I-Plan

A Personal Career Development Planning Guide for Office Support Professionals

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UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
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I-Plan was developed by the Center for Training and Professional Development as a tool to assist employees in planning their careers. This section contains information about career development, and provides a self-assessment and career planning resource. This guide has been customized for Office Support Professionals at the University of Illinois at Urbana-Champaign.

**Planning Your Career** ....................................................... page 3
This section offers tools to help you understand various career concepts, consider their career path options, identify skill strengths and opportunities for improvement, and begin to design a plan for continual development.

**Understanding Your Unit** ................................................ page 10
This section can be used by you independently or in partnership with your supervisor to outline the mission, priorities, and values of the unit and reflect on and plan out the individual’s skill and career development next steps.

**Appendix** ................................................................. page 13
This section contains additional tools and resources to help you plan your career. It also contains detailed information on a number of competency areas and where training is available. Competency grids outlining Basic Skills and Beyond Basic Skills provide a template to identify competencies. Web and print resources are also provided.

- Self-Assessment Guide
- Job Specifications by Position
- Understanding My Development Needs
- Methods for Career Development and Resources
- Additional References and Resources
About I-Plan

This Career Development Planning Guide is a resource for individuals in search of career development planning assistance. This document can help you ensure that you are taking in the organizational picture, the strategic goals of the University of Illinois, the needs of your operating unit and just as important—your personal priorities, values and goals. In this guide, you will find some of the information and resources you will need to take responsibility for planning your own career.

Other resources are available to help you in explore your personal goals and career options.

- The University Human Resources Staff have a number of professionals that can help you design and implement your career plan.
- The staff at the Center for Training and Professional Development is also a great resource for training opportunities and resources for personal development.
- Local and campus-based organizations such as The Secretariat, Mom’s Club, International Association of Administrative Professionals, and others can provide additional mentoring, networking and assistance in designing and implementing your career goals.

What is Career Development?

Career development is an organized approach used to match your goals with the business needs of the University and in support of its short-term and long-term initiatives.

The purpose of Career Development is to:

- Enhance and maximize your current job performance.
- Enable you to take full advantage of the learning and growth opportunities in your current job.
- Maximize your contribution and increase your job satisfaction.
- Help you continue to grow and develop with future trends and opportunities within the University system.

Who’s Responsible for It?

- Each employee is responsible for planning and managing his/her own career.
- Managers and supervisors are responsible for helping employees link the University’s strategies and workforce needs to the employee’s career goals and to assist, as feasible, in the career planning process.
- Human Resources is responsible for designing career paths, posting job opportunities and helping managers select the candidates that help fulfill their needs.
- The Center for Training and Professional Development is responsible for helping to deliver programs and provide resources that assist managers, supervisors and employees to understand career planning, talent management and long-term workforce planning.
Career Development Map
Employee View

Career Development Planning
My-Path Personal Career Assessment
My-Plan Questionnaire
My-Plan Action Inventory

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

Implementation

Resume / Interview / Application
Tools and Resources

New Opportunity
Job Vacancy

Job Selection
Interviewing an organization

Job Offer / Negotiation/ Acceptance

On Boarding
Orientation, etc.
Steps to Planning Your Career

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Conduct self-assessments</td>
</tr>
<tr>
<td>2</td>
<td>Explore careers that interest you</td>
</tr>
<tr>
<td>3</td>
<td>Make decisions and set goals</td>
</tr>
<tr>
<td>4</td>
<td>Create an Action Plan</td>
</tr>
<tr>
<td>5</td>
<td>Manage your Career</td>
</tr>
</tbody>
</table>

It is important that you remember that your best opportunity for career development is probably related to you performing well in your current position. As you will see in the next section, **taking advantage of current and past experiences and applying new knowledge is a great opportunity to ensure continued career success.** Consistent, high quality performance—along with careful and thoughtful career planning—will help you achieve your career and personal goals.

Overall career planning starts with being aware of your personal goals and values as well as work and personal goals. It involves continuous learning and applying new knowledge. It is important to know your ultimate goals. Think about where you would like to be at the end of your career and set an action plan to get you there.

The best way to ensure compatibility and balance in your life and career. Consider all aspects of your life—not just your work life. Once you have a clearer sense of your abilities, interests and attitudes, the following inventory exercises will help you define your current strengths and weaknesses. When you are clear about your current skill-sets, then you can move forward and make better choices about the direction that you want your career to take.

**Exercise #1:** Complete the Office of the Future ACTION Self-Analysis

**Exercise #2:** Use the Self-Assessment Guide to assess your current work motivators, your ideal working environment, your technical, personal and transferable skills.

**Exercise #3:** Complete Your Public Interface-On the Job and Off
What’s Your Career Concept?

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

My-Path Personal Career Assessment

Identify your career development concept.

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 an 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.
My-Plan Questionnaire

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 the least about your current job?
4. What would you like to do less of?
5. What skills does my 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 can’t you do now that you could learn to and enjoy doing?
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 and so forth, 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 Action Inventory

<table>
<thead>
<tr>
<th>Development Targets: What skills, competencies and relationships do I want to develop/improve?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Performance Goals: What will improve as a result of this?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>How will I benefit?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>In what ways will the following individuals/groups benefit?</th>
</tr>
</thead>
</table>

- My immediate team?

- My customers?

- My supervisor?

- My College/Administrative unit?
What strategies will I use to help me improve?

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

What obstacles exist?

- How will I manage these?

- Who can help me?
Skill Development
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, web-based training (e-Learning, Online Learning)
► Training courses (traditional short courses delivered in a classroom can be delivered by on- or off-campus resources)
► Continuing education (traditional semester-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) during which the mentor may provide advice, insight and challenge to the mentee to build awareness, knowledge or skill.
► Coaching (a relationship between a supportive and skilled coaching professional and an individual during which the coach provides opportunities for challenge and reflection in a 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
► 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?
Understanding Your Unit

It is critical to your success and the University’s success that each employee’s development plan be tied as much as possible to the mission, vision, values and goals of the organizational units. All units want to make the most of staff development investments, and to train and position them 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 two to two years, and target your personal development plan in a way that meets the needs for you, your unit, and the organization. Use this exercise as a structured interview with your unit leaders to further your understanding of the unit’s mission, initiatives, and priorities.

For additional reference, see the University and College’s Strategic Plan to understand the long-term strategies and initiative of the University of Illinois Urbana-Champaign campus.

Our Unit Mission

Mission – our purpose for being:

How do we achieve our mission?

<table>
<thead>
<tr>
<th>Competencies</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills</td>
<td></td>
</tr>
<tr>
<td>Knowledge</td>
<td></td>
</tr>
</tbody>
</table>

Our Unit Vision

Vision – our future:

How do we get there?

<table>
<thead>
<tr>
<th>Competencies</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills</td>
<td></td>
</tr>
<tr>
<td>Knowledge</td>
<td></td>
</tr>
</tbody>
</table>
## Our Unit Values

Values – what we believe in:

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Skills</th>
<th>Knowledge</th>
</tr>
</thead>
</table>

How do we demonstrate them?

## Our Unit Goals

Goals – What we want to achieve:

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

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Skills</th>
<th>Knowledge</th>
</tr>
</thead>
</table>

## Our Unit/Department Key Benchmarks

What are the measurements of our success?

## Our Unit/Department Major Accomplishments

What are our sources of organizational and institutional pride?
# Asking for Help

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development Target (Skill to be developed):</td>
<td></td>
</tr>
</tbody>
</table>

| Performance Goal That 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) |      |
Appendix:
Competencies and Resources
Self-Assessment Guide

Your Work Motivators

Rank the following work motivators from 1 to 10, with 1 being the most important motivator for you and 10, the least.

_______ I want to deal with new and different challenges.
_______ I want opportunities to be creative.
_______ I like people to take my ideas and value them.
_______ I need to use my brain—not just mindless tasks.
_______ Show me the money!
_______ I want to be recognized for my good work.
_______ I need my job to give me a purpose, an identity.
_______ I love helping people.
_______ I want my job to help me meet other people.
_______ I want to be a leader.

List Your Top 5 Work Motivators

1.
2.
3.
4.
5.

*Based on your answers above, record 1 or more statements that articulate what you’ve just learned about your current job and/or career aspirations?*
**Do You Prefer Working With People, Data Or Things?**

Check off which skills you prefer doing:

**Data**
- ___ Coordinating
- ___ Computing
- ___ Analyzing
- ___ Report Writing
- ___ Compiling

**People**
- ___ Instructing
- ___ Supervising
- ___ Serving
- ___ Volunteering
- ___ Persuading

**Things**
- ___ Operating
- ___ Setting Up
- ___ Fixing
- ___ Handling
- ___ Handiwork

Number of checks for DATA: ______
Number of checks for PEOPLE: ______
Number of checks for THINGS: ______

Start with 100% and divide your workday on time you spend on people, data and things.

**Example:**

My Current Workday
- 40% People
- 30% Data
- 30% Things

**Your Turn:**

My Current Workday
- ____ People
- ____ Data
- ____ Things

What are the similarities and differences between your preference for People, Data, and Things and your actual work day?

---

**Technical Skills**

List any technical skills you possess. Put a star by the skills you would like to continue using at work.
Personal Skills
Put a check by those personal skills you possess. Put a star by the 5 you consider your “best” or “most important” personal skills.

_____ Hard-working   _____ Flexible
_____ Decisive       _____ Helpful
_____ Independent    _____ Team Player
_____ Enthusiastic   _____ Action-oriented
_____ Self-Starting  _____ Empathetic
_____ Creative       _____ Goal-oriented
_____ Humorous       _____ Friendly
_____ Reliable       _____ Optimistic
_____ Punctual       _____ Cooperative
_____ Tenacious      _____ Self-Confident
_____ Versatile      _____ Diplomatic
_____ Quick-to-Learn _____ Good Judgment
_____ Thoughtful     _____ Detail-oriented
_____ Organized      _____ Tactful
_____ Self-Controlled _____ Assertive
_____ Open-minded   _____ Dependable

Add any others:

Transferable Skills
You’ve gathered many valuable and varied skills during your time at the University. Looking at the listing below, place a check by those transferable skills you possess. Add others as needed. Put a star by those you enjoyed most.

_____ Research and Info-Gathering _____ Organizing and Implementing
_____ Communication    _____ Management
_____ Creating         _____ Analyzing
_____ Sales            _____ Problem Solving
_____ Marketing        _____ Program Development
_____ Public Relations _____ Counseling
_____ Teaching & Training _____ Working With Your Hands

Add any others:

Record what you’ve learned about your career aspirations.
Your Public Interface – on the Job and Off

First . . . Create an “I’m the Greatest” Portfolio

Content Examples:

- Résumé copies
- Job applications
- Performance appraisals
- Letters of recommendation
- Customer letters
- Any written info (i.e. newsletter articles, etc.)
- Awards and certificates
- Samples of your work
  - Proposals
  - Spreadsheets
  - Presentations
- Thank you emails, written notes, and commendations

Second . . . Reflect on your Job and Career Vision

Third . . . Fill your Short Statement Toolbox

..It’s as Easy as ABC.

A. VERBAL COVER LETTER
B. VERBALIZED SUMMARY OBJECTIVES (VSO’S)
C. SITUATION TASK ACTION RESULT (STAR)

Why Use Em’?

- They are a concise and effective way to communicate your value.
- They help you represent yourself and your unit well.
- They allow you to think about your strengths and interests, and how they contribute to your organization.
- They allow you to “own” what you’ve accomplished.
- They allow you to see patterns and themes in your skills and accomplishments.
Exercise

Reflect on Your Job

Current Workday:

Your Career Vision

5 Years from Now:
**Verbal Cover Letter**

A **VERBAL COVER LETTER** is a short self-introduction. It briefly communicates key facts about you and the value you bring to your work position.
**Verbalized Summary Objectives (VSO’s)**

**Describe** HOW YOU SPEND YOUR RESOURCES (X%), WORKING WITH WHOM (Y) on WHAT END RESULT (Z).

Example:

**How you Spend your Resources:**
I spend 20% of my time each spring semester...

**With Whom:**
…working with Richard, the department’s sole admissions counselor, and Joyce, our IT specialist…

**End Result:**
…to enter graduate school applications in an error-free fashion into the online system that our faculty members use to identify, sort, select, and admit incoming students.

**VSO:**
I spend 20% of my time each spring semester working with Richard, the department’s sole admissions counselor, and Joyce, our IT specialist, to enter graduate school applications in an error-free fashion into the online system that our faculty members use to identify, sort, select, and admit incoming students.

**Write a VERBALIZED SUMMARY OBJECTIVE:**

**When to Use VSO’s**
- Meetings
- Volunteer Opportunities – Business and Personal
- Training Courses
- Meeting Someone New
- Professional Meetings
- Informational Interviews
- Social Occasions
When you thoroughly describe your actual experiences, you are presenting your listener with a STAR. A STAR is when you describe the specific Situation, Task, your Action, and the Result. The STAR is a convenient way to remember the components of a thorough description:

- **Situation**
- **Task**
- **Action**
- **Result**

<table>
<thead>
<tr>
<th>Component</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Situation</strong></td>
<td>The background information</td>
<td>&quot;I recently joined a different unit where a very high degree of collaboration with other units is key to getting the work done...&quot;</td>
</tr>
<tr>
<td><strong>Task</strong></td>
<td>The tasks involved in the situation</td>
<td>&quot;I noticed some inefficiencies in meeting scheduling: identifying the right parties, booking dates, confirming attendance, and scheduling resources...&quot;</td>
</tr>
<tr>
<td><strong>Action</strong></td>
<td>What you did specifically</td>
<td>&quot;I got the team together to see how they saw the situation, to get their recommendations, and to offer my own...&quot;</td>
</tr>
<tr>
<td><strong>Result</strong></td>
<td>What happened—whether your action was effective</td>
<td>&quot;We came up with a new system that cut meeting scheduling time in half.&quot;</td>
</tr>
</tbody>
</table>

A complete description has all three components: situation, task, action, and result. If it does not, valuable information may be missing.
Now You are Ready to Interface!

Capitalize on opportunities such as:

- Training sessions (like TODAY!)
- Conferences, seminars, etc.
- Meetings.
- Meetings with your boss.
- Performance appraisals.
- Informational Interviews.
- Participating in volunteer activities.
- Every time you meet someone new.
- Every time you meet new colleagues.
- Going to those high school reunions.
- Going to those family reunions.
- What else?
### Job Specifications by Position

**Office Support Employment Line**

<table>
<thead>
<tr>
<th>Code #</th>
<th>Level</th>
<th>Class Title</th>
<th>Occ. Area</th>
<th>Work Area</th>
<th>Prob. Period</th>
<th>Last Action</th>
<th>Effective Date</th>
<th>Old Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>0845(3222)</td>
<td>I</td>
<td>Office Support Assistant</td>
<td>04</td>
<td>594</td>
<td>6 mo.</td>
<td>Revised</td>
<td>04-15-08</td>
<td>Secretary II</td>
</tr>
<tr>
<td>0846(3222)</td>
<td>II</td>
<td>Office Support Associate</td>
<td>04</td>
<td>594</td>
<td>6 mo.</td>
<td>Revised</td>
<td>04-15-08</td>
<td>Secretary III</td>
</tr>
<tr>
<td>3243</td>
<td>III</td>
<td>Office Support Specialist</td>
<td>04</td>
<td>594</td>
<td>6 mo.</td>
<td>Revised</td>
<td>04-15-08</td>
<td>Secretary IV</td>
</tr>
<tr>
<td>3266</td>
<td>IV</td>
<td>Office Manager</td>
<td>04</td>
<td>594</td>
<td>6 mo.</td>
<td>Revised</td>
<td>04-15-08</td>
<td>Office Mgr.</td>
</tr>
<tr>
<td>3253</td>
<td>V</td>
<td>Office Administrator</td>
<td>04</td>
<td>594</td>
<td>6 mo.</td>
<td>Revised</td>
<td>05-15-08</td>
<td>Office Adm.</td>
</tr>
</tbody>
</table>

#### General Description

Employees in this series perform a variety of office support functions designed to implement, maintain, and execute effective office procedures and workflow. At the lower levels they are often engaged in the production of documents and other duties that support the activities and staff of an office or organization. At the higher levels, however, work may be characterized by the nature and extent of personal contacts and may be performed in direct support of a designated principal(s). A progression of responsibility is evident within the series, ranging from simple, repetitive duties performed under direct supervision to those that are diversified, require the use of discretion and independent judgment, and are performed under administrative direction.

Duties performed may include, but are not limited to, maintaining calendars, scheduling appointments, making arrangements for meetings and travel, gathering and providing information orally and in writing, developing or maintaining documents, transcribing material, performing liaison or coordination functions, processing mail, assisting in fiscal matters, maintaining or coordinating the management of files and records systems, and supervising office support services.

These duties are based on the end result, not on how the work is done, recognizing that advances in technology may have enhanced how the duties are performed.

**Promotional Line: 49**

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Source: State Universities Civil Service System Class Specifications
[http://www.succs.state.il.us/documents/ClassSpecs/SPEC0845.pdf](http://www.succs.state.il.us/documents/ClassSpecs/SPEC0845.pdf)
(as of May 2009)
Level I: Office Support Assistant 0845 (3222)

Employees in positions allocated to this level of the series work under direct supervision in support of a unit. They perform routine tasks, which require knowledge of standard office support procedures, the ability to operate a variety of office equipment, and the ability to operate computer systems utilizing various office software packages.

An Office Support Assistant typically –

1. keyboards from straight copy routine documents such as correspondence, narrative reports, and drafts of manuscripts and forms
2. proofreads documents and corrects errors
3. transcribes and/or records narrative material in draft form
4. requests, responds to, or transmits available factual information
5. replies to routine inquiries by sending appropriate form letter responses
6. greets visitors, answers telephones, and relays calls and messages to appropriate staff members
7. schedules appointments within clearly designated time frames
8. sorts and distributes mail
9. initiates calls to obtain specific information requested by others
10. creates, updates, revises and retrieves records and files of average difficulty, which may include confidential materials
11. maintains fiscal records by entering expenditures and income to unit accounts and prepares simple, factual statements or reports
12. performs other related duties as assigned
MINIMUM ACCEPTABLE QUALIFICATIONS REQUIRED FOR ENTRY

A. CREDENTIALS (TO BE VERIFIED BY PLACEMENT OFFICER)
   1. High school graduation or equivalent
   2. Any one or combination totaling six (6) months from the following categories:
      a. Work experience performing simple, repetitive clerical/office support activities, including use of computer systems
      b. Vocational training that provided a knowledge of generally accepted clerical procedures
      c. College or university course work in Office Occupations, Business Administration, Business Education, or closely related fields
         12 semester hours = six (6) months
      d. College or university course work in any curriculum
         24 semester hours = six (6) months

B. PERSONAL ATTRIBUTES NEEDED TO UNDERTAKE JOB
   1. Basic knowledge of simple, repetitive office practices and procedures
   2. Ability to keyboard accurately at a rate of 40 net w.p.m.
   3. Working knowledge of spelling, grammar, punctuation, and sentence and paragraph structure
   4. Skill in oral and written communication
   5. Ability to operate standard office equipment such as document production and reprographic equipment
Level II: Office Support Associate 0846(3222)

Employees in positions allocated to this level of the series work under general supervision. They perform office support tasks requiring knowledge of general office and departmental procedures and methods, the ability to operate a variety of office equipment, and the ability to operate computer systems utilizing various office software packages.

An Office Support Associate typically –

1. keyboards documents such as correspondence, reports, speeches, bulletins, marketing materials, manuscripts, and similar materials with responsibility for determining format and correcting errors in sentence and paragraph structure, spelling, punctuation, and grammar
2. transcribes and/or records narrative material in final form
3. composes correspondence and brief, narrative reports with responsibility for accurately stating factual information gathered from a number of readily available sources
4. screens calls and visitors for a principal(s); determines needs and personally handles routine inquiries, requests, or problems; provides factual information regarding unit regulations and procedures
5. maintains a principal(s)’ calendar, scheduling meetings and appointments and making changes as needed
6. apprises a principal(s) of upcoming events; responsible for gathering pertinent materials and information
7. makes arrangements for meetings and conferences following general instructions
8. initiates calls to obtain, verify, or clarify factual information
9. makes travel arrangements from a predetermined schedule
10. reviews principal(s)’ incoming mail, responding to routine items independently and distributing remainder to the principal(s) or other appropriate staff
11. maintains complete and accurate records of unit fiscal transactions
12. creates, updates, revises, and retrieves files and records involving indexing and cross-filing requirements with responsibility for maintaining adequate, accurate, and accessible information, which may include confidential materials
13. assigns and reviews work performed by other clerical employees of same or lower rank
14. performs other related duties as assigned
MINIMUM ACCEPTABLE QUALIFICATIONS REQUIRED FOR ENTRY

A. CREDENTIALS (TO BE VERIFIED BY PLACEMENT OFFICER)
   1. High school graduation or equivalent
   2. Any one or combination totaling **eighteen (18) months** from the following categories:
      a. work experience performing routine clerical/office support work, including use of computer systems
      b. vocational training that provided a knowledge of generally accepted clerical procedures
      c. college or university course work in Office Occupations, Business Administration, Business Education, or closely related fields
         30 semester hours = **eighteen (18) months**
      d. college or university course work in any curriculum
         48 semester hours = **eighteen (18) months**

B. PERSONAL ATTRIBUTES NEEDED TO UNDERTAKE JOB
   1. Working knowledge of office support and routine office practices and procedures
   2. Ability to keyboard accurately at a rate of 40 net w.p.m.
   3. Thorough knowledge of spelling, grammar, punctuation, sentence and paragraph structure, and formatting
   4. Skill in oral and written communication
   5. Ability to operate standard office equipment such as document production and reprographic equipment
   6. Ability to utilize various software packages
   7. Ability to train and review the work of others
Level III: Office Support Specialist 3243

Employees at this level of the series work under direction as the personal assistant to one or more principals. They perform a wide variety of office support tasks that require the use of judgment and initiative, and the ability to operate computer systems utilizing various office software packages. Knowledge of the organization, programs, practices, and procedures of the unit is central to the performance of duties.

An Office Support Specialist typically –

1. maintains a calendar of operating or administrative commitments and notifies the principal(s) and/or affected staff of deadlines
2. gathers, provides, and interprets information through the identification and selection of appropriate sources
3. coordinates unit operational projects, meetings, conferences, and travel arrangements and monitors and expedites progress
4. initiates contacts to clarify subjective information
5. prioritizes the principal(s)’ incoming mail and drafts initial responses of the activities of the principal(s) and/or the procedures of the unit
6. composes correspondence and reports requiring knowledge of the activities of the principal(s) and/or the procedures of the unit
7. transcribes and/or records verbatim material
8. keyboards confidential and/or technical material
9. signs documents for the principal(s) as directed
10. maintains records of unit fiscal transactions involving a variety of accounts and provides advice regarding the appropriateness of requested expenditures
11. supervises the maintenance of comprehensive files and records systems for a large and/or complex unit, which may include confidential materials
12. plans, organizes, assigns, and reviews the work of the unit’s clerical staff and participates in their selection, training, and evaluation
13. performs other related duties as assigned
MINIMUM ACCEPTABLE QUALIFICATIONS REQUIRED FOR ENTRY

A. CREDENTIALS (TO BE VERIFIED BY PLACEMENT OFFICER)
   1. High school graduation or equivalent
   2. Twelve (12) months of clerical/office support work experience comparable to that performed at the Office Support Associate level of this series or in other positions of comparable responsibility
   3. Any one or combination totaling twenty-four (24) months from the following categories:
      a. work experience performing clerical/office support work, including use of computer systems
      b. vocational training that provided a knowledge of generally accepted clerical procedures
      c. college or university course work in Office Occupations, Business Administration, Business Education, or closely related fields
         36 semester hours = twenty-four (24) months
      d. college or university course work in any curriculum
         60 semester hours = twenty-four (24) months

B. PERSONAL ATTRIBUTES NEEDED TO UNDERTAKE JOB
   1. Extensive knowledge of office support and general office practices and procedures
   2. Ability to keyboard accurately at a rate of 40 net w.p.m.
   3. Extensive knowledge of spelling, grammar, punctuation, sentence and paragraph structure and formatting
   4. Skill in oral and written communication
   5. Ability to operate standard office equipment such as document production and reprographic equipment
   6. Ability to utilize various software packages
   7. Supervisory ability
Level IV: Office Manager 3266

Employees at this level of the series work under direction as the personal assistant to one or more principals. They perform office support duties that provide specialized support to the principal(s) and that are closely identified with the principal(s)’ viewpoint and responsibilities. An in-depth knowledge of the organization, programs, policies, and procedures of the unit as related to the work of the principal(s), along with the ability to operate computer systems utilizing various office software packages, is essential to the performance of duties, and confidence in all relevant matters is normally accorded. Employees at this level function with the independence and authority that have a significant impact on the unit.

An Office Manager typically –

1. establishes and revises the principal(s)’ calendar, informs the principal(s) of impending engagements, and prepares necessary materials
2. relieves the principal(s) of numerous personal contacts and determines an appropriate course of action
3. serves as liaison between the principal(s) and staff of external units
4. accompanies the principal(s) and/or attends meetings participating as requested
5. coordinates logistical arrangements relating to conferences, meetings, and travel for the principal(s)
6. reviews the principal(s)’ incoming mail, selects items and responds independently within scope of responsibility, and provides drafts of responses and/or relevant documentation for remaining items
7. composes correspondence, memos, and reports that represent the principal(s)’ position
8. transcribes and/or records confidential or sensitive information
9. keyboards documents containing confidential or sensitive information
10. reviews and edits documents prepared by the principal(s) for content and appropriate spelling, punctuation, syntax, and format; modifies copy as necessary
11. signs documents for the principal(s)
12. maintains an awareness of the budget for which the principal(s) is responsible and participates in day-to-day fiscal decisions
13. researches and reports information which requires the evaluation of sources or the application of regulations and procedures to specific cases
14. establishes and maintains the principal(s)’ confidential records and files
15. *anticipates and responds to the detailed office support needs of the principal(s) through the independent performance of lower level duties or supervision of assigned staff*

16. *plans, organizes, assigns, and reviews the work of the unit’s clerical staff and participates in their selection, training, and evaluation*

17. *performs other related duties as assigned*

**MINIMUM ACCEPTABLE QUALIFICATIONS REQUIRED FOR ENTRY**

A. **CREDENTIALS (TO BE VERIFIED BY PLACEMENT OFFICER)**
   1. High school graduation or equivalent
   2. Twenty-four (24) months of clerical/office support work experience comparable to that performed at the Office Support Specialist level of this series or in other positions of comparable responsibility

B. **PERSONAL ATTRIBUTES NEEDED TO UNDERTAKE JOB**
   1. Extensive knowledge of office support and general office practices and procedures
   2. Ability to keyboard accurately at a rate of 40 net w.p.m.
   3. Extensive knowledge of spelling, grammar, punctuation, sentence and paragraph structure, and formatting
   4. Skill in oral and written communication
   5. Ability to utilize various software packages
   6. Ability to work independently and exercise judgment in order to be able to analyze and investigate a variety of questions or problems
   7. Ability to organize and supervise the work of others
Level V: Office Administrator 3253

Employees in positions allocated to this level of the series work under administrative direction as the primary assistant to the principal(s) of a major academic or administrative unit. They are responsible for initiating and coordinating the office support functions required for the effective implementation of administrative policies of the unit. Duties performed require extensive knowledge of the activities of the principal(s) and the organization, programs, policies, and procedures of the unit and the institution, and the ability to operate computer systems utilizing various office software packages.

An Office Administrator typically –

1. maintains an overall awareness of organizational activities of import or impact to the principal(s) and the unit; coordinates and expedites necessary actions
2. serves as liaison between the unit and/or the principal(s), internal staff, external units, and outside agencies
3. serves as resource person for staff of external units
4. answers inquiries and resolves problems that require the interpretation, explanation, and justification of administrative and programmatic policies and procedures
5. directs and coordinates all clerical functions of the unit with full accountability for results produced
6. analyzes work requirements for clerical staff of the unit with responsibility for establishing operating guidelines and implementing actions necessary to effectively accomplish the work
7. participates in the analysis, design, and implementation of office information systems
8. reviews and monitors unit fiscal transactions and accounts with responsibility for overall financial control
9. represents the principal(s) or the unit at meetings and conferences
10. conducts extensive research assignments
11. composes correspondence and other documents that require the synthesis or integration of a variety of subject areas or the summation of the individual contributions of staff members or sub-units
12. performs other related duties as assigned
MINIMUM ACCEPTABLE QUALIFICATIONS REQUIRED FOR ENTRY

A. CREDENTIALS (TO BE VERIFIED BY PLACEMENT OFFICER)
   1. High school graduation or equivalent
   2. Any one or any combination of the following types of preparation:
      a. Forty-eight (48) months of clerical/office support work experience comparable to that performed at the Office Support Specialist level of this series or in other positions of comparable responsibility OR
      b. Twenty-four (24) months of clerical/office support work experience comparable to that performed at the Office Manager level of this series or in other positions of comparable responsibility

B. PERSONAL ATTRIBUTES NEEDED TO UNDERTAKE JOB
   1. Ability to analyze and develop office guidelines, procedures, and systems
   2. Ability to keyboard accurately at a rate of 40 net w.p.m.
   3. Ability to select and develop appropriate criteria methods and procedures to be utilized in order to solve problems
   4. Skill in oral and written communication
   5. Ability to utilize various software packages
   6. Supervisory and administrative ability
**Computer literacy**

**Basic Skills**

*Computer literacy skills for every employee at the University*

<table>
<thead>
<tr>
<th>Behavior/skill</th>
<th>Development resources</th>
<th>In-house resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Computer Operations/Use</strong></td>
<td></td>
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<tr>
<td>Components</td>
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<tr>
<td>Mouse operation</td>
<td></td>
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<tr>
<td><strong>Internet</strong></td>
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<tr>
<td>Accessing</td>
<td>FAST3</td>
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<tr>
<td>Web Navigation</td>
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<tr>
<td>Web Writing</td>
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<tr>
<td>Requirements regarding personal use</td>
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<tr>
<td><strong>E-mail</strong></td>
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<tr>
<td>Essentials of Electronic Communication (expectations re: use)</td>
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<tr>
<td>Optimizing E-mail at Work (creating folders, etc.)</td>
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<tr>
<td>Requirements regarding personal use</td>
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<tr>
<td><strong>PC Applications</strong></td>
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<tr>
<td>Identification of programs and uses (word processing, spreadsheets, databases, graphics, presentations)</td>
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<tr>
<td>Word Processing including creating documents, saving, formatting, etc.</td>
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<tr>
<td>Creating basic spreadsheets</td>
<td></td>
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<tr>
<td>Basic navigation of databases</td>
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<tr>
<td>Requirements regarding personal use</td>
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<tr>
<td><strong>Admin Systems</strong></td>
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</tbody>
</table>
Computer literacy skills for every employee at the University to continue to be successful and have minimal career growth

<table>
<thead>
<tr>
<th>Behavior/skill</th>
<th>Development resources</th>
<th>In-house resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessing business-related information (professional organizations, etc.)</td>
<td>Internet</td>
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<tr>
<td>Optimizing E-mail at Work</td>
<td>E-mail</td>
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<tr>
<td>E-mail and Organizational Communication</td>
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<tr>
<td>E-mail as a Marketing Tool</td>
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<tr>
<td><strong>Word Processing</strong></td>
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<tr>
<td>Advanced skills</td>
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<tr>
<td><strong>Spreadsheets</strong></td>
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<tr>
<td>Basic spreadsheets and calculations</td>
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<tr>
<td><strong>Data-base</strong></td>
<td></td>
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<tr>
<td>Basic database creation</td>
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<tr>
<td><strong>PowerPoint</strong></td>
<td></td>
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<tr>
<td>Basic presentations</td>
<td></td>
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<tr>
<td><strong>University Systems</strong></td>
<td></td>
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<tr>
<td>Overview of University financial systems</td>
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</table>
## Communication

### Basic Skills

*Communication and interpersonal skills for all University employees for success in the professional workforce*

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

*Beyond Basic Skills*

*Communication and interpersonal skills for all University employees for continued success and minimal career growth*

<table>
<thead>
<tr>
<th>Behavior/skill</th>
<th>Development resources</th>
<th>In-house resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interpersonal skills</strong></td>
<td></td>
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</tr>
<tr>
<td>Experiential knowledge of effectively communication with supervisor</td>
<td>Immediate feedback</td>
<td>Performance evals</td>
</tr>
<tr>
<td>Experiential knowledge of effective communication among team</td>
<td>Immediate feedback</td>
<td>Performance evals</td>
</tr>
<tr>
<td>Experiential knowledge of effective cross-cultural communications</td>
<td>Immediate feedback</td>
<td>Performance evals</td>
</tr>
<tr>
<td><strong>Customer Service</strong></td>
<td></td>
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<tr>
<td>Experiential knowledge of all unit services</td>
<td>Shadowing</td>
<td></td>
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<tr>
<td>Experiential knowledge of all unit expectations in regards to customers</td>
<td>Immediate feedback</td>
<td>Performance evals</td>
</tr>
<tr>
<td>Opportunity to interact with current unit clients</td>
<td>Shadowing</td>
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<tr>
<td>Experiential knowledge of where individual’s work fits into customer service goals</td>
<td>Immediate feedback</td>
<td>Performance evals</td>
</tr>
<tr>
<td>Experiential knowledge regarding responding to customer complaints</td>
<td>Immediate feedback</td>
<td>Performance evals</td>
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<td>Experiential knowledge regarding responding to difficult customer service issues</td>
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<td>Performance evals</td>
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<tr>
<td><strong>Telephone etiquette</strong></td>
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<tr>
<td>Experiential knowledge regarding taking phone calls</td>
<td>Immediate feedback</td>
<td>Performance evals</td>
</tr>
<tr>
<td>Experiential knowledge regarding taking messages</td>
<td>Immediate feedback</td>
<td>Performance evals</td>
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</tbody>
</table>
# Business & Organization Knowledge

## Basic Skills

*Recommended basic business and organization knowledge and skills related to the University*

<table>
<thead>
<tr>
<th>Behavior/skill</th>
<th>Development resources</th>
<th>In-house resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mission and goals</strong></td>
<td></td>
<td></td>
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<tr>
<td>Knowledge of need to contribute to organizational mission and goals</td>
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<td></td>
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<tr>
<td>Introduction to University mission and goals</td>
<td></td>
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<tr>
<td>Introduction to mission and goals of unit</td>
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</tr>
<tr>
<td><strong>Professionalism</strong></td>
<td></td>
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</tr>
<tr>
<td>Understanding of basic expectations of professionalism (i.e. arriving to work on time, consistent attendance, etc.)</td>
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<tr>
<td>Introduction to University policies re workplace expectations (non-discrimination/anti-harassment, workplace violence, etc.)</td>
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<tr>
<td>Introduction to expectations regarding dealing with individual’s concerns</td>
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<tr>
<td><strong>Safety</strong></td>
<td></td>
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<tr>
<td>Understanding of need to perform work in a safe manner</td>
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<tr>
<td>Understanding of need to report safety concerns appropriately</td>
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<tr>
<td>Introduction to expectations regarding arriving to work able to perform job duties safely</td>
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<tr>
<td><strong>Diversity</strong></td>
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<tr>
<td>Understanding of need for diversity in the workplace</td>
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<tr>
<td>Understanding of expectations re cross-cultural communications and interactions</td>
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<tr>
<td><strong>Budgeting</strong></td>
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<tr>
<td>Understanding of need for organization to be cost-efficient</td>
<td></td>
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<tr>
<td>Understanding that State employer is a custodian of public funds</td>
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</table>
### Business & Organization Knowledge

**Beyond Basic Skills**

*Recommended business knowledge and skills related to the University and individuals units that can help employees continue to be successful and have minimal career growth*

<table>
<thead>
<tr>
<th>Behavior/skill</th>
<th>Development resources</th>
<th>In-house resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mission and goals</strong></td>
<td></td>
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<tr>
<td>Knowledge of University mission</td>
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<tr>
<td>Understanding of University organizational structure</td>
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<tr>
<td>Understanding of goals of individual unit</td>
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<tr>
<td>Understanding of how unit contributes to University mission</td>
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<tr>
<td><strong>Make up of workforce</strong></td>
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<tr>
<td>Understanding of University classification structure</td>
<td></td>
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<tr>
<td>Understanding of make-up of workforce of unit (i.e. union membership, collective bargaining agreements, etc.)</td>
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<tr>
<td>Scheduling of workforce for unit</td>
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<tr>
<td>Workforce management skills</td>
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<tr>
<td><strong>Safety</strong></td>
<td></td>
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<tr>
<td>University safety goals and initiatives</td>
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<tr>
<td>Unit safety goals and initiatives</td>
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<tr>
<td><strong>Diversity</strong></td>
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<tr>
<td>University’s diversity goals for staff, faculty and students</td>
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<tr>
<td>Unit’s diversity goals</td>
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<tr>
<td>Understanding of how unit contributes to University diversity goals</td>
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<tr>
<td><strong>Budgeting</strong></td>
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</table>
Methods for Career Development and Resources

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.

<table>
<thead>
<tr>
<th>Development Method</th>
<th>Tips/Resources</th>
<th>Primary Learning Process(es)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>On-The-Job Experience</strong></td>
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</tr>
<tr>
<td>Committees</td>
<td>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 impact on the organization in the future.</td>
<td>The university, organization or unit. Also provide opportunities to your staff to lead committees that a manager or supervisor might have be assigned to. Have the manager/supervisor serve as an advisor.</td>
</tr>
<tr>
<td>Conferences, Forums</td>
<td>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.)</td>
<td>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.</td>
</tr>
<tr>
<td>Critical Incident Notes</td>
<td>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.</td>
<td>We all learn everyday. Unless we're intentional about taking note of these lessons, we are doomed to potentially miss out.</td>
</tr>
<tr>
<td>Development Method</td>
<td>Tips/Resources</td>
<td>Primary Learning Process(es)</td>
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<tr>
<td><strong>Field Trips</strong></td>
<td>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. Supervisors can give staff going on field trips a list of questions to answer or a list of things to look for. Following the field trip, staff can 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.)</td>
<td>Reflecting</td>
</tr>
<tr>
<td><strong>Job Aids</strong></td>
<td>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.</td>
<td>Applying, Experiencing</td>
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<td><strong>Job Expanding</strong></td>
<td>Once an employee has mastered the requirements of his or her job and is performing satisfactorily, s/he 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.</td>
<td>Applying, Experiencing</td>
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<td><strong>Job Rotation</strong></td>
<td>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.</td>
<td>Applying, Experiencing</td>
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<tr>
<td><strong>Job Shadowing</strong></td>
<td>If an employee wants to learn what someone else in your organization does, your 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.</td>
<td>Reflecting, Thinking</td>
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<tr>
<td>Development Method</td>
<td>Tips/Resources</td>
<td>Primary Learning Process(es)</td>
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<td><strong>Learning Alerts</strong></td>
<td>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.</td>
<td>Reflecting Thinking</td>
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<td>Assign this to a committee or group to add to the learning. Using the Daily Illini, Inside Illinois, and other publications can help to build understanding of the entire University.</td>
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<td><strong>Orientation</strong></td>
<td>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.</td>
<td>Reflecting Thinking</td>
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<td>Managers can find help to set up their own unit own orientation program. Volunteers from staff can with the program as a development opportunity for them.</td>
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<td><strong>On Boarding</strong></td>
<td>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.</td>
<td>Thinking Applying Experiencing</td>
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<td><strong>Peer-Assisted Learning</strong></td>
<td>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.</td>
<td>Thinking Applying Experiencing</td>
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<tr>
<td><strong>'Stretch' Assignments</strong></td>
<td>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.</td>
<td>Applying Experiencing</td>
</tr>
<tr>
<td><strong>Special Projects</strong></td>
<td>An employee can be given 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.</td>
<td>Applying Experiencing</td>
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<tr>
<td>Development Method</td>
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<td><strong>Relationships and Feedback</strong></td>
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<td><strong>Coaching</strong></td>
<td>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 s/he practices the new skill.</td>
<td>Reflecting Thinking</td>
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<td>The Center for Training and Professional Development offers seminars to build the skill of managers, and can also assist with referring experienced coaches to campus organizations.</td>
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<td><strong>Mentoring</strong></td>
<td>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.</td>
<td>Reflecting Thinking</td>
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<td>Many resources online offer mentoring tips and templates free of charge.</td>
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<td><strong>Networking</strong></td>
<td>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.</td>
<td>Reflecting Applying</td>
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<td>In large organizations the network can start internally. Setting up brown-bags lunches to learn more about different team members have skill and knowledge in can not only provide learning for those attending but also for the individual discussing their areas of expertise.</td>
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<td><strong>Performance Appraisal</strong></td>
<td>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 for further development of the employee.</td>
<td>Reflecting</td>
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<td>Performance appraisals at the University of Illinois 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 manager and to encourage the performance appraisal's positive tone.</td>
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<td><strong>Classroom Training</strong></td>
<td>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.</td>
<td>Reflecting</td>
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<td>Some resources on campus include:</td>
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<td>Business Skills: Center for Training and Professional Development</td>
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<td>Computer Training: FAST3 and CITES</td>
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<td>Safety Training: several campus units offer safety training, including Campus Police</td>
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<td>You may also have internal experts who could provide internal courses, seminar and workshops. CTPD assistance in the form of Train-the-Trainer workshops may help.</td>
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<tr>
<td>Development Method</td>
<td>Tips/Resources</td>
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<td><strong>Off-The-Job Learning</strong></td>
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<td><strong>Courses Offered by College/Universities</strong></td>
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<td>UI employees can take advantage of tuition waiver on campus or at EIU, or take courses through Parkland.</td>
<td>Tuition Waiver Program—Contact Staff Human Resources about this benefit</td>
<td>Reflecting Thinking</td>
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<td><strong>Professional Associations</strong></td>
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<td>Professional associations, like networks, provide employees an opportunity to stay current in their chosen field.</td>
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<td>Reflecting Thinking Applying</td>
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<td><strong>Reading Groups</strong></td>
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<td>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 noon hour or right after work.</td>
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<td>Reflecting Thinking</td>
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<td><strong>Self study</strong></td>
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<td>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.</td>
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<td>Reflecting Thinking Applying</td>
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<tr>
<td><strong>Other</strong></td>
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<tr>
<td><strong>e-Learning</strong></td>
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<td>Information and course 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.</td>
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<td>Reflecting Thinking Applying</td>
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</tbody>
</table>
Additional References and Resources


Self-Assessment Web Sites

*Analyze Your Career ( $$$)*

*Career Planning Test ( $$)*
http://www.careerplanner.com/WelcomeFrom_C-P.cfm?Referrer=No-Data

*The Career Key ($)*
http://www.careerkey.org/english/

*Myers-Briggs Questionnaire ($)*
http://www.personalitypage.com/

*Keirsey Character Sorter ( free)*
www.keirsey.com

*Office of the Future 2020*
http://www.officeofthefuture2020.com
Local & Campus Resources
Free and fee-based technical and non-technical learning opportunities

The Center for Training and Professional Development offers services and programs to support the professional and organizational development needs of people and organizations on the Urbana-Champaign campus.

- Resources for Office Support Professionals [http://www.trainingcenter.illinois.edu/support.html](http://www.trainingcenter.illinois.edu/support.html)

The Secretariat Mentoring Program offers regular networking and presentations about topics like campus safety and career development. Regular meetings connect administrative professionals of varying levels throughout the University of Illinois, providing a broad interest forum for networking and resource exchange.

Office of Business & Financial Services (on-campus): free intermediate and advanced technical training on University-specific software and systems, e.g. journal vouchers, contracts, and BANNER.

FAST³ Consortium and CITES (on-campus): nominal fee training on software for desktop publishing, PowerPoint, and web authoring.

Illinois Work Net Center: free certificate-bearing computer-based learning modules on topics like typing and Microsoft Office software.

Parkland College: nominal fee e-learning courses on English grammar and business writing.

Urbana Adult Education: free and nominal fee typing, English as a Second Language, and computer courses.

Several companies run professional development programs, oftentimes in our region, for a fee. While these courses would not be tailored to an OSP on this university campus, programs are targeted to administrative support professionals.