <p>Thinking Applying Experiencing</p> |
| <p>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.</p> | | <p>Thinking Applying Experiencing</p> |
| <p>“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.</p> | | <p>Applying Experiencing</p> |
| <p>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.</p> | | <p>Applying Experiencing</p> |

| Development Method | Tips/Resources | Primary Learning Process(es) |
|--|--|---|
| Relationships and Feedback | | |
| <p>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.</p> | <p>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.</p> <p>The University Consulting Alliance can also assist with referring experienced coaches to your organization.</p> | <p>Reflecting Thinking</p> |
| <p>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.</p> | <p>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</p> | <p>Reflecting Thinking</p> |
| <p>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.</p> | <p>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.</p> | <p>Reflecting Applying</p> |
| <p>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.</p> | <p>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.</p> | <p>Reflecting</p> |
| Classroom Training | | |
| <p>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.</p> | <p>Some resources on campus include: Business Skills: Professional & Organizational Development Computer Training: C&C Computing Training, Catalyst Safety Training: Environmental Health and Safety</p> <p>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.</p> | <p>Reflecting Thinking Applying</p> |

| 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 |