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## Learning Activity 23-1. Introductions

### OBJECTIVES

The objectives of this learning activity are to

- become comfortable in the learning environment by meeting others in the class
- begin to identify areas of interest in professional development.

### MATERIALS

For this activity, you will need

- flipchart and marker.

### TIME

- 15 minutes

### INSTRUCTIONS

1. Explain that this is an opportunity to meet everyone and get a feel for the professional development areas that would be most beneficial to their career success.
2. Invite attendees to introduce themselves. Each attendee should say his or her name, title, and department, and then name a specific element about professional development they'd like to learn today.
3. List the participants' interests on the flipchart page and post it so that you can refer to it during the session. Note that professional skills are something they can continue to develop, no matter what level of expertise they've already reached. The fact that they have chosen to attend this session shows they recognize that there is no end to learning.
4. Today's session will help the participants to determine which of these skills will help them toward their specific career goals, and it will help them create an action plan to develop those skills.

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## Learning Activity 23-2. Self-Assessment

### OBJECTIVES

- The objective of this learning activity is to
- help participants assess their areas of strength and potential development.


### MATERIALS

- For this activity, you will need
- Assessment 23-1: Self-Assessment
  - pencils.

### TIME

- 20 minutes

### INSTRUCTIONS

1.  Distribute **assessment 23-1** and explain that this is an opportunity for participants to assess their goals, development plans, and focus on the areas they can develop in this session.
2. Remind the learners that they do not have to share their responses, so they should be completely honest in the assessment.
3. Give the learners time to complete the assessment.
4. Conduct a debriefing discussion, using the questions provided.

### DISCUSSION QUESTIONS FOR DEBRIEFING

- Did you recognize any areas that you are currently doing well in developing right now?
- Would you like to focus on developing any areas in particular?
- Were any items on the assessment that you hadn't considered as part of your development plans?

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## Learning Activity 23-3. Overview

### OBJECTIVES

The objective of this learning activity is to

- introduce the concepts of professional development.

### MATERIALS

For this activity, you will need

- flipchart and marker.

### TIME

- 15 minutes

### INSTRUCTIONS

1. Introduce the overview by reminding the participants that each day some people choose to take steps to develop professionally and to grow in their careers. Ask them to name some of the actions these individuals take. (For an example, remind them that this class is one of those actions.) List these on the flipchart.
2. These are exactly the kinds of actions that make a difference in professional development; in fact, they all fall under the steps of professional development that you'll be walking them through today.
3. Note that today we will review the skills and abilities the learners have, determine which ones they want to develop, and create a plan to develop those skills so they can get to the level of success that they want to reach.

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## Learning Activity 23-4. Defining Success

### OBJECTIVES

- The objective of this learning activity is to
- determine participants' goals in professional development.

### MATERIALS



For this activity, you will need

- PowerPoint slide 23-8
- Training Instrument 23-1: Defining Success
- pencils.

### TIME

- 30 minutes

### INSTRUCTIONS

1.  Show **slide 23-8**, which asks how to define success. Tell the learners that you'd like to start by considering what success would look like to them.
2.  Distribute a copy of **training instrument 23-1** to each learner. Ask them to choose partners.
3. Ask who will be the interviewer first. Explain that the interviewer will have 10 minutes to ask the questions and fill out the form for his or her partner. The interviewer should fill in answers to all of the questions and any additional information or insights that come up during the conversation.
4. After 10 minutes, ask the partners to switch roles.
5. At the end, they will exchange forms so that each person has the one with all of his or her information.
6. Conduct a debriefing discussion, using the following questions.

### DISCUSSION QUESTIONS FOR DEBRIEFING

- Did any of you discover any surprises in this discussion?
- What was a role or activity that you enjoyed in the past that you had forgotten about?
- What skills or activities would be a part of your ideal career?

## Learning Activity 23-5. Identifying Skills

### OBJECTIVE

The objective of this learning activity is to

- identify the knowledge, skills, and abilities (competencies) that will help learners achieve their career goals.

### MATERIALS





For this activity, you will need

- PowerPoint slides 23-10 through 23-15.
- Training Instrument 23-2: Career and Organizational Success Skills Inventory
- Training Instrument 23-3: Job Skills and Behavioral Skills Inventory
- flipchart pages and markers for each group.

### TIME

- 30 minutes

### INSTRUCTIONS

1.  Distribute copies of **training instrument 23-2** to each learner. Allow 10 minutes to complete the assessment.
2.  Use this to lead into the discussion of the skills and attitudes for success on **slides 23-10 through 23-14**.
3. Divide participants into four groups.
4.  Show **slide 23-15** and discuss the information on the slide about which skills need development. Explain that business knowledge and organizational understanding are important, and it is equally important to be proficient at job responsibilities.
5. Give each group a flipchart page and marker. Ask them to brainstorm to find technical and behavioral skills that would help in career development. They can get ideas by looking at the starter ideas on the slide. The learners should list these on the flipchart pages. They have five minutes to brainstorm.
6. When time is called, the groups should post their lists.
7.  Distribute a copy of **training instrument 23-3** to each learner. Suggest that they list skills that will be useful in their career development on the training instrument.
8. Discuss the items on their flipchart pages. Note that these are the types of items they need to include as components of their development plans. (You may include a discussion on the concept of competencies and your organizational competency listings if you have time.)
9. Conduct a debriefing discussion, using the following questions.

### DISCUSSION QUESTIONS FOR DEBRIEFING

- Would some of these skills be helpful for your ideal career?
- How is your technology proficiency?
- Would you like to develop any of the job skills or behavioral skills that are listed?
- Did any of these spark other ideas of other proficiencies you would like to develop?

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## Learning Activity 23-6. Resources for Development

### OBJECTIVES

- The objective of this learning activity is to
- determine methods and resources for developing work skills.

### MATERIALS


For this activity, you will need

- Training Instrument 23-4: Development Resources
- flipchart and markers.

### TIME

- 25 minutes

### INSTRUCTIONS

1. Divide the class into four groups. Give each group a flipchart page and marker.
2.  Distribute copies of **training instrument 23-4** to each participant.
3. Explain that their task is to brainstorm unusual ways to develop the skills that are posted around the room. Although most people automatically think of a training class to develop work skills, many other ways to gain skills and expertise exist, such as networking and cross training.
4. The participants will have 15 minutes to come up with as many ideas as they can and list them on the flipchart page.
5. After 15 minutes, call time and ask each group to post their lists and discuss them.
6. Instruct all learners to review the lists and choose the ones that they think would be useful in developing the skills they have identified as necessary for their career success.
7. Conduct a debriefing session, using the following questions.

### DISCUSSION QUESTIONS FOR DEBRIEFING

- Which of these methods and resources are your favorite ideas?
- Would you like to add any other ideas to the lists?
- Why is it so important not to limit your development opportunities to formal training classes?

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## Learning Activity 23-7. Relationships and Networks

### OBJECTIVES

The objective of this learning activity is to

- analyze current contacts and networks for potential coaches and mentors.

### MATERIALS


For this activity, you will need

- Training Instrument 23-5: Relationships and Networks.

### TIME

- 20 minutes

### INSTRUCTIONS

1.  Distribute copies of **training instrument 23-5** to each participant.
2. Ask the groups to divide into pairs. Preferably they will pair with someone they haven't had an opportunity to work with yet. This allows them to get to know more people in the session and to have an objective viewpoint for the exercise.
3. Allow 15 minutes for learners to fill out their training instruments.
4. Call time and ask the learners to discuss their results with their partners. Remind them that this will give them an opportunity to think of even more places where they might find potential resources and people who they can work with to develop their career skills.
5. Conduct a debriefing session, using the following questions.

### DISCUSSION QUESTIONS FOR DEBRIEFING

- What were some of the more unusual places you discovered where you might find mentors?
- In which skills would you be able to mentor others?
- Is there anyone in the session who could use help in the skills these individuals mentioned? If so, you've just discovered your first mentoring relationship.

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## Learning Activity 23-8. Development Plan

### OBJECTIVES

The objective of this learning activity is to

- create an individual development plan to continue to expand manager skills.

### MATERIALS


For this activity, you will need

- Training Instrument 23-6: Development Plan
- pencils.

### TIME

- 35 minutes

### INSTRUCTIONS

1.  Distribute a copy of **training instrument 23-6** to each learner.
2. Introduce this exercise by assuring the learners that you don't expect them to create a complete development plan in just 20 minutes. This is an opportunity for them to begin to create a plan that they will continue to build on when they have their own private strategic-planning sessions.
3. Refer to the instructions on the training instrument.
4. Ask each individual to consider the material that has been discussed and the results of the assessments they completed earlier in the workshop.
5. Allow 20 minutes to work on the development plans. Walk around to the learners to answer questions.
6. At the end of the 20 minutes, call time and discuss the process.
7. Conduct a debriefing discussion, using the following questions.

### DISCUSSION QUESTIONS FOR DEBRIEFING

- Would someone like to share what you will be working on?
- What actions could you take in the next week?
- What do you think about this process? How could it help you be more focused in your career development?
- What will you do differently as a result of the discoveries you've made in today's session?



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## Learning Activity 23-9. Putting It All Together

### OBJECTIVES

The objective of this learning activity is to

- create a plan to continue to develop the learners' development skills.

### MATERIALS



For this activity, you will need

- PowerPoint slides 23-21 and 23-22.

### TIME

- 15 minutes

### INSTRUCTIONS

1. Explain that it's time to ensure that today's session fulfilled the objectives you discussed at the beginning of the workshop.
2.  Show **slide 23-21**. Note the objectives for the day and briefly summarize the ways the class addressed those objectives.
3.  Show **slide 23-22**, which contains a one-day, one-week, and one-month action plan. Ask the learners what happens if they don't immediately use information they get in workshops. (Most of the time they will respond that they'll lose it.)
4. Explain that this is why you'd like them to practice these principles right away so they will retain the valuable insights they've made today.
5. Go through each item on **slide 23-22**. You can use the items as listed or adjust them to suit your organization or any special areas of professional development.
6. Ask for their commitment to do these three activities.
7. Conduct a debriefing discussion, using the questions provided.

### DISCUSSION QUESTIONS FOR DEBRIEFING

- Do you have questions about the professional development topics we've discussed here today?
- Which actions are you going to take first in your next steps of development?
- Where will you be one year from now if your development plan is successful?

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## Training Instrument 23-1. Defining Success

<b>Define success:</b> <i>Write one sentence to answer the question, "What would success look like to me?"</i>
<b>What is my current position?</b>
<b>What are the main tasks for which I am responsible?</b>
<b>What roles and activities do I enjoy in my current position?</b>
<b>What are roles and activities from my past jobs that I have enjoyed?</b>
<b>What roles and activities have I enjoyed in my community, civic, social, and other organizations?</b>
<b>What do I do well, but don't enjoy doing?</b>
<b>What would I like to do more of?</b>
<b>What would I like to learn how to do?</b>
<b>Which of the activities on this page would be a part of my ideal career?</b>
<b>Are those possible in my current position?</b>
<b>Are they available in my department or my organization?</b>
<b>After reviewing this information, describe your ideal career.</b>

## Training Instrument 23- 2. Career and Organizational Success Skills Inventory

Using the following statements, rate your career and organizational success skills based on the scale: Needs work = 1, OK = 2, Strength = 3. Based on the key at the end of the self-assessment, total your scores for the success skills presented in this inventory.

EVALUATION STATEMENTS	NEEDS WORK (1)	OK (2)	STRENGTH (3)
1. I understand the hierarchy and formal structure of my organization.			
2. I know what my manager's top work priorities are and why.			
3. I have built good relationships with key individuals in the organization who can help me in my career success.			
4. I know the top items on the management's radar screen.			
5. I have the specialized knowledge I need to do my job efficiently and well.			
6. I understand how internal communication takes place in my organization.			
7. I understand my manager's working preference in terms of tasks versus people.			
8. I have identified organizational projects beyond my regular scope of work to which my expertise can bring value.			
9. I know how management perceives my group.			
10. I have broad business knowledge.			
11. I know which major projects get supported.			
12. I understand how my manager balances the need for data and action.			
13. I have the support of an internal coach or champion.			
14. I understand the business numbers that are critical to my group.			
15. I know how to interpret organizational politics			
16. I understand how to balance the tradeoffs between internal competition and collaboration between departments.			
17. I know the career goals of my manager.			
18. I know the expectations of my manager's manager.			
19. I know what key value my group delivers internally.			
20. I have the necessary influence skills for building relationships.			

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## Training Instrument 23- 2. Career and Organizational Success Skills Inventory, *continued*

Write your scores from the self-assessment in the space provided below to get your scores in each skill category.

<b>Building competencies and expertise</b>					
Question #:	5.	10.	15.	20.	Total:
<b>Working with your manager</b>					
Question #:	2.	7.	12.	17.	Total:
<b>Building relationships and visibility</b>					
Question #:	3.	8.	13.	18.	Total:
<b>Understanding and fitting into the culture</b>					
Question #:	1.	6.	11.	16.	Total:
<b>Increasing business savvy</b>					
Question #:	4.	9.	14.	19.	Total:

*If you scored 10-12, you are doing great in that skill and can use it as a strength. If you scored 6-9, you are doing OK but might eventually want to work on that skill some more. If you scored 4-6, you should focus on this area immediately if it aligns with your goals. Use your development planner to plan the next steps for development in these areas. One option is to find a coach in your organization who can assist you with guidance and development of some of the particular knowledge and skills. Another option may include formal training from inside or outside the organization.*

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## Training Instrument 23-3. Job Skills and Behavioral Skills Inventory

*Note: Don't expect this to be an exhaustive list that you are creating today. This process is designed to help you get started on the list of skills you need to develop to reach your goals.*

### **GROUP BRAINSTORMING**

*List your group's brainstorming ideas on skills that would help individuals in developing toward their career goals. Add ideas from the flipchart pages that other groups created also.*

### **INDIVIDUAL BRAINSTORMING**

*Based on your success goals, brainstorm on skills that could help you in your development. Also note your strengths. Following are some topic areas to help you brainstorm:*

Analytical thinking / Coaching / Communication / Creativity / Customer service / Decision making / Equipment operations / Flexibility / Interpersonal skills / Job performance / Leadership / Presentation skills / Project management / Software / Strategic thinking / Teamwork / Technology / Time management / Writing skills

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## Training Instrument 23-4. Development Resources

<b>Individual</b>
<b>Group</b>
<b>Online</b>
<b>Written</b>
<b>On the job</b>
<b>Outside the organization</b>
<b>Volunteer opportunities</b>
<b>New assignments</b>
<b>Other</b>

## Training Instrument 23-5. Relationships and Networks

<b>DEVELOPING RELATIONSHIPS AND NETWORKS</b>	
Whom could you ask for a referral?	
What help can your manager give you?	
Could you learn from others in your organization?	
Where could you locate people who could help you develop the specific skills, abilities, and knowledge that you need to advance in your career development?	
<input type="checkbox"/> Co-workers and former co-workers <input type="checkbox"/> Friends <input type="checkbox"/> Relatives <input type="checkbox"/> Clubs <input type="checkbox"/> Neighbors <input type="checkbox"/> Former schoolmates and teachers <input type="checkbox"/> Teams	<input type="checkbox"/> Training class participants <input type="checkbox"/> Former employers <input type="checkbox"/> Professionals <input type="checkbox"/> Professional associations <input type="checkbox"/> Trade shows <input type="checkbox"/> Special Interest groups <input type="checkbox"/> Other:
What skills and abilities can you offer to others in these relationships? What are your areas of expertise in which you could mentor others?	

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## Training Instrument 23-5. Relationships and Networks, *continued*

<b>KNOW YOURSELF</b>	
Where are you in your career?	Where do you want to be?
What are your strengths?	What are your weaknesses?
What do you want from a mentoring relationship?	
<b>FINDING A MENTOR</b>	
Whom could you ask for referrals?	What networks, organizations, or contacts could you use to locate potential mentors?
Who are some people who exemplify the traits and skills you want to develop?	Think about past mentors. What qualities did you appreciate most in them?
How would you describe your needs to a prospective mentor?	
Finish this statement: If my mentoring relationship is wonderfully successful, I will be able to:	



## Training Instrument 23-6. Development Plan

Answer the questions based on your discoveries from today's session. Consider your career goals and narrow down specific knowledge, skills, and behaviors that you want to develop to work toward your professional goals. Then focus on a few activities that you will do to begin that development. List the steps to accomplish those activities, whom you will need help from, and an estimated deadline. Discuss this form and your plans with your manager, so he or she knows what you are working on and can offer suggestions and advice.

INDIVIDUAL DEVELOPMENT PLAN (IDP)			
Name:		Manager:	
What are my strongest skills?			
What skills would I like to develop?			
Long-Term Development Goals			
ANNUAL ACTION PLAN			
DEVELOPMENTAL GOAL	STEPS	ASSISTANCE NEEDED / RESOURCES	DEADLINE
			COMPLETED
1.			
2.			
3.			
4.			
Notes:			

## Assessment 23-1. Self-Assessment

1 = Never	2 = Seldom	3 = Sometimes	4 = Often	5 = Most of the Time
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Next to each behavior listed below, circle the number that indicates how frequently you act or respond in these ways.

### SETTING AND ACHIEVING GOALS

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. I have written goals for my professional development.  | 1 | 2 | 3 | 4 | 5 |
| 2. I know what opportunities are available to me and the steps to take to pursue those opportunities. | 1 | 2 | 3 | 4 | 5 |
| 3. I solicit feedback and coaching for improvement of my skills.                                      | 1 | 2 | 3 | 4 | 5 |
| 4. I work with others to achieve departmental goals.  | 1 | 2 | 3 | 4 | 5 |
| 5. I regularly review my goals and schedule time to work on them.                                     | 1 | 2 | 3 | 4 | 5 |

Total score for this section\_\_\_\_\_

### DEVELOPMENT AND GROWTH OPPORTUNITIES

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 6. I use a single, consistent time management system.  | 1 | 2 | 3 | 4 | 5 |
| 7. I know the big picture and my role in the organization.                                   | 1 | 2 | 3 | 4 | 5 |
| 8. I accept feedback and coaching with a positive attitude.                                  | 1 | 2 | 3 | 4 | 5 |
| 9. I learn from my mistakes.   | 1 | 2 | 3 | 4 | 5 |
| 10. I take responsibility for researching and scheduling my own developmental opportunities. | 1 | 2 | 3 | 4 | 5 |

Total score for this section\_\_\_\_\_

### TECHNOLOGY AND WORK SKILLS

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 11. I know how to perform all the tasks required for my position.                | 1 | 2 | 3 | 4 | 5 |
| 12. I know how to use the technology and tools I possess effectively.            | 1 | 2 | 3 | 4 | 5 |
| 13. I attend training and conferences to improve my work skills.                 | 1 | 2 | 3 | 4 | 5 |
| 14. I use networking and interaction to discover ways to improve work processes. | 1 | 2 | 3 | 4 | 5 |
| 15. I am not hesitant to ask questions and request assistance.                   | 1 | 2 | 3 | 4 | 5 |

Total score for this section\_\_\_\_\_

### COMMUNICATION AND PROFESSIONAL PRESENCE

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 16. I communicate with others effectively and continually solicit input.   | 1 | 2 | 3 | 4 | 5 |
| 17. I continually work to improve my communication systems and my presentation skills.                           | 1 | 2 | 3 | 4 | 5 |
| 18. I review the outcomes of my communications and adjust them as needed to ensure understanding of my messages. | 1 | 2 | 3 | 4 | 5 |
| 19. I communicate in a professional and competent manner.  | 1 | 2 | 3 | 4 | 5 |
| 20. I do not share confidential or negative information.   | 1 | 2 | 3 | 4 | 5 |

Total score for this section\_\_\_\_\_

Survey TOTAL\_\_\_\_\_

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## Assessment 23-1. Self-Assessment, *continued*

*Review each section to determine the areas in which you would like to make improvements. As you go through today's session, think about the ideas you hear that will allow you to be more effective in those areas. List those ideas in the spaces provided.*

### **SETTING AND ACHIEVING GOALS**

### **DEVELOPMENT AND GROWTH OPPORTUNITIES**

### **TECHNOLOGY AND WORK SKILLS**

### **COMMUNICATION AND PROFESSIONAL PRESENCE**

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## Assessment 23-2. Program Evaluation

**Name (optional):**

**Course:**

**Date:**

**Company:**

**Instructor:**

**Time:**

**Instructions:** Answer the questions below. For questions 1 through 10, circle the appropriate number, using the following scale:

1 = Definitely No; 2 = No; 3 = Not Sure/Not Applicable; 4 = Yes; 5 = Definitely Yes

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Did you enjoy this workshop?  | 1 | 2 | 3 | 4 | 5 |
| 2. Did you obtain the information that you needed?   | 1 | 2 | 3 | 4 | 5 |
| 3. Will the handouts be valuable as job aids?  | 1 | 2 | 3 | 4 | 5 |
| 4. Do you feel that the information from this workshop will help you in planning and in the activities of your professional development? | 1 | 2 | 3 | 4 | 5 |
| 5. Would you like to attend an advanced course on this topic?  | 1 | 2 | 3 | 4 | 5 |
| 6. Did the instructor know the subject matter?   | 1 | 2 | 3 | 4 | 5 |
| 7. Was the pacing of the class comfortable for you?  | 1 | 2 | 3 | 4 | 5 |
| 8. Were questions answered completely and clearly?   | 1 | 2 | 3 | 4 | 5 |
| 9. Did the instructor's presentation style keep your attention and interest in the subject matter?                                       | 1 | 2 | 3 | 4 | 5 |
| 10. Would you recommend this program to others?  | 1 | 2 | 3 | 4 | 5 |
| 11. What would you have liked to see more of in this program?  |   |   |   |   |   |
| 12. What would you have liked less of in this program?   |   |   |   |   |   |
| 13. What is one thing you learned in this program that you will be able to put into practice in the workplace?                           |   |   |   |   |   |