

# ***CAREER PLANNING AND DEVELOPMENT***



**INSTRUCTOR GUIDE**

**1/2-DAY COURSE**

**HRDQ<sup>®</sup>**

***CAREER PLANNING AND DEVELOPMENT***

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# Instructional design and learning philosophy

We are committed to providing the best core-skills content possible for Instructor-Led Training (ILT). The following principles are applied in the development of programs:

## Sound Instructional Design

All course content is developed using a variety of research techniques. These include:

- Brainstorming sessions with target audience
- Library research
- Online research
- Customer research (focus groups, surveys, etc.)
- Subject Matter Experts (SME)
- Interviews with trainers

Expert instructional designers create imaginative and innovative solutions for your training needs through the development of powerful instructional elements. These include:

- Learning objectives — effective tools for managing, monitoring and evaluating training
- Meaningfulness — connects the topic to the students' past, present, and future
- Appropriate organization of essential ideas — helps students focus on what they need to know in order to learn
- Modeling techniques — demonstrate to students how to act and solve problems
- Active application — the cornerstone to learning — helps students immediately apply what they have learned to a real-life situation
- Consistency — creates consistent instructions and design to help students learn and retain new information
- Accelerated learning techniques — create interactive, hands-on involvement to accommodate different learning styles

## Application of Adult Learning Styles

Adults learn best by incorporating their personal experiences with training and by applying what they learn to real-life situations. Our experienced instructional designers incorporate a variety of accelerated learning techniques, role-plays, simulations, discussions, and lectures within each course. This ensures that the learning will appeal to all learning styles and will be retained.

# Course timing

## Chapter One: Internal Reflection




Type of Activity	Segment	Time
	Introduction	15
	Exploring your interests	20
	Examining your abilities	10
	Uncovering your uniqueness	15
	Aligning personal and organizational purpose	15

## Chapter Two: External Evaluation






Type of Activity	Segment	Time
	Assessing critical skills and performance gaps	10
	Performance coaching	15
	Self-assessment for giving feedback	10
	Motivation	15

# Course timing

## Chapter Two: External Evaluation (cont.)

Type of Activity	Segment	Time
	You are unique	10
	Incentives and rewards	15
	Removing demotivators	15

## Chapter Three: Putting It All Together

Type of Activity	Segment	Time
	Building growth and opportunity plans	15
	Case studies	30
	Performance agreement	15
	Overcoming obstacles	10
	Tracking documents	10

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## Course objectives

Successful completion of this course will increase your knowledge and ability to:

- ◇ Discover interests, strengths, and talents
- ◇ Identify ways to capitalize on those interests, strengths, and talents
- ◇ Align individual and organizational purposes
- ◇ Assess critical skills and performance gaps
- ◇ Assist employees in developing individual purpose and performance goals
- ◇ Create development plans that leverage an employee's strengths and address any areas for improvement
- ◇ Build growth and opportunity paths
- ◇ Identify a variety of employee development activities and opportunities

# Chapter One



## ***INTERNAL REFLECTION***

This program is geared for supervisors and managers who seek to assist their employees in their development. However, one of the best ways for supervisors to understand how the process works is to experience it for themselves. So, encourage participants to do all the activities and assessments for themselves; it will be easy for them to apply these to their employees after the program.

Emphasize that this program is not designed to recommend wholesale career changes; rather it is designed to encourage employees to adjust their current situation to more closely align with their particular interests, abilities, and values.

## Introduction

Today's work environment has put a high priority on bright, talented, enthusiastic employees. However, these are the very employees who are frequently recruited away by headhunters and other organizations. So, how do you keep your best employees? By working with them to create a meaningful career development plan—and following through on it.

## Career development process

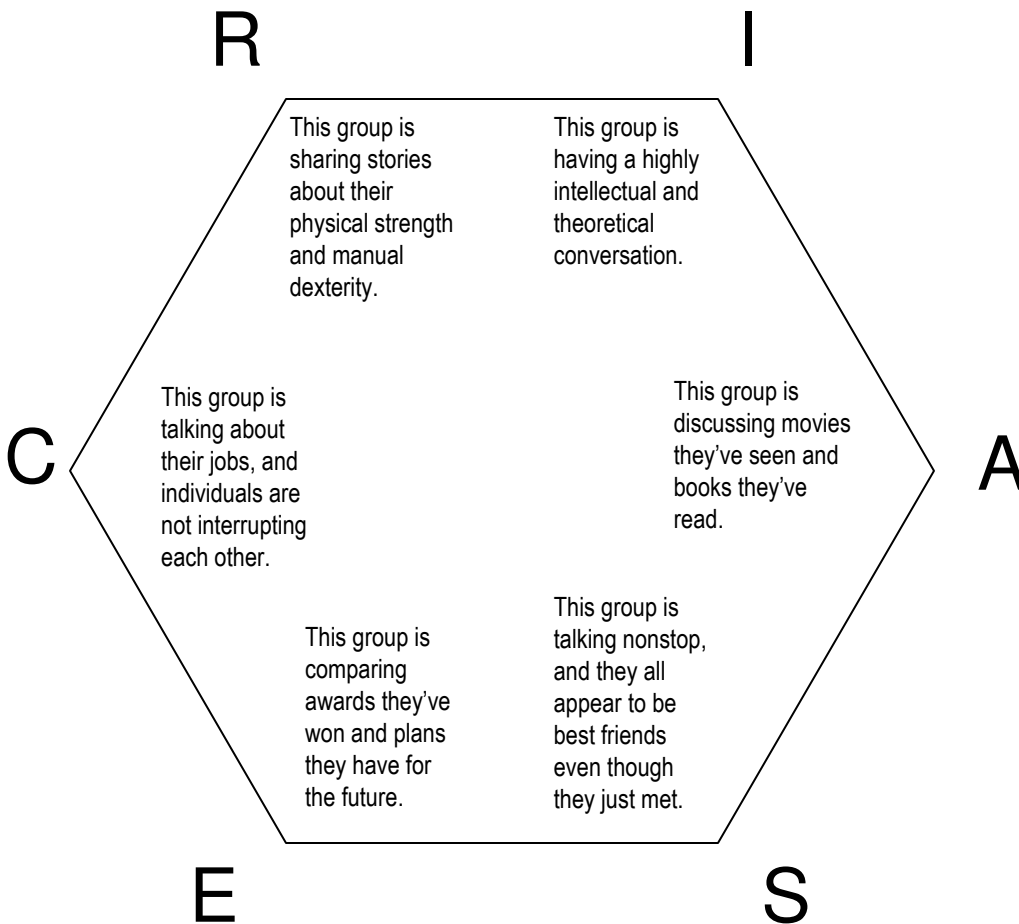
- ◇ Internal reflection
  - Interests
  - Abilities
  - Values
  - Aligning personal purpose with organizational goals
- ◇ External feedback
  - Assessing critical skills and performance gaps
  - Creating optimal feedback environment
  - Increasing intrinsic motivation
  - Removing demotivators
- ◇ Comprehensive plan
  - Performance agreements
  - Obstacles
  - Tracking documents

# Exploring your interests

To discover the work environments suited to your interests, abilities, and personality, consider the following categories or themes:

## The party

Instructions: You are at a party that has six rooms. Read the description of each group of people, and choose the one that instinctively attracts you.




Don't give any information to participants before they choose the group of people they're most attracted to.

After participants have made their choices, provide the information below, then move to the next page and describe each of the groups in detail.

This approach was first developed by Dr. John Holland in 1971 based on extensive research about how people choose careers. He found that people who choose careers that match their own "types" are most likely to be satisfied and successful. This activity will help participants identify their preferences among six types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional.

**Realistic**

- Tinker with mechanics
- Work outdoors
- Are physically active
- Use their hands
- Build things




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Realistic people are characterized by competitive or assertive behavior and by interest in activities that require motor coordination, skill, and physical strength.

**Investigative**

- Explore ideas
- Use computers
- Work independently
- Perform experiments
- Read technical magazines



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Investigative people prefer to think rather than to act, to organize and understand rather than to persuade. They tend not to be people oriented.

**Artistic**

- Attend concerts, theaters, and art exhibits
- Read fiction, plays, and poetry
- Work on crafts
- Take photographs
- Express themselves creatively

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Artistic people value self-expression and relations with others through artistic expression. They dislike structure, prefer tasks involving personal or physical skills, and are more prone to expression of emotion than others.

**Social**

- Work in groups
- Help people with problems
- Participate in meetings
- Do volunteer service
- Work with young people
- Play team sports

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Social people seem to satisfy their needs in teaching or helping situations. They seek close interpersonal relationships and are less apt to engage in intellectual or extensive physical activity.

**Enterprising**

- Make decisions affecting others
- Are elected to office
- Win a leadership or sales award
- Start their own political campaign
- Meet important people

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Enterprising people are verbally skilled and use this skill in persuasion rather than in support of others. They also value prestige and status.

**Conventional**

- Follow clearly defined procedures
- Work with numbers
- Be responsible for details
- Like to organize processes and things

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Conventional people don't mind rules and regulations and emphasize self-control. They prefer structure and order to ambiguity in work and personal situations.

Tell participants that even if their current position doesn't match up with their preferences, they can find opportunities in their current position that more closely match their interests.

# Exploring your interests (cont.)

## Descriptions:

**R:** \_\_\_\_\_

\_\_\_\_\_

**I:** \_\_\_\_\_

\_\_\_\_\_

**A:** \_\_\_\_\_

\_\_\_\_\_

**S:** \_\_\_\_\_

\_\_\_\_\_

**E:** \_\_\_\_\_

\_\_\_\_\_

**C:** \_\_\_\_\_

\_\_\_\_\_

## Examining your abilities

Use this inventory to help you identify skills you have gained throughout your work history, regardless of the particular job, that may contribute to your career development plans.

Instructions: Circle the items in each list that apply to you. Each list is general; be certain to include any additional skills specific to your experience. Remember to think over your entire work history, not just your current job.

<b>Communicating</b>	<b>Managing people</b>
Corresponding	Assessing performance
Drawing	Coaching
Editing	Counseling
Facilitating	Training
Interviewing	Motivating
Listening	Instructing
Managing conflict	Team building
Mediating	Serving as a change agent
Negotiating	Directing
Presenting ideas	Delegating
Public speaking	Handling complaints
Writing	
<b>Selling/Marketing</b>	<b>Technical skills</b>
Advertising	Computer literate
Analyzing markets	Designing systems
Managing sales	Developing products
Marketing	Engineering
Pricing	Inventing
Promoting	Scientific research
Selling	Manufacturing

Most employees have gained a wide variety of skills through their work experience but sometimes have trouble pinpointing all of them. This inventory will help people recognize skills they've gained in one job or career area that could be transferred to their current (or future) career. This activity can also identify essential skills that are missing from a person's experience that he or she would like to develop.

After the group has completed the activity, ask participants to put a star next to three skills they want to gain or further develop. They will refer to these when they create their development plan later in the program.

## Examining your abilities (cont.)

Financial management	Managing tasks
Auditing	Decision making
Budgeting	Project management
Controlling	Developing systems/procedures
Cost accounting	Administering
Financial analysis	Analyzing
Financial planning	Conceptualizing
Fund raising	Designing
Managing finance	Reviewing
	Research
	Scheduling
	Setting priorities
	Managing details
Other skills	



## Uncovering your uniqueness

Here are some questions you can answer to better understand what makes you you.

1. What keeps you here?  
\_\_\_\_\_
2. Which part of your current role do you enjoy the most? Why?  
\_\_\_\_\_
3. Which part of your current role are you struggling with?  
\_\_\_\_\_
4. What makes you happy in a job?  
\_\_\_\_\_
5. What drives you crazy in a job?  
\_\_\_\_\_
6. What do you consider to be your strengths?  
\_\_\_\_\_
7. What areas do you wish you were better at?  
\_\_\_\_\_
8. What are some goals for this position? (Or: for the next X months?)  
\_\_\_\_\_
9. What's the best praise you ever received? What made it so good?  
\_\_\_\_\_

### Discovering your uniqueness



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There isn't enough time in the program to answer all of these questions. However, have participants answer the first five or seven questions and compare answers to show how everybody is different. This is critical, especially in their role as coaches helping other employees develop. One size does not fit all in terms of career development plans; two people who have the same position may have widely different goals for their careers.

10. How do you like to receive praise and recognition?

\_\_\_\_\_

11. How often would you prefer to meet to discuss your progress?

\_\_\_\_\_

12. How do you prefer to be communicated with?

\_\_\_\_\_

13. How do you learn best?

\_\_\_\_\_

14. What are your career goals?

\_\_\_\_\_

15. Are there some specific challenges you want to experience?

\_\_\_\_\_

16. Are there specific skills you want to learn?

\_\_\_\_\_

17. What type of relationship do you prefer to have with your boss?

\_\_\_\_\_

18. Do you have any personal goals you would like to tell me about?

\_\_\_\_\_

19. How can I best support you?

\_\_\_\_\_

20. Is there anything else you want to talk about that might help us work well together?

\_\_\_\_\_

# Aligning personal and organizational purpose

## Understanding the purpose of the organization

- ◇ Challenging
- ◇ Easy to understand
- ◇ Embedded into the entire organization
- ◇ Capable of evolving

Why does your organization exist?

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How would your top management answer the above question?

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How does your area/department support the organization?

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## Understanding how your job fits the purpose

How does your position support the organization?

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The most satisfying careers find an individual's purpose aligned with the organization's purpose. Purpose is the rudder that guides an individual's and organization's activities. When individual and organizational purposes are incongruent, the employee will experience conflicting priorities and not have a clear sense of direction. This activity will help participants see how their individual purpose matches up with their organization's purpose. An effectively stated organizational purpose has four parts: it is challenging, easy to understand, embedded into the entire organization, and capable of evolving. If participants don't already have a clear idea of their organization's purpose, the questions listed will help them articulate a purpose for their organization. Then they need to complete the question at the bottom of the page to see how their position fits in with the overall purpose.

**Aligning goals and purpose**

- Compelling
- Attainable
- Support organization's goals



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An effective individual purpose has three parts: it is compelling, attainable, and corresponds to or is consistent with the organization's goal.

## Prioritizing performance goals for alignment with purpose

- ◇ Compelling
- ◇ Attainable
- ◇ Corresponds to/consistent with organization's goal

What goals do you have for your career?

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If necessary, how can you modify them so they meet the three criteria above?

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