CAREER DEVELOPMENT in CORPORATIONS

Rich Feller and *Ruth Pankratz*
Guest Editors

Career Development in Corporations

Foreword

Looking Ahead with the Journal

We wish to thank the ten authors of this special issue of the Journal devoted to Career Development in Corporations. A special thank you to Co-Editors **Rich Feller** of Colorado State University and **Ruth Pankratz** of Ft. Collins, Colorado.

Here is what we have planned for future issues of the Journal:

Personal Search Engine Optimization, with Guest Editor and our Newsletter Columnist **Susan Joyce** of Marlborough, Massachusetts.

Career Counseling Approaches with Clients Having Asperger's Syndrome, Autism, ADHD, Dyslexia, or **Learning Disability,** with Guest Editor **Abiola Dipeulu** of the University at Buffalo, The State University of New York.

The Connection between Career and Mental Health, with Guest Editors **Seth Hayden** of Wake Forest University and **Debra Osborn** of Florida State University.

Job Search 6.0 with Guest Editor **Marie Zimenoff** of Fort Collins, Colorado.

Book Reviews 2016, with our Book Reviews Editor **Maggi Kirkbride** of San Diego, California.

Steven E. Beasley, Managing Editor
Career Planning and Adult Development Journal
408-354-7150
e-mail: *stevenbeasley@verizon.net*

INTRODUCTION TO THIS ISSUE

The Career Planning and Adult Development Journal has enjoyed a significant place capturing the wisdom of coaches, career development specialists, human resource officers and organizational leaders for over 27 years. Its respect for practitioners, opportunity to identify trends and promising practices, and timeliness complements the role of academically based and referred research journals. One of the Journal's noticeable advantages is its openness and ability to capture the practitioner's voice. Its wisdom honors the realization that practice can lead to theory. This special contribution connects readers to areas often overlooked within the career development literature.

Readers of this special issue on Career Development in Corporations have an opportunity to look over the shoulders of career development specialists bringing leadership to corporations from within corporate offices, or as consultants bringing group or individual interventions into organizations. Each article's author(s) report on the power of career development principles. The natural tension between organizational and personal goals, as well as needs and opportunities are identified within each article. Each article illustrates career development's increasing value in advancing workforce learning, self-directed learning and career management, continuous performance improvement, and the importance of building the business case for career development within corporations.

Collectively the ten articles provide an introduction and set of foundation principles to individual contributors, a form of benchmarking to consultants, and a set of promising practices to managers and leaders considering employing career development as a strategy to increase alignment, engagement and program improvement within organizations.

Mimi Brent and Adela Perez, lead General Motors global career development initiatives which provides innovative career development resources to more than 70,000 early, mid and late career employees at nearly 400 locations on six continents to recruit and retain the world's best talent. Their article Career Development at GM: Accelerating Careers through Core Values and Conversations speaks to employee feedback calling for more career resources accessible from a central location, as well as visible career paths to help employees design their careers. Recognizing different needs, depending on where employees are within their career, is critical to helping others "grow up, across ad in place" when both growing one's career and the employee's role as the main pillar of career development is acknowledged. GM's career development efforts are discussed candidly in the article and reflect their core values (related to customers, relationships and excellence) as they relate to career development. Customers: What have I done for my customers lately? Relationships: Whom do I know? Whom do they know? Excellence: What is my personal brand?

Writing about his work with a national broadcasting organization Steve Graham makes the important connection of workforce learning, using certified external career coaches and designing a career map as keys to engagement, reducing turnover and career development. Within his article

Workforce Learning in the Broadcast Industry: A Resource to Career Development Graham speaks about the benefit of using the Keirsey Temperament Sorter and having new hires complete the StrengthsFinder assessment. He reports how managers use the data to help in the alignment of core responsibilities, growth plans, and overall approach to managing the employee.

Gerard Camacho, a developer of the Centre for Career Development department within a health care organization and certified coach, offers an on-boarding process within A Skill-Gap Development Model within the Healthcare Arena: A Comprehensive Approach to Professional Development. Camacho contends that a multi-functional integrated approach to professional development is emerging and necessary within the healthcare arena. His experience informs his view that the majority of current professional development models operate mainly under traditional succession planning strategies. Strategies which tend to target key senior positions or replacement planning through a list of high potentials. His work suggests how to view talent management integration and alignment with the business strategies needed to address the Baby Boomer exodus and the replacement of key positions at all levels.

Canadian authors Bennett and Franklin report on how the CareerCycles career management framework was adapted and used to plan and execute a leadership engagement program for the leadership team of a (SME) manufacturing firm with its head office offshore. Their article A Corporate Case Study: Adapting a Narrative Career Management Framework for an Organizational 'Leadership Engagement' Program, reports on how their strategy worked to facilitate individuals' awareness of how worklifes could be brought into alignment with the organization's culture and business goals leading to individual and collective behavior change. Explanation of how the CareerCycles holistic, narrative framework and method of practice were successfully adapted to execute a leadership engagement program for the leadership team is explained. Lessons learned and an evaluation of the six-month program offers readers a full career consultation experience from which to learn.

A "Wow!" Approach to Self-Directed Employee Career Development is authored by Katy Piotrowski, career counselor and owner of the Career Solutions Group, an award-winning career counseling group. Driven by the insight that employee engagement is a priority for growth-driven organizations in their quest to improve results for both the organization and their workers. Piotrowski explains her approach to boost engagement through self-directed employee career development strategies. Helping workers take more control of their career progress in areas such as increased sense of meaningfulness, skill building, progress along a development path, and believing that their management team supports their growth, a collection of videos and on-line worksheet modules created and customized by 10 client companies are highlighted. The article reports on implementing the program and twelve modules made available to an estimated 30,000 employees.

Denise Caleb, a senior HR executive offers insight to developing internal talent within the retail pharmacy industry. Her article Internal Succession Planning: The Research and Practice of Growing and Developing Retail Pharmacy Talent from Inside the Corporation honors the power of career development as a way to build a succession planning structure. Dr. Caleb presents the case for the value of using internal successors and how it results in knowledge retention and indispensable business growth. The article illustrates how corporate organizations could benefit from implementing: 1) internal succession planning practices, 2) a monthly time commitment for

one-on-one career development discussions, and 3) quarterly succession planning reviews.

Within Change Your Focus, Change Your Team: An Integrated, Strengths-Based Approach to Corporate Career Development, Marie Zimenoff offers unique insight as executive Director for the Career Thought Leaders Consortium and Resume Writing Academy. Zimenoff explains how human resources or internal career coaches can create value by building programs that connect employee development with corporate goals, talent gaps, and performance measures. She proposes designing systems to capture meaningful metrics, including customer service, innovation or innovation culture, and the true organizational cost of employee turnover.

Colleen LaRose, creator of the North East Regional Employment and Training Association writes about her optimism and rich experience advancing employer relationships to create talent and advance career development. The North East Regional Employment and Training Association Takes a Look at the New Public Workforce System Under WIOA: How Industry Sector Initiatives and Career Pathways Will Create Alignment Between Education and Economic Development Goals, sheds light on industry sector consortiums and the potential of employer engagement. Implications for career planning are offered.

With a thoughtful historical perspective Paulette Fried, a certified coach and principal of Sustaining Careers, Inc., integrates her personal introduction to the profession and vast experiences in delivering corporate career development within her article Corporate Career Development: Fundamentals. She explains how regardless of title, companies seek career development specialists to provide a broad array of career resources and information, products and services that enable employees to broaden their knowledge of career development to effectively plan and own their career within companies. Core offerings, and the skills, experiences, knowledge and personal qualities needed by career specialists within corporate career development are explained. Observations and recommendations round out a strong foundational article to those seeking to provide corporate career development.

Having consulted with over 200 companies and countless individuals in the public and private sector Andrew Stirrat, principle of Stirrat & Associates, Inc., offers an intimate look at one corporate consultation helping a rapidly growing banking organization with a small feel culture. Stirrat's article Transformation: How An Engagement Process Renewed One Company's Culture welcomes readers into the process as if observing in real time to see the critical challenges and positive outcomes to which he provides assistance. As the final article, this especially helpful case study offers encouragement and inspiration for coaches and career development specialists interested in moving from individual work to corporations or organizational career development efforts. Stirrat's ability to cross over and among traditional discipline boundaries illustrates the exciting potential of approaching career development and coaching for strategic possibilities when we offer clarify, focus on client needs, and can reframe multiple ways to see challenges and opportunities.

Interest in creating this special issue and promoting this set of articles comes from a vision created at the 2014 National Career Development Association's (NCDA) Global Conference in Long Beach, California. While at the conference a group of corporate career development leaders suggested ways to share promising practices among colleagues as well as within NCDA. Many came with backgrounds similar to this journal's readership. From various disciplines, unique

career paths, and a wide range of titles, the group shared a common affinity for helping individuals maximize their talent, a commitment to adult development and life design, and strong business acumen. Such ingredients make up critical foundations of contemporary career development practice. The synergy created provided the motivation for this special issue of the Journal. The articles document the opportunity coaches, career development specialists, and organizational leaders have before them. They share their stories of promising practice, demonstrate the value of a multi-discipline lens, and a shared belief in the value of career development. Their examples provide structure and language to promote growth during a lifetime of transitions within corporations, organizations and individuals. May readers find wisdom and encouragement as they lean forward.~**Rich Feller** and **Ruth Pankratz,** Guest Editors

About the Co-Editors

Rich Feller, PhD, is one of Colorado State University's twelve University Distinguished Teaching Scholars and Past President of the National Career Development Association. As professor of Counseling and Career Development and former Director of the Student Affairs in Higher Education graduate program, he's consulted on six continents and within all 50 U.S. states. An LPC, NCC and NCCC and former CACREP Board member, his publications (with the help of many) include three books, four film series, the Harrington-O'Shea Career Decision Making System (print, internet and career assessment program used by over 14M), www.stemcareer.com, and the Who You Are Matters board game. An NCDA Fellow and recipient of NCDA's Eminent Career Award, he has served on the editorial board of NCDA, NECA, AADA journals, Special Issue Editor of the ASCA Journal and the Career Planning and Adult Development Journal. He serves as Thought Leader for AARP's lifereimagined. org, Chief Scientist for YouScience.com, and co-owner of Valerproductions.com and OneLifeTools.com. Contact him as follows: *Rich.Feller@ColoState.edu*

Ruth Pankratz, MBA, specializes in marketing and writing services. She has been helping hundreds of clients for 7+ years as the owner of Gabby Communications. She provides clients with assistance in marketing, branding, content development, LinkedIn profiles, and résumés. Her successful business was built on her 15-plus years of corporate experience serving in roles such as marketing product manager, communications specialist, marketing director, and vice president of operations at Proven Systems, Konica Minolta, and Hewlett Packard. She is also co-owner of Career Bridge Institute, a career curriculum and training resource for workforce centers. She presents to national audiences on career topics, has been a guest speaker on various radio shows, and has published articles. She earned the Master of Business Administration at Colorado State University, the Bachelor of Science degree in communications at Kennesaw State University, and a Web Technologies Certification from International Webmasters Association. She has earned two national résumé certifications– Nationally Certified Résumé Writer and Certified Professional Résumé Writer. She serves on the National Association of Résumé Writers' board of directors and Rivendell School board of directors. Memberships include Career Thought Leaders, National Association of Résumé Writers, and Professional Association of Résumé Writers.

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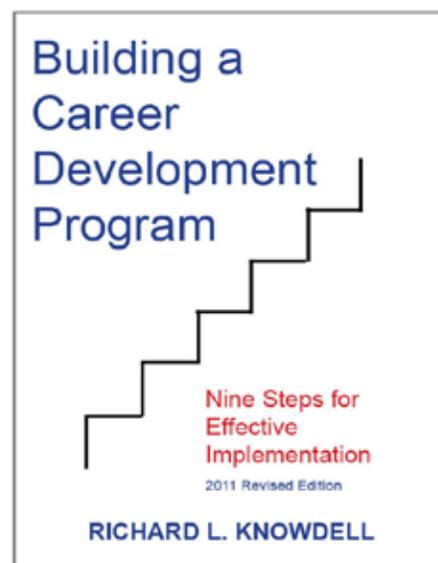
Chapter 1

CAREER DEVELOPMENT at GM: Accelerating Careers through Core Values and Conversations
by **Mimi Brent and Adela Perez**

With the impending exodus of Baby Boomer employees, and the need to stay current with rapid technological advances, it is important, now more than ever, to develop employees in order to prepare them for key positions in the organization. First identified in a 1997 McKinsey study, The War for Talent is upon us, and we must fight for it. Keeping our employees developed and engaged is the key. In fact, feedback from a 2012 Workplace of Choice survey at General Motors drove the organization to place special attention in 2013 on enterprise-wide actions. These actions included the development of core values, closing employee engagement gaps and building effective career development resources for global employees. Recent focus has included the communication of GM's core values, further development of global career development resources, conducting a second (2014) Workplace of Choice global employees survey to measure and manage progress, and continuing support of women advancement programs. This article addresses how GM is providing innovative career development resources to more than 70,000 early, mid and late career employees at nearly 400 locations on six continents to recruit and retain the world's best talent.

Career Resources Built for Employees, by Employees
Building global best career development resources for employees is vital to GM's plan to close the engagement gap. One of GM's first responses to addressing career development for global employees was the creation of a global career development team within the larger Global Talent & Development group. Tasked with creating career development programs and resources for early, mid and late career employees, the new career development team reviewed the recent anonymous, open-ended feedback from the 2012 Workplace of Choice survey. The team discovered that GM global employees most desired more connection with leaders on career and tools for effective career conversations and development planning. Employee feedback also called for more career resources accessible from a central location as well as visible career paths to help employees design their careers. As a result, the career development team leveraged (and continues to leverage) existing career materials developed by business units and global regions, and developed common tools so that career resources were truly built for employees, by employees. The most notable and popular career resources today include the Career Development and Advancement Group and My GM Bucket List. Created by a GM engineer passionate about career development, the Career Development and Advancement Group is a social collaboration forum within GM's internal social collaboration network GM OverDrive. This forum is so popular that it has the most members of all GM OverDrive groups. My GM Bucket List is a one page resource that employees use to list 25 things they want to accomplish while at GM. This is a very popular tool that the team repurposed from a GM employee's personally developed career

planner. Ongoing input from employees via additional pulse surveys and focus groups helps the career development team fine-tune career resources.

One Gateway to Career Development at GM
Feedback from both Workplace of Choice surveys and employee focus groups led to the creation of one global career development website providing employees quick access to all new and existing career resources across global GM. Consisting of three major sections dedicated to designing, discussing and developing careers, the site also includes real time polling on career topics and a feed to the Career Development and Advancement Group in GM OverDrive to help the career development team and leaders follow trending career questions and topics. Future efforts include the addition of a mentoring webpage to the site (providing downloadable learning resources and links to best practices to help employees find a mentor/be a mentor).

GM's Career Development Model: The 3Ds
Resources on the website are organized into three distinct sections:
*   **Design My Vision,**
*   **Discuss My Career** and
*   **Develop My Career**
in order to assist employees with different needs at different stages.

Design My Vision
Just how engineers design vehicles before a company can build them, employees must design their careers before they can discuss them with their leaders and create effective development plans: *What do I love? What am I really good at? What do I want to do next? How am I going to get there?* GM's new vision guides (one page, visual career worksheets accessible from GM's global career development website) help employees answer these important questions in preparation for a career discussion with their leaders. Focusing on career goals, strengths, aspirations, measures of success, potential roadblocks and development goals, vision guides create a container of possibilities and help employees deeply reflect on their careers.

Discuss My Career
The vision guides were also created to assist employees with better completing the Career Discussion Planning Tool (CDPT), GM's HR form used for career discussions. Employees completing one or more vision guides prior to completing the CDPT form find completion of the *future planning* section of the CDPT form easier to complete. Completing the career development partnership are GM leaders who champion the career development of employees through career discussions and ongoing candid feedback. Career Conversations (a one hour presentation for HR professionals to use with people leaders) highlights the importance of candid feedback, different types of career conversations and the importance of having a development plan for every person on the team (from high potential talent to employees requiring additional development to achieve excellence in their performance contributions).

Develop My Career
An important thing to remember is that employees have different needs depending on where they are in their career: early, mid, or late. The last section of the career development website offers resources specific to the employees' career stage. For early talent employees, offerings include resources that follow a specific early career development model: self-awareness, self-manage-

ment, social awareness, and leading up. For mid-career employees, offerings are centered around navigating mid-career crises and career changes, and for late career employees, offerings include information on encore careers and support for retirement planning.

Helping Employees Grow: Up, Across and In Place
The branding GM uses for career development communications (a tree with the employee at its center) signifies the importance of growing and moving in different directions throughout one's career. Since GM, like many global corporations, has undergone downsizing in recent years, it is important for employees to understand that *up* is no longer the only way for career success. Lateral moves (within one's department or across business functions) are growing in popularity at GM, as employees (like others in global corporations) are finding the corporate lattice is more effective for increasing experience and exposure in a shorter time versus becoming stuck on the corporate ladder. Using variations of the tree logo in career development communications and career resources helps reinforce the importance of both growing one's career and the employee's role as the main pillar of career development.

Connecting Career to GM's Core Values
Introduced in 2013, GM's core values (customers, relationships and excellence) empower our global workforce to work as one company. Since GM's core values align with three critical factors of career success (performance, networking and personal brand), connecting career development to GM's core values helps place greater emphasis on the importance of employees driving their careers. GM's career development communications encourage employees to reflect on GM's core values as they relate to their career development.

Customers: What have I done for my customers lately?
Relationships: Whom do I know? Whom do they know?
Excellence: What is my personal brand?

Feedback from GM's 2014 Workplace of Choice survey indicates that aligning GM's core values to GM's career development model has built an awareness with employees regarding the importance of owning and growing their careers. Feedback from the survey also proves GM has built an awareness with people leaders about the importance of championing career development through active career conversations, candid feedback and providing employees guidance with development planning.

Customers: What Have I Done…Lately?
Since employees and leaders engage in performace discussions at scheduled times during the year, linking career discussion and development planning with the performance management process helped identify a time for employees and leaders to focus on career developement. Linking career conversations with GM's core value customers (what employees have done regarding performace and behaviors) provides leaders and employees an opportunity to discuss recent performance and development opportunities needed to better support organizational goals and career. To help leaders engage in candid career discussions and development planning, GM developed people leader resources also available on the global career development website. The PDF resources 100 Career Conversations and 50 Ways to Develop Your Employees provide leaders easy ways to engage with employees throughout the year on career development. To enhance resources for people leaders, GM recently deployed a series of video clips entitled Leaders in

Cars Asking Talent Development Questions highlighting simple ways leaders can engage their teams and guide employees with their career development.

Relationships: Whom Do I Know? Whom do they know?
Helping employees grasp the importance of GM's core value relationships as a critical component of career success is an ongoing focus in 2015. Recent communications to employees emphasize how working in silos hurts careers, and challenge employees to meet new people outside of their team, business function and GM (to stay current on industry trends and best practices). To help early career talent quickly gain both experience and exposure, GM's TRACK (Technical Rotation and Career Knowledge) program provides new talent accelerated development and exposure to GM leaders and multiple teams. Built for ambitious students who are finishing their undergraduate or advanced degree with up to three years of related experience, TRACK propels careers by providing participants: hands-on practice developing solutions for complex assignments, innovation sessions and cross-functional experiences to expand skills and opportunities to build relationships. To encourage new experiences and greater exposure for mid and late career employees feeling stuck in their current roles, GM is developing resources to help employees and their leaders consider a development goal each year that gives employees exposure to individuals outside their current teams. Examples of an "exposure" development goal include: working on a special project with team members from different functions, representing a leader or team at a functional meeting, job shadowing another team member, presenting at functional/team meetings.

Excellence: What is My Personal Brand?
GM's core value excellence helps employees identify the importance of personal brand to career success. To encourage excellence and help employees understand what excellence looks like, GM recently interviewed employees and leaders globally asking them to illustrate examples of GM's core value *excellence* at work. Engaging employees and leaders in communicating the importance of excellence and its impact on career development and mobility at GM helps employees connect the GM value to both performance and career.

Supporting a Diverse Population with Career Development Needs
While GM targeted initial career resources at all global employees to help with career discussions and development planning, new career resources will focus on diversity issues including: early career, working parents, late career, women, LGBT and other diverse topics. Helping GM's career development team engage employees on career issues are a number of employee resource groups who actively sponsor career development lunch & learn presentations, speed networking events, informal mentoring and other career resources targeted at specific audiences. To inspire late career employees, GM is planning career resources that highlight the new encore career trend to help employees reflect on what they love, what they excel at and what they want to do next.

Using Vendor Provided Resources to Expand Career Development Offerings
Like many corporations, GM provides online learning (e-learning courses, videos, business book summaries) to GM employees from some of the learning industry's leading providers. Highlighting career development topics from these portals on GM's career development website and in career communications allows GM to provide quality resources on current career trends while significantly increasing employee usage of the existing training.

Engaging as One Company on Career Development
GM's business units, global HR teams, leaders and employees are instrumental in helping deliver career development resources to GM's vast body of global employees. Many business functions create and deploy function specific career resources to help employees excel in their careers. Functional career guides (providing an overview of key positions within a GM function, including the competencies and experience required for each role) are very popular with employees who use them to plan career pathing and development.

Additional Career Resources
Since the launch of GM's global career development website in July 2013, GM continues to deploy additional career resources using a variety of delivery methods to help employees grow their GM careers. New resources include:

Career Matters—Accessible from the global career development website, a quarterly e-magazine focusing on a specific theme with each issue. Co-developed by a GM global editorial team, Career Matters includes leadership messages, employee success stories, and career topics linked to GM's core values available in PDF format for employees to view online or print.

Career Talk Events—Provide GM employees advice from a panel of GM leaders. Includes 30 minutes of a moderator asking the panel career related questions followed by 30 minutes of a moderator taking career questions from the audience for the panel to answer. Allows employees to get candid career advice from leaders within their business function.

Career Education Days—Sponsored by GM business functions. Often include presentations by GM leaders, HR teams and GM's Talent & Development team on a variety of career topics to encourage career growth and provide transparency regarding GM's HR processes regarding talent development. The inclusion of onsite *job fairs* allow employees to meet with leaders within their business function to learn more about other teams and roles within the function.

Career Event Kits—Provide HR teams instructions for deploying events (Career Talks, Career Development Month activities, pop-up career resource tables and lunch & learn sessions) on career development.

GM Leader Career Talk Videos—Accessible from the global career development website, provide employees candid advice from GM leaders on specific career topics. Using leadership messages (video and print) helps demonstrate GM leadership's support of career development.

Global Career Web Chats—Provides employees the opportunity to chat live with GM leaders on a variety of career development topics and GM's core values using GM's internal social collaboration tool. Requesting employees submit questions via email prior to the web chat leads to greater participation and structure of the web chat hour.

Career Development Workshops for HR and Leader Facilitation—PowerPoint presentations and participant materials available for download from GM's career development website to provide HR teams and leaders career material to engage employees on career development. Topics targeted at employees include: excellence/personal brand, building relationships, communicating performance contributions, creating effective development plans. Topics targeted at people leaders include: employee engagement and career development, career conversations, developing the best talent.

Resources in development include expanding and enhancing GM's TRACK program for early career talent, launching an internal career advisor network to engage leaders and all employees in career conversations, and developing additional resources targeted at diverse GM populations.

November is GM Career Development Month
Employees and leaders also actively support GM's career development initiatives each November when GM celebrates global, annual career development month to signify GM's support of career development. Engaging global regions, business units, HR teams, employees and leaders since its first celebration November 2013, career development month at GM is filled with a variety of activities including: career education days, internal job fairs, special global career webinars, onsite presentations, leadership messages, career web chats, and more. GM also communicates new and existing career resources throughout career development month, increasing both employee awareness and resource usage.

Global Implementation Strategy: Simple, Intuitive, Effective, Speed
Helping busy employees and leaders make time for career conversations and development planning requires GM's new career resources to be simple in design, intuitive (not requiring implementation training), effective for both employees and leaders, and quick to develop and launch. Approximately 75 per cent of existing career development resources in a variety of delivery methods (website, PDFs, videos, web chats, webinars, workshop material) is developed in-house with the help of employees and leaders. Creating effective career resources for a global organization requires engaging with HR teams in five global regions and juggling time zones and calendars. While such engagement requires additional time and effort, engaging with regions throughout 2014 on the development of new career resources has greatly enhanced GM's career development framework. GM continues to engage with regions on new career resources including translation.

Ongoing Communication Critical to Program Success
The success of any initiative requires a strategic communication plan to successfully launch and drive continued usage of program resources. GM's global communication strategy includes communicating new and existing career resources via: GM's global employee intranet, the company's daily e-Newsline, active posts in GM's internal social collaboration site, leadership emails to employees, and messages to HR teams for cascade to their respective business functions. GM experiences a spike in career resource usage with every career development communication, proving *if you build it, busy employees won't come* without reminders to build awareness of new and existing career resources available.

Winning the War for Talent
In order to stay competitive in today's highly aggressive global market, organizations need to invest in developing their employees. Career development, a top driver for employee engagement keeps current talent and attracts new talent. General Motors' recent efforts to offer more career resources have already helped strengthen the talent pipeline and boost employee engagement. GM's Career Development and Advancement social media forum is the largest group at the company, the succcess of its rotational programs are already yielding young talent earmarked for leadership roles, and there is already a buzz about the new resources yet to be launched this year.

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About the authors

Mimi Brent has been leading GM's global career development initiatives since 2012. She is currently engaging with HR teams, global business units and GM employees to build a global best career development resource network to help employees grow their GM careers. Mimi has over 25 years of experience leading corporate learning and HR strategic initiatives. She is a member of the National Career Development Association (NCDA).
Contact her as follows:
Mimi Brent, Global Career Development Strategy Leader
Global Human Resources – Global Talent & Development, General Motors Company
300 Renaissance Center, Floor 35, Detroit, MI 48265 USA
313-667-5335. e-mail: evelina.brent@gm.com

Adela Perez is a recent add to GM's global career development team (since 2014) and has over nine years of experience in student and employee development. She works as a consultant to her regional and functional counterparts on building and deploying rotational development programs for early career new hires as well as enhancing the intern and co-op experience at GM. Adela is working with Mimi on launching enterprise-wide mentoring resources this spring. She is a member of Michigan Association of Industrial/Organizational Psychologists and Society for Human Resource Management. Contact her as follows:

Adela Perez, Program Manager, Global Career Development
Global Human Resources – Global Talent & Development, General Motors Company
300 Renaissance Center, Floor 35, Detroit, MI 48265 USA
313-665-5141. e-mail: adela.perez@gm.com

Chapter 2

LEARNING as a RESOURCE to CAREER DEVELOPMENT
by Steve Graham

Workplace Learning In The Broadcast Industry: A Resource To Career Development
Workplace learning enhances organizational performance and is an asset in career development. In our organization, a national broadcasting organization, we stress the development of the whole person. There is an intentional effort to go beyond developing basic skill sets, to help our team members grow as professionals. We have experienced that learning has a direct connection to employee engagement. We have seen this to be especially true with our millennial team members. People like to grow and they seek opportunities for development in the workplace. Learning is valuable to those seeking a career transition. There is an old argument that if we invest in our talent, they may leave. As an organizational leader, I understand we should be more concerned about the impact of not developing talent. Investing time into career development must be authentic. In our organization each member of the management team understands their responsibility to develop talent and using annual reviews to create a development path. My advice to every new hire is to invest in learning opportunities. Follow where your passions are guiding you and your natural talents are strong.

Resources Used In Career Development
A few years ago, we started using a select number of assessments with new hires to help them in their career path development. This is not only valuable information for the organization, but a great resource for our team members. One of those resources is the Keirsey Temperament Sorter, a favorite tool of many career coaches as well. The Keirsey assessment is similar to Myers-Briggs, but the main difference is describing the aspects of personality (Keirsey, 2015). The cost of using Keirsey is reasonable for smaller to mid-size organizations and it is easy to administer and evaluate. Our team members have gravitated to the practical career path information that the assessment provides. We use Keirsey to make sure we have the right talent in the right place. The more information a person can have about *who they really are* the more strategic they can be in their career development. Many people are proficient in their skills sets, but are unfulfilled with their current career. I have never been a fan of using one assessment and placing people into boxes or categories.

Another resource that I recommend is Gallup's StrengthsFinder. Gallup is an organization that I have used for most of my career to aid in talent selection and development. The StrengthsFinder book and assessment are a favorite recommended resource for those seeking a career transition or to learn about strengths. It has also proven to be another great resource within my organization. During the onboarding process, we have each new hire take the StrengthsFinder assessment.

Our managers use the StrengthsFinder data to help in the alignment of core responsibilities, growth plans, and overall approach to managing the employee. StrengthsFinder provides a vision in those seeking a new career path, by allowing them to focus on those areas where they are naturally strong (StrengthsFinder, 2015).

How Learning Aids in Career Development
Recently, I had a new hire express interest in learning more about Search Engine Optimization (SEO). This is an important skill set that has a direct connection to our marketing efforts. She also expressed interest in moving into a digital marketing role when there is an opportunity at the organization. This is an example of where a workplace learning initiative can provide a specific knowledge, while aiding in career development. We need more learning opportunities within the workplace. Most of us are forced to do more with less today, but learning does not have to be expensive. If your employer does not offer learning opportunities, then find them outside of work–but learn when and where you can access it.

The benefit of learning and being a working professional is the ability to apply the theory learned directly to your job responsibilities. When searching for a promotion or new opportunity, you can be armed with both the theory (learning) and practicum (experience). That is an asset in developing your career, as well as an asset to the organization. Be prepared to tell people who you are and what you do best. Most employers welcome professionals who are focused on development. Remember the employer benefits as well from having a well-trained and intelligent workforce. Another option is to invest in a certified career coach, someone who can help you with assessments, as well as design a career map from where you are to where you want to be.

Our organization values learning. If we cannot offer a program internally then we seek an outside resource. Learning helps in the development of high potentials and at our organization we often talk about *depth on our bench*. Gaining that depth involves hiring it or developing it. We feel that developing high potential talent is more beneficial for the long-term, since we can customize the learning.

The Career Development Culture
Not long ago I was speaking with a career development professional at a major university. I was surprised to learn that more organizations are starting to place an emphasis on career development. Some companies are even hiring a career development specialist. Career development is no longer exclusive to the higher education environment. So why is there a shift regarding career development? The main reason is that organizations realize the importance that career development has with employee engagement and decreasing turnover. Personally, I would love to see career development become more connected with talent management.

When I reflect upon my own career development, it was the organizations that had a culture of learning, which had the most impact on my success. In my opinion, you cannot have a career development culture without an authentic approach to learning and talent development. It truly is cultural and everyone from the CEO down must value the learning strategies and take career development seriously for it to be an effective organizational initiative.

A benchmark that I use in expanding a career development culture involves reviewing organizations that already do a great job with learning. A good resource is ***Chief Learning Officer*** Magazine's Learning Elite (Chief Learning Officer, 2015). You can create a culture to fit the size of any organization, nonprofit, or for profit. We have been successful in cultivating our culture from looking closely at the best practices from the learning elite, all of which are much larger in size than my organization. Learning is at the center of creating a career development culture.

Recommendations
Since we began making learning more intentional and developing a culture that supports career development, we have experienced lower employee turnover and higher engagement. Our team members embrace what we offer both internally and externally. If you are a small to mid-sized organization, you may have to depend more on external resources. My recommendation to anyone seeking career development within the workplace is to make learning part of your strategy.

- Take advantage of internal learning opportunities, formal or informal. Look for external sources of learning. These could include Massive Open Online Courses (MOOC, 2015). One may consider earning professional or graduate certifications to add to your educational credentials.
- Find a career coach who can help you stay accountable to your plans. A great resource I recommend to finding a certified coach is the International Coach Federation (ICF, 2015). We have been successful in using external coaches for a wide range of needs within the organization. Career coaching has long been a part of career development, and their value is less apparent today. The National Career Development Association (NCDA, 2015) is another great resource for career coaching.
- Start to embrace learning as part of the career development process, it works! We are a better organization since we started to value developing talent as a priority. Learning opens doors and provides a great career development resource that is highly valued.

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About the author

Steve Graham is passionate about workplace learning. He has over 25 years of experience working with leading organizations, developing teams and improving performance. In addition, he also serves as an adjunct college instructor and subject matter expert in the fields of marketing, management, human resource management, and media. He is working on his credentialing to become an executive and professional coach. He earned the Master of Education in Higher Education Administration in 2010 at Dallas Baptist University; the Master of Business Administration in Management in 2009 at LeTourneau University; the Certificate in Advanced Strategic HR Management in 2012 at Cornell University; Graduate Certificate in Executive and Professional Coaching in 2015 at The University of Texas at Dallas; the Professional Certificate in Online Education in 2015 at the University of Wisconsin-Madison. He is pursuing the Master of Science in Human Resources and Organization Development, Workplace Learning and Performance, at the University of Louisville [degree anticipated in 2017]. He is a member of the National Career Development Association (NCDA), the International Coach Federation (ICF), and the Association for Talent Development (ATD). Contact him as follows:

Steve Graham, MBA, MEd
Vice President-Media Industry
Radio America
2002 Via Francesco Court
Spring Hill, TN 37174 USA
615.302.8128
e-mail: sgrahamtx@gmail.com
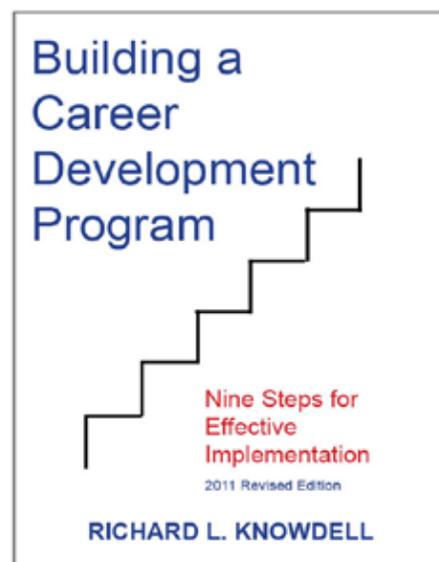
Chapter 3

A SKILL-GAP DEVELOPMENT MODEL WITHIN the HEALTHCARE ARENA:
A Comprehensive Approach To Professional Development
by **Gerard Camacho**

A multi-functional integrated approach to professional development is emerging and necessary, especially in the healthcare arena. As both our working and patient Baby Boomer population continue to age and retire, the demand for healthcare professionals and leaders looks to the Millennial and Generation X generations to fill the healthcare workforce's growing needs and gaps within all areas of organizations. The majority of current professional development models operate mainly under traditional succession planning strategies, which only target key senior positions or replacement planning which may target only senior level positions through a list of high potentials.

The use of traditional models can limit the organization's ability to allow for true talent management integration and alignment with the business strategies needed to address the Baby Boomer exodus and the replacement of key positions at all levels. In fact, it is estimated that fewer than 12% of companies have developed a maturity level where a companywide succession for all critical positions across the organization is in place (Bersin & Associates, 2009). A comprehensive approach to today's professional development needs is necessary to ensure sustainability and retention of current and near future workforce demands.

Where are we now, why there is a growing demand for healthcare professionals, and leader challenges?
As with previous generations, engagement and professional development opportunities continue as some of the strongest areas of identified trends related to recruiting, a positive employee experience and ultimately retention. However, current data indicates that our next generation of employees are: 1.) highly mobile in a competitive healthcare market, and 2) strong proponents of employment development and engagement opportunities as a factor to consider and/or continue employment within an organization. In fact, a 2008 Taleo Research study asked employed college graduates why they had left their first employer; 60 per cent had left because the employer didn't offer career advancement or organizational opportunities (Oracle Corporation, 2012). Moreover, studies, research and employee engagement surveys confirm that organizations which are unable to provide development opportunities have greater challenges both engaging and motivating employees and, therefore, struggle to retain top talent – this applies across generations. In order to understand the current challenges as they relate to the human capital and the employ-

ment experience we must look at the current data to identify areas of opportunity.
The 2013 Gallup's report State of the American Workplace identifies the overall number of disengaged of employees in America as an astounding 52 per cent with an additional 18 per cent of employees being actively disengaged. Breaking down this data by generations then we can identify that 52 per cent of Millennials and 51 per cent Generation X employees are disengaged. As the two top disengaged groups, these two generations combined account for 64 per cent of today's total employee workforce.

How does this translate to retention and productivity?
For organizations not able to meet employee professional development needs, these limitations ultimately result in higher turnover rates and loss of productivity. In the health care arena these costs translate to up to $200K for a clinical employee and $500K on average for an executive level position after severance pay, talent acquisition fees and other added expenses. As the demand for professionals increase, organizations able to tap into their workforce potential through engagement and development opportunities will not only be able to address attrition costs but can foster employee engagement and productivity cultures that work as an effective tool in the recruitment of top talent.

What information do we have available to address these issues?
In the research report 2012 Employee Job Satisfaction and Engagement – How Employees Are Dealing with Uncertainty, the Society of Human Resource Management (SHRM) identifies that 63 per cent of employees rated opportunities to use their skills and abilities at work as the most important contributor to their job satisfaction. SHRM also identifies that 36 per cent of employees view an organizations commitment to professional development and job training as very important in terms of job satisfaction.

With the understanding that the top concerns of the employee workforce, as it relates to their engagement and productivity, are directly related to an organization's ability to use employee skills in meaningful ways and to provide career progression and development opportunities, then, the need for the implementation of an integrated approach to professional development is necessary in order to increase retention and performance; as this will ultimately impact overall employee satisfaction.

High quality professional development initiatives and programs are aligned to the organization's strategic goals and provide a comprehensive set of programs to develop and engage individuals from all levels and all areas within the organization.

In the case study High Impact Succession Management as presented by Bersin and Associates, the report identifies that successful organizations recognize the eminent need for investment on professional development at all levels. Organizations that are highly effective at producing internal talent provide a wide array, but easy to understand, integrated processes and resources available for the employees' professional growth (Bersin and Associates, 2009). The role of leadership as a supporter and promoter of all activities related to employee development is of outmost importance to the success and effectiveness of programs and as part of the organization's ability to drive development goals as part of performance management.

Knowing that a successful professional development strategy intentionally grows employees through a clear and consistent model enabled by development and a solid infrastructure, then, it is empirical to the success of this model that the executive team owns and champions all efforts related to the professional development strategy. The model introduced here as the Skill-Gap Development Model will identify the different areas needed for the development of an integrated professional development strategy by incorporating the following:
- An inclusive approach to Career Progression and Succession Planning,
- Onboarding Strategies Related to Progression and Planning,
- Career Coaching and Development Opportunities (external/internal)
- Includes Shadow, Preceptor and Mentoring Programs,
- Creation of Partnerships for External Development Opportunities,
- Providing Cross-functional Project Opportunities
- Workforce Pipeline Building Strategies

Career Progression and Succession Planning
Under the Skill-Gap Development Model, Career Progression and Succession Planning provide a clear understanding and an integrated development plan for an individual to advance their career within functions and achieve organizational movement. Career Progression and Succession serve as the basis of most organizational professional development strategies and provide the organization with a competence and skill based targeted development while building the internal pipeline. Through the Skill-Gap Development Model, the identification and targeting of key positions throughout the organization at all levels will help as the building blocks for all programs and activities. By identifying common soft-skills and competencies, the organizational development team can approach the creation of training and development programs as a targeted strategy for individuals across all levels (See Table D Example) thus creating an internal library of training modules and courses that is based on the common core required by key positions across functions. The success of a progression and succession model lies in the fundamental understanding of individual positions and the skills and competencies required for the success of the individual performing the position's tasks and job accountabilities. Job descriptions need to be simple and transparent so to accurately state the skills and competencies required by the position so that individual performers and management have clear expectations of performance through job accountabilities. **Table A (see Appendix)** provides a visual concept of an organizational progression and succession model as an integrated function.

Behavioral-based personality assessments and 360 degree feedback exercises for individual positions, especially dealing with promotions at leadership levels, as part of succession planning are part of this model although not part of job descriptions. At an individual level, a clear understanding of requirements will illustrate skills and competencies at one's level and identify gaps for progression. It will also identify training, development and/or experience requirements for advancement. At a managerial level, a clear understanding of the individual contributor's requirements will provide supervisors with training and development portfolio options to address gaps based on skill and competency requirements as paramount to individual performance. With a clear understanding of skills, competencies and overall individual accountabilities, the organization is then adequately able to develop skill-gap and competency training that is relevant in order to address coaching and development needs for both areas of progression and succession

(**Table B**, **see Appendix**). In addition, identification of job-based skills and competencies can help develop a roadmap for individual area onboarding strategies. As part of leadership development and succession, the organization can also include facilitation of leadership competencies and other tools for goal setting and strategic planning and the operationalization of such activities.

Onboarding Strategies Related to Progression and Planning
From mission, vision and strategy to benefits and compensation, organizations generally provide new employee orientation programs. As part of an integrated model, the onboarding process relates not only to new employee orientation but to the organization's ability to align individual area's onboarding to the overall organization strategy and to provide the new employee with the necessary tools to expedite successful integration to perform job related tasks faster and with more efficiency. The ability for an organization to provide a Skill-Gap Development Model allows for the identification of individual training needs within functions and as part of an individual job description. As a result, part of the onboarding requirements for a new employee now include more specific internal training needed for job preparedness. For example, if a mid-level individual contributor (as identified in Table B.) needed to attend training workshops regarding conflict resolution, how to build powerful presentations, tools for mentoring and coaching for performance, along with process improvement (Lean Six Sigma) courses as part of their Skill-Gap Development for promotional consideration to the Expert position, then, a new employee hired at the equivalent Expert level will have to take the same courses as part of their onboarding experience **(Table C, see Appendix).**

Career Coaching and Career Development
Under the Skill-Gap Development model coaching and individual development exist as two separate functions. Both Career Coaching and Career Development require employees to meet with a coach in order to assess needs and provide recommendations.

Career Coaching refers to a set of training recommendations made for an individual in order to succeed in the current role. Under this model, a coach will first meet with an individual to perform needs assessment. Next, the coach and individual agree on an engagement plan to address specific skill and competency building through training. The Skill-Gap Development Model will provide an organization with a roadmap to create a course catalog to address training needs as provided by the core set of skills and competencies by key positions. The list of courses and available training can be then separated into the different categories to address coaching needs by levels. Training categories could then be divided into Basic, Intermediate and Advanced courses (**Table D, see Appendix**). The Career Coaching engagement is usually short to midterm in duration and generally ends upon the individual's completion of the assigned task; a follow-up survey with the individual's leader is also generally used to measure success and or return on investment. As an example, a coaching session would provide an individual with direction and schedule of courses available on communication building or on how to adapt to a change or new process. The model provides the library of courses that can be used for coaching recommendations.

Career Development refers to the creation of a development plan for an individual's professional growth; this plan includes the generation of specific milestones and measures of success. A career development plan spans from mid-term to long-term in duration and focuses on conversations regarding career aspirations, job satisfaction and the exploration of internal and external learning and growth opportunities.

A career development plan will result in individual long-term goals for career growth and job change. Career Coaching tools can be used in conjunction with a development plan as a result of the identified development areas; however, additional tools include providing the following experiences:

- Shadowing: short term engagement to observe an area of interest,
- Designation of a Preceptor: mid-term engagement where functional work-buddy is assigned to teach job specific tasks,
- Mentor program: long-term engagement for the molding of an individual to a specific role (usually reserved for high performers and High Potential or HiPos)
- Academic engagements: long-term engagement for the completion of a certification and or degree plan (should be aligned to overall organizational strategy for professional development)

Since Career Development sessions require time and formal commitment by both the employee and the organization, the recommendation for participation under the Skill-Gap Development model is limited to individuals with a good performance record or individual high performers (HiPo individuals are captured under the succession plan).

Creation of Partnerships for External Development
Internal development opportunities are necessary but are not sufficient to attract and retain talent. Coalitions between organizations and academic institutions and associations must be developed not only to expand the list of offerings to employees, especially to high performer groups, but in order to align programs such as tuition reimbursement to organizational goals. As an example, professional development under the Skill-Gap Development Model will indicate that, after assessment and the creation of a development plan, an individual has the desire to transition from an IT into a project management role. In addition to the completion of internal training modules, the individual will be provided with cross-functional project management opportunities to expose him/her to project management tasks and will be provided with the opportunity to obtain as certification in project management to meet the position's educational requirements. The ability for an organization to enter into a partnership with academic institutions, perhaps community colleges, able to provide the additional educational prerequisites for certification will not only make the alignment of workforce related business strategies easier but will provide the organization the ability to negotiate pricing for tuition costs.

Cross-functional Project (Capstone) Opportunities
As previously stated, 63 per cent of individuals identify the ability to use their skills and abilities as the most important employee engagement factor. Cross-functional projects or Capstone opportunities are not only a good measure of return on investment after development, whether through internal or external development through certifications or degree completion. In fact, there is a positive correlation between exposure to new opportunities and responsibilities and employee engagement

As an example, tracking and engaging individuals participating in an MBA program, or those achieving a Lean Six Sigma Black Belt, can provide organizations a tool by which to create a cross-functional team which will use new acquired skills to deliver creative solving results to specific projects that are of great importance to the executive team. For example, under a bear market economy, the cross-functional team can explore cost reduction, process improvement and revenue generating solutions in key focus areas to balance a budget year. Individuals then use their abilities and become engaged as part of a group of leaders within the organization. In turn, the organization may use cost savings or revenue generating net results as a true measure of return on investment for these programs.

Workforce Pipeline Building Strategies
Finally, a comprehensive approach to professional development requires for an organization to be proactive and strategize the building of a workforce pipeline. The identification of key positions across the organization under a comprehensive approach to professional development should provide adequate indication on where the building or easing of workforce pipelines should take place. Tools such as summer or year internship programs, student practicums and fellowship programs can be developed to meet the needs of targeted identified areas. Return on investment metrics as a percentage of conversion rates from internship program to full time or part time job offers can be introduced to determine success of such programs.

The need for talent will continue to rise as the Baby Boomer generation retires.
As the exit of these current professionals and leaders comes into play, current research and information provide an insight to the challenges that organizations face engaging and retaining employees. Now, with the full understanding that the most important factor that applies to all generations as a measure of employee satisfaction and retention is the organization's ability to provide meaningful and engagement professional development opportunities, then, the implementation of a truly integrated approach to professional development, such as the Skill-Gap Development Model, is in current conditions no longer an add on but a necessary tool to meet current workforce market demands.

The ownership and advocacy by executive leadership, as it relates to the efforts for the development and implementation of an integrated professional development strategy, will allow the alignment of business efforts to provide a comprehensive approach to today's professional development market demands. As a result, a truly integrated model will not only address development and planning gaps within the organizational structure but can become a natural process where the development and succession of an organization is a clear, fluid and transparent process that is aligned with strategies benefiting the entire organization.

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About the author

Gerard Camacho, MPA, JCDC, is Parkland Health & Hospital System's Director of Career Development. He earned the Master of Public Administration at the University of Texas Arlington. He has held a variety of leadership roles across different fields including the healthcare arena, municipal government, non-for-profit and private sectors. As part of the leadership development program under the direction of the City Manager at the City of Dallas, he served as a general manager leading cross-functional teams and citywide projects. During his tenure at Parkland, he has been responsible for the creation of the Center for Career Development department and the structure of its programs as new initiatives for the organization. He also serves as a certified career development coach for the organization.
Contact him as follows:
Gerard Camacho, Director of Career Development
Parkland Health & Hospital System
5201 Harry Hines Blvd
Dallas, TX 75235 USA
(214) 590-8000

Table A: An organizational progression and succession model as an integrated function.
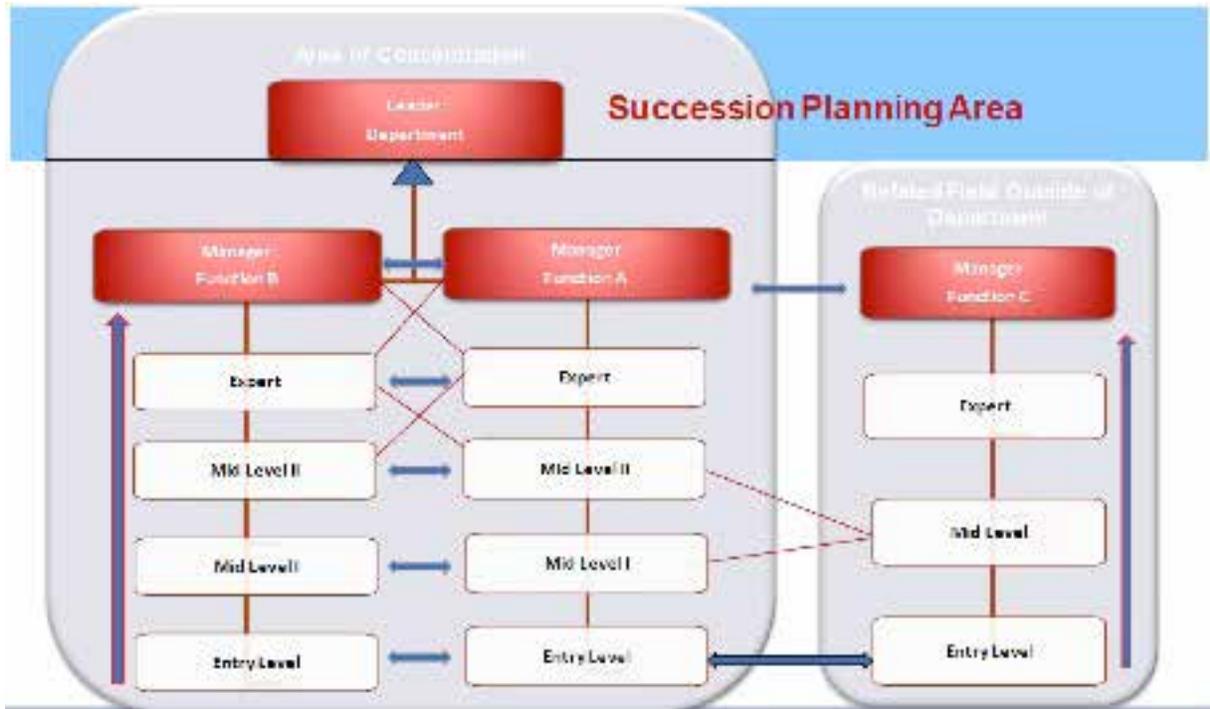
Table B: Skill-gap and competency training
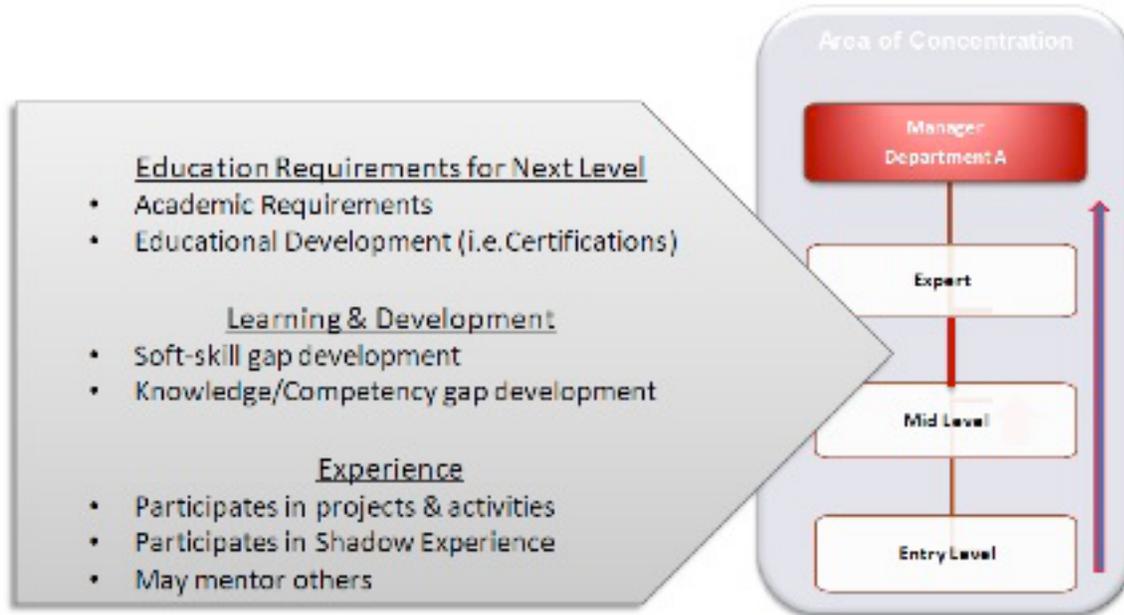
Table C: Skill-Gap Development as an Onboarding Tool
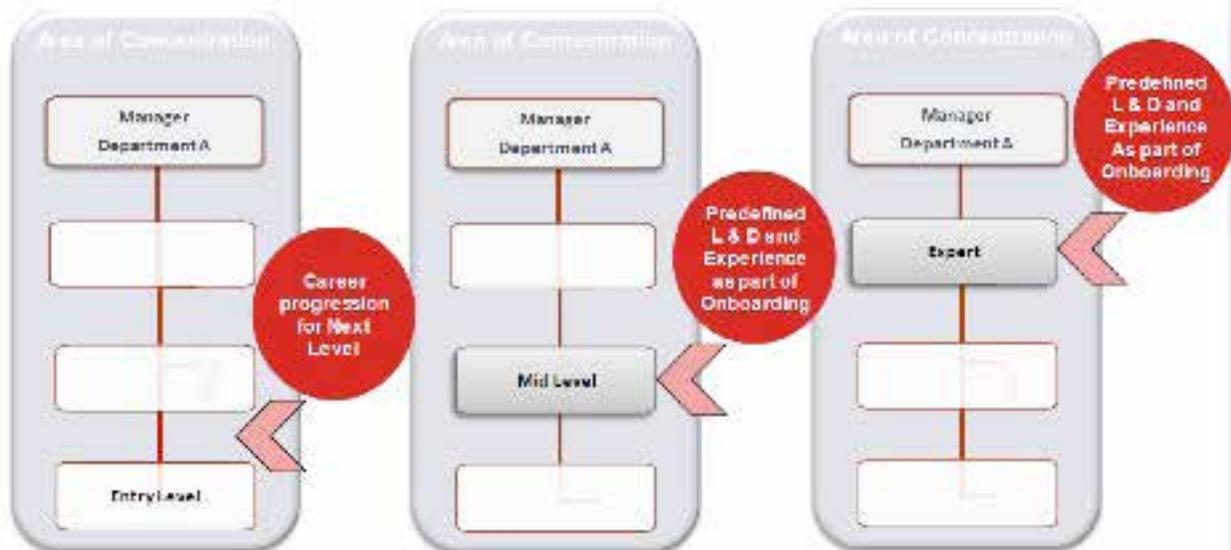
Table D: Coaching needs by level

Basic

Write emails
Business Communication
Understanding Communication Styles
Multi Generation Workforce
Conflict Management
Great Communications
Meetings Done Right
Adapting to Change

Intermediate

TeamSTEPPS
Public Speaking
Lean Six Sigma (Green)
Learning Session Dynamics
Presenting with Impact
Managing the Learning Environment

Advanced

Mentor
Coaching in a Learning Context
Presentation Skills for Leaders
PowerPoint Presentations that Pop
Writing for Effective
Lean Six Sigma (Black)

Chapter 4

A CORPORATE CASE STUDY: Adapting a Narrative Career Management Framework for an Organizational "Leadership Engagement" Program
by **Heather E. Bennett** and **Mark Franklin**

This article presents a case study describing how the CareerCycles career management framework (Zikic, Franklin, 2010; Franklin, Yanar, Feller, in press) was adapted and used to plan and execute a leadership engagement program for the leadership team of a small and medium enterprise (SME) manufacturing firm in North America with its head office offshore. We present the client's desired outcomes; describe the CareerCycles holistic, narrative framework, and evidence-based method of practice, tools and experiential game from One Life Tools that were adapted to address the client needs; the lessons learned that affected how later parts of the program were modified; and the outcomes observed and measured during the six-month leadership engagement program.

Overview of the CareerCycles Framework
The CareerCycles framework takes a narrative approach, with its conceptual model, suite of tools and holistic definition of *career* comprehensively connecting the many human and systemic variables shaping an individual client's experience. (Franklin, Feller, Yanar, 2014)
Within the CareerCycles framework, career is defined as: *The full expression of who you are and how you want to be in the world, which keeps on expanding as it naturally goes through cycles of stability and change*. This definition moves individuals away from career as a job and introduces a more holistic view. (Franklin, 2014, p. 451)

The CareerCycles framework consists of two processes, Career & Life Clarification and Intentional Exploration, a method of practice guided by 40+ interventions and related training, (www.careercycles.com) and a suite of related online and gamification tools from One Life Tools (www.onelifetools.com). In particular, the narrative Career & Life Clarification process involves debriefing an individual's stories and experiences to construct a comprehensive Worklife Sketch. The framework which helps individual become empowered and proactive in their career and life choices, is shown as Figure 1 in the previous issue of this Journal (Franklin, Feller, Yanar, 2014).

Using the Framework in Client Organizations
Working with individual clients, CareerCycles Associates hear stories of disappointment, frustration, and longing to do work that is appropriate to their education, skills, experience and desired future. Using the CareerCycles method of practice, Associates, and other professionals who are trained in the method, engage individual clients to better manage their worklives.

Associates also know the other side of the story—managers needing to get the work done, optimize productivity, improve quality, and achieve specific targets. Managers may feel thwarted or at a loss to effect needed motivation or outcomes, and at the same time feel disappointment, frustration and longing to achieve their own worklife success.

The Issue/Opportunity
The senior management team of a SME manufacturing firm, operating a plant on a 24/7 basis, hired CareerCycles to support its leadership team as an intentional organizational culture change took hold under the leadership of a new CEO based overseas. This involved making a shift away from a strict hierarchical command-and-control to one of *collaboration* and *alignment*, as it gained independence and authority to make decisions locally. Senior management recognized a need for outside, objective support to assist the local leadership team to effect and sustain the culture change by developing trust and fostering alignment with the firm's business goals.

To make the culture change collectively, senior management recognized the imperative of individuals making an overt commitment to the organization's business goals. An important dimension of the leadership engagement program was providing several opportunities for leaders to enhance their self-awareness of what was important to them. The goal was to facilitate individuals' awareness of how worklives could be brought into alignment with the organization's culture and business goals leading to individual and collective behavior change.

Assumptions
The client approached CareerCycles to plan and execute the leadership engagement program. Mark Franklin's industrial engineering background, combined with the expertise in career management, training, and individual career coaching of the Associates involved in the program, assured the client that the team understood the business imperatives and that the 1:1 coaching and group sessions would be targeted at the desired skills development and improved productivity. The project team accepted senior management's stated commitment to providing the resources and encouragement during the six-month leadership engagement program. Further, we expected they would participate fully in the various dimensions of the program, modeling behavior change, thereby collectively and incrementally, contributing to making the desired culture change.

A careful front-end needs assessment with senior management indicated a number of elements would need to be addressed in the leadership engagement program, including: Recognition of cultural differences between the informal and adaptable management style of the North American operation and a more formal and structured approach taken by the overseas head office. A diverse leadership team made up of managers ranging in age from 25 to 64 years; the majority in mid-career and mid-life; mostly male; and all having completed at least some college programs, with at least two with post graduate training. The reality of dealing with issues and building a collaborative culture given a 24/7 operation; not all managers would be able to attend the experiential learning sessions together as a single group. Recognition that the program and its intent to deal with organization culture change would be welcomed by some and resisted by others; we needed to be attentive to those who were sceptical or too optimistic!

This was a high stakes program; retaining and engaging leaders to make the culture change was vital not only for the success of the plant to achieve its business targets, but for the breadwinners reliant on these jobs; few manufacturing jobs remain where the plant is located. A need to show steady progress over six months to effect lasting, individual behavior change, achieve specific business outcomes and the organizational culture change.

The Team
Led by Mark Franklin, the project team included Angie Bjornson and Kris Dawson, both of whom have strong corporate HR backgrounds and experience leading corporate organization-wide change initiatives; Iris Jacobson, who has experiential learning design and facilitation experience; and Heather Bennett, whose role involved the design and implementation of pre- and post- surveys, and subsequent analyses. All team members have many years of career coaching experience and are trained to use the CareerCycles framework.

The depth of the team's expertise and experience using the Career & Life Clarification and Intentional Exploration processes, proved to be valuable in building trust in the early weeks and months of the leadership engagement program. Later, Associates drew on their experience and expertise to support the leadership team as they confronted the realities arising from self-awareness and making behavior change potential to make the transition to a culture of collaboration and empowerment to achieve business goals.

The Approach
The team adapted CareerCycles Career and Life Clarification and Intentional Exploration processes, and One Life Tools game for organizational application. The program included:

Individual coaching. Up to six one-hour sessions were offered for each of the members of the leadership team, with at least one session taking place before the first group training session. The objective of the coaching was to support leaders as they prepared and considered their unique WorkLife Statement and alignment with the organization's goals.

Three group training sessions.
(1) Who You Are *Matters!* A One Life Tools proprietary, half-day, team-building game experience aligned with the CareerCycles method of practice. The game is collaborative, not competitive, and uses a narrative approach to help leaders gain clarity about their strengths, preferences, assets, goals and career paths within the organization. Working together in cross-functional groups of five to play the game, peers were empowered to think, feel and say who they are and what is important to them in their careers and lives. During the game, each participant captured and recorded data on a WorkLife Sketch and later used this to prepare a WorkLife Statement.

(2) Giving and Receiving Workshop and Feedforward Technique half-day workshop. The skill-building workshop was held about a month after Who You Are *Matters!* and was designed to train the leadership team to offer feedback to their employees, and receive feedback on their own performance, on a day-to-day basis. The training to use the Feedforward Technique (www.Feedforward.co.il) was focused on using this evidence-based and narrative method (Budworth, Latham, Manroop, 2015) for performance management. Leaders were trained to ask employees

to describe and analyze a significant positive workplace experience to identify the conditions that enable them to perform at their best. Doing so helped leaders build a shared vision, support their direct reports to feel positive and motivated, and create alignment between employees' goals and the organization's strategic goals.

(3) Prelude. The Prelude Trust-Building Accelerator workshop was a blended-learning experience (www.playprelude.com). The underlying holistic philosophy and psychology is built on a four-color personality typology similar to Temperament (Keirsey, 1998) and True Colors®. The leadership team had taken a True Colors workshop within the previous two years and Prelude provided an opportunity to experience how their personality traits play out everyday in the plant and to build trust and collaboration. This workshop was held one month after the Feedback/Feedforward Technique workshop.

Surveys. Pre-and post-surveys were developed with senior management to measure the extent to which the desired program outcomes were achieved. One survey was developed and administered using SurveyMonkey to: (i) gather demographic data from the leadership team (ii) share what participants hoped to gain from the leadership engagement program (iii) indicate the extent to which they were comfortable: giving and receiving feedback about job performance and discussing how to contribute to the success of the organization (iv) indicate the extent to which they trust their employees and are trusted to get the work done; (v) indicate the extent to which their knowledge, skills and abilities match the requirements for success in their current role; their current role is a good match, enables them to do the kind of work they want to do and meets their needs.

A link embedded in the SurveyMonkey survey took the leadership team to complete the Psychological Capital (Luthans, Youssef, Avolio, 2006) survey available commercially from MindGarden (www.mindgarden.com). Psychological capital is defined as *an individual's positive psychological state of development* and is characterized by:
- having confidence (self efficacy) to take on and put in the necessary effort to succeed at challenging tasks;
- making a positive attribution (optimism) about succeeding now and in the future;
- persevering toward goals and, when necessary, redirecting paths to goals (hope) in order to succeed; and
- when beset by problems and adversity, sustaining and bouncing back and even beyond (resilience) to attain success." (Luthans, Youssef, Avolio, 2006)

Significant change can affect **H**ope, **E**fficacy, **R**esilience and **O**ptimism, abbreviated HERO, and the *PsyCap survey* includes four subscales to determine the extent to which these dimensions were affected by the leadership engagement program.

Communication strategy. The team provided input for senior management to prepare and send ongoing communications about the leadership engagement program, including who was participating; what would be involved and the timeline for the program; why it was seen as critical to successfully making the desired organizational culture change; and what participants reported in the evaluations following each of the group sessions, enabling the leadership team to gauge progress toward the desired outcomes.

Lessons Learned
Initial 1:1 Sessions
The initial 1:1 sessions enabled Associates to build a working alliance with their individual coachees. Associates provided a sounding board for leaders who raised objections about the program and why it was being offered. Some coachees expressed their belief that the program was a means for senior management determining whom to terminate. Such overt comments were valuable to hear. Doing so offered opportunities to build trust by accepting their point of view; heightening awareness of resistance; and asking for permission to provide appropriate, anonymous feedback to senior management. The early 1:1 coaching sessions allowed coachees to gain self-awareness by telling their career stories during their tenure in the organization. These sessions set-up individuals to actively engage in the group activities.

Subsequent 1:1 Sessions
Associates deepened their conversations with their coachees as time went on, and each element of the leadership engagement program took place. They invited leaders to reflect on what they were learning about themselves, and the dynamics of their interactions with their peers. They talked at increasingly deeper levels about how their beliefs, values and behavior affected decisions they had made in the past, and were considering for the future, and about how they could be more collaborative in the organization.

As Associates worked with leaders, they used and adapted the CareerCycles WorkLife Sketch and the WorkLife Statements. These tools helped leaders articulate and clarify their individual visions for their worklives. Individuals were encouraged to consider how to address the possibilities they saw for themselves. Some recognized they had only a few years remaining until retirement and grappled with leaving a career legacy. Some saw potential for making a commitment to the organization for the long-term and envisioned specifically what they wanted to do and how to get there. Others faced the reality of limited opportunities in their current role or business unit and considered what that meant for their future. Associates encouraged their coachees to consider what they could control and what they could not. These coaching conversations, in which individuals were given permission to imagine ways of enacting their WorkLife Statements, were rich and energizing. Following the Feedback/Feedforward workshop, Associates focused on guiding coachees to use their WorkLife Statements to execute their Exploration Plans. These plans emphasized noticing clues and taking inspired actions, which helped accelerate and then stabilize new behaviors and momentum in interacting with their direct reports, peers, and managers to whom they reported.

Exploration Plans
As members of the leadership team identified and explored possibilities they identified, and were energized by, the possibilities they saw for the organization. These were sometimes unexpected illustrations of deep engagement. In these coaching conversations, Associates captured *larger ideas* i.e. those possibilities beyond the leaders' individual job mandates, and outside their direct control. These larger ideas were collected and later shared with senior management, anonymously, for consideration. For example, one participant suggested using social media to make known a dramatic, positive environmental practice the plant had implemented, which had never been made known to the public, and had significant potential public relations benefits.

Group Learning Tools
The group experiential learning tools were effective in building trust, mutual understanding, and new insights about the capabilities, commitment, and potential among fellow team members. Two key messages built the case for participating in the sessions:
1. Lack of alignment can lead to blame, which erodes trust in one another;
2. Connecting with one another builds trust, fosters alignment, and increases productivity and other key business measures.

As a collaborative team-building game, playing **Who You Are *Matters!*** facilitated conversations among team members who otherwise do not work together on a day-to-day basis. The stories shared offered powerful new ways of seeing their peers in other situations and opened possibilities for considering how to learn from these experiences as they faced moving to a more collaborative organizational culture.

To deepen and broaden the learning from the experience, participants were reassigned to different groups for a post-game facilitated conversation. In these groups they acknowledged what they have in common and where they are aligned, which helped to integrate their individual and organizational goals.

The evaluations of **Who You Are *Matters!*** indicated the experience had been very powerful with 17 of the 20 participants rating it a 4 or 5 on a 5 point scale. Comments included *"I have better understanding and trust about my colleagues"; "we share common goals"; "there seems to be a desire to talk through and solve problems"; "we're in this together"* all of which spoke directly to achieving the goals for the session. A significant outcome from **Who You Are *Matters!*** was a word that became part of the lexicon for the remainder of the leadership engagement program—accelerate. This became shorthand for the group and meant: readiness to move forward. Recognizing there were still issues, team members were better able to talk about and address common problems and accelerate, given higher levels of trust and better alignment with the organizations' goals.

Feedback/Feedforward Workshop
Participants the Feedback/Feedforward workshop rated highly with 89 per cent rating it a 4 or 5 on a 5-point scale. A lengthy list of learning outcomes and insights was identified from the workshops including, *"the importance of providing corrective feedback"*; *"I will think about the timing and frequency of feedback"*; a need for *"more practice to offer corrective feedback."* All indicated they were willing to try the Feedforward Technique with their employees. The workshop facilitators noted that leaders were less tentative as they participated in pairs and in small groups during the workshops, providing tacit evidence of growing trust in, and openness to, learning from one another.

Prelude Workshop
The Prelude workshop was the first time the entire leadership team came together for the half-day session. The decision to do so sent a significant signal about the importance of their increased trust, collaboration and appreciation of one another's strengths and contributions to the business outcomes.

The experiential workshop took participants through a specific progression to enhance their awareness from *inner* exploration to *outer creativity* and from the individual to the group. An outcome of the workshop was a large mural created collaboratively incorporating individual team members' drawings, and the creative outputs of small groups. The mural visually represented how leadership team members work separately and collectively and took the group to a new level of camaraderie. The workshop evaluations suggested participants enjoyed being together as a group and had gained valuable insights about how their personality characteristics are manifested when working together to solve problems and make decisions.

Evaluations
Ongoing evaluations provided valuable input and feedback to the leadership team. Nineteen of the 24 members of the leadership team completed the pre-survey administered via SurveyMonkey. Participants expressed candidly their hopes and concerns for the program, which centered around improving the work environment; teamwork; trust; communication; effectiveness as leaders; skills for motivating, supervising, supporting others, setting goals, time management; presenting and implementing good ideas; confidence; respect. Senior management and the Associates learned there were serious concerns about the leadership engagement program and it was helpful to be aware of this going into the program. Phrases such as: *We're not working together as a team; There's an elephant in the room…; I'm suspicious about…; Will people take what they learn and leave?; Will positive change happen?* prepared the Associates for pushback.
While just less than half of the participants completed the post-survey, the results indicated that the leadership engagement program had impact. As a result of the training, participants reported improvements related to: self-knowledge, self-confidence, coaching direct reports, clarity about my own career, where to focus energy and effort, understanding the needs and motivations of others, giving and receiving feedback, and using the Feedforward Technique.

Specific pre-and post- leadership engagement program behavior changes were as follows:

ITEM	PRE	POST
I am comfortable giving feedback to employees about their job performance	47%	78%
I am comfortable receiving feedback about my job performance	89%	89%
I am comfortable discussing how my employees want to contribute to the success of the organization	74%	100%
I am comfortable discussing how I want to contribute to the success of the organization	79%	100%
I trust my employees to use their individual and collective capabilities to get the work done	79%	78%
I am trusted to use my skills and personal qualities to help my team get the work done	74%	89%
My knowledge, skills, and abilities match the requirements for success in my current job.	79%	100%
My current job is a good match for my knowledge, skills and abilities	74%	89%
My current job meets my needs	79%	89%
My current job enables me to do the kind of work I want to do	63%	89%

Significant unforeseen business decisions were made during the program that had an impact on the leadership team. A significant learning for the Associates was that external factors influenced the program outcomes. A question that could have been included on the post-program survey was *"How much do you attribute your responses to influences outside of the program?"* (Hiebert, Magnusson, 2014) Such a question would allow participants to reflect on personal experiences and insights as well as organizational decisions influencing their behavior changes, alignment and outcomes, apart from the program.

Senior Management Clarity & Commitment
The program, while clearly focused at the outset on alignment and culture change support, could have been better defined, reinforced and communicated to the leadership team. Notwithstanding that senior management had espoused their commitment to the program over the six-month duration, the Associates were disappointed that participation was not as full and enthusiastic as anticipated. For example, not all leaders participated in the group workshops, with no sanctions imposed. Several were permitted to withdraw before completing all individual coaching sessions. Difficult conversations with senior management about potential negative consequences did not result in changing the decision.

The decision had the effect of diminishing momentum. Among the reactions the Associates heard loud and clear in 1:1 sessions was a feeling of *us* versus *them*. Another obvious effect was the considerable drop off in completed surveys. Only nine participants completed the post-survey and of that group, five completed the post-PsyCap survey. The results are not statistically valid, however, of the three leaders whose PsyCap scores increased overall, these were due to increases related to hope and efficacy. Of the two whose scores decreased slightly overall, the same factors of hope and efficacy contributed to those decreases. Associates were reminded that as outsiders, some things are out of your control that may affect results.

Conclusion
CareerCycles holistic, narrative framework and method of practice (Franklin, Yanar, Feller, in press) were successfully adapted and used to execute a leadership engagement program for the leadership team of a SME manufacturing firm. Using the framework, method of practice processes, tools and experiential game from One Life Tools, Associates facilitated the identification of individual's desired worklife changes, which in turn contributed to building trust amongst peers, and ultimately alignment with the organization's business goals. While not all program elements worked as well as anticipated, senior management and the Associates observed and articulated specific, positive behavior changes in some key members of the leadership team over the six-month program. Similarly, leadership team members recognized changes in their own and other's behaviors and alignment with the organization's goals. As one participant noted at the end of a workshop, *"we can **be** the change!"*

Appendix
Five-Step Summary of the CareerCycles Method of Practice
1. Name your question—what is the current question you want to address in your worklife?
2. Timeline your story—what are the chapter headings and/or details of specific chapters of your worklife? What have you learned that relates to your current question?

3. Gather and organize—Examine the chapters of your worklife stories and portfolio and categorize your insights on a WorkLife Sketch

4. Write your WorkLife Statement—This is a concise and empowering statement, usually one paragraph, prepared from the information and insights gathered. It has both a present- and future-orientation to guide professional and personal behavior change and forward movement.

5. Live your WorkLife Statement—used like a compass to direct day-to-day decisions and actions; assess and consider opportunities; and take inspired action as documented in the Exploration Plans.

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About the authors

Heather E. Bennett is an Associate of CareerCycles for organizational solutions assignments. She has a thriving career coaching practice focused on individuals in mid-life and mid-career. She has the Career Management Fellow designation and is a member of the Board of Governors for the Institute of Career Certification International.
Contact her as follows: *heather@careercycles.com*

Mark Franklin leads CareerCycles, a career management social enterprise in Toronto, Canada. He developed the CareerCycles narrative method of practice, is co-author of the ***Who You Are Matters!*** career clarification game and hosts Career Buzz radio show. He earned the Canadian Certified Counselor and Career Management Fellow designations.
Contact him as follows: e-mail: *mark@careercycles.com*
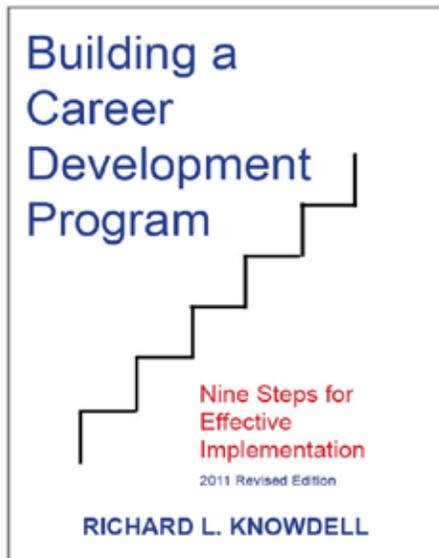
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Chapter 5

A "WOW" APPROACH to SELF-DIRECTED EMPLOYEE CAREER DEVELOPMENT
by Katy Piotrowski

Seven of 10 employees don't feel connected to or engaged in their jobs. This gloomy statistic comes from Gallup, Inc.'s 2013 State of the American Workplace survey, and of the 12 questions asked of the 350,000 respondents, three are strongly related to a worker's belief that they are developing in their careers. For example question six asks, *"There is someone at work who encourages my development,"* question 11 asks, *"In the last six months, someone at work has talked to me about my progress,"* and question 12 asks, *"This last year, I have had opportunities at work to learn and grow."* Twenty-five per cent of the survey's employee-engagement questions are career-development related, and an average of 70 per cent of the respondents feel as though their employers are failing them in arena.

Raising employee engagement is a priority for growth-driven organizations in their quest to improve results for both the organization and their workers. This article explores one approach to boost engagement through self-directed employee career development strategies, providing an avenue for workers to take more control of their career progress in areas such as increasing their sense of meaningfulness, building skills in areas that are satisfying to them, seeing marked progress along a development path, and believing that their management team supports their growth.

Corporate career development assumptions and beliefs
The following statements are assumed based on results from Gallup, Inc. 2013 State of the American Workplace survey, combined with the author's career-counseling conversations with an estimated 10,000+ career-minded employees and 400+ managers of those workers:
- Most employees want to believe they're making progress in their careers.
- Employees who want to make progress in their careers are frequently unclear on how to accomplish that goal and as a result feel stuck and unsure how to proceed.
- Corporate managers seek win-win-win results regarding career development for employees: 1) they want to accomplish the goals set for them by the organization, 2) they want to support employee satisfaction and increased productivity, and 3) they want to feel competent as managers. However, most managers are unskilled in how to lead employees through an effective career development process, plus many feel overloaded. As a result career development for team members largely gets ignored.

How a person wants to progress in their career is a highly individualized experience comprised of factors such as lifestyle preferences, use of certain skills, and involvement with specific passion and interest areas. Traditional career-path processes, including those proposing next-step positions within an organization, often force employees to make decisions from within a narrow

structure and as a result are not customized and are frequently dissatisfying to the user. A significant percentage of employees are not seeking big changes in their careers, primarily because they are fearful of significant change, and would be satisfied, and as a result more engaged, with small yet personalized career-advancement accomplishments. Career development is a complex, ongoing process. Once an employee learns some basic career-growth strategies they are better equipped to continue to drive the evolution of their career to attain ongoing and increasing satisfaction throughout the span of their working life.

CareerWow! Employee-driven career planning and implementation
CareerWow! is a self-directed employee career-development process that puts career-growth activities into the hands of those most invested in career progress, the employees themselves. CareerWow! also provides guidance for how to view and present career progress activities from their employer's perspective, including how to have an effective career-development conversation with their manager and how to present career goals and requests from a win-win perspective. Metrics to track the tool's effectiveness include strategies to measure the percentage of employees who have used the tool, the percentage of recommended modules completed by each user, and a Yes / No rating for the question, "Do you feel as though this tool is helping you to make progress in your career?"

Self-directed employee career development in action
Corporations currently using CareerWow! such as New Belgium Brewing, Colorado State University, University of Colorado Health, as well as many of the 40+ organizations surveyed regarding future use of CareerWow!, maintain a reputation as being appealing places to work, indicating forward-thinking attitudes toward creating and sustaining positive employee experiences. Companies that place a high value on development of the business and team are ideal for CareerWow's self-directed employee career development approach.

Using New Belgium Brewing as an example, the organization has used CareerWow! (internally named Manifest Your Best Career, or MyBC) since 2010. Ranked seventh of 100 best places to work in Outside magazine's 2014 report, New Belgium Brewing's employees access Career-Wow! / MyBC from their company's human resources page. Users learn of it based on a recommendation from a manager, human resources representative, fellow employee, or through internal promotion of the resource.

New Belgium Brewing allows employees to make use of the tool on company time, and encourages participants to follow through on the tool's recommendations, including activities such as career research interviews and career experiments to investigate alternative career paths. Career-Wow! / MyBC supports New Belgium Brewing's core mission: "To operate a profitable brewery which makes our love and talent manifest." The author is aware of several New Belgium Brewing employees who have developed their careers in meaningful and satisfactory ways both within and outside of the organization as a result their use of CareerWow!/MyBC, and the company has updated videos included in the tool to keep it relevant and accurate. Used in these ways, New Belgium Brewing has been able to effectively support employees' desires to keep developing professionally while keeping managements' and human resources' time and effort investment minimal.

Additionally, since 2013, CareerWow! has been used in private-practice career counseling at Career Solutions Group, supporting an estimated 600 adults in career transition, and has proven to be an effective support tool in this setting, helping to move clients through a prescribed process to define and research potential strong-fit career niches, prepare for upcoming career discussions with managers, get ready for internal job interviews, and build targeted résumés.

Accessing CareerWow!
In its current format CareerWow! is a collection of videos and worksheet modules accessible through online portals that have been created and customized by 10 client companies, and is available to an estimated 30,000 employees. To begin using the tool employees answer this one-question survey:
What's going on in your career right now? Please select the statement that best describes your situation.
- I'm pretty happy in my career now. I want to keep things moving forward well.
- I'm feeling a little flat and bored in my career. I want to figure out how to grow in a meaningful career direction.
- I have some specific ideas for how I want to grow in my career, and I want to talk with my boss about next steps.
- I want to define some potential new career directions.
- I have ideas about career directions that interest me, and I want to explore them to be sure they're a good fit for me.
- I want to be prepared to talk about my successes and accomplishments in an upcoming meeting with my manager, in a job interview, etc.
- I need to prepare a targeted resume to help me get to the next step in my career.

Their selection generates a list of recommended modules from among the list below which users can then access and complete at their own pace:
Module 1: Company's Career Development, Mission & Vision. The client company communicates their stance on career development, conveying hopes and support for team members' successes and featuring a leader within the organization who encourages employees to use the tool. Also includes an overview of the CareerWow! resources.
Module 2: Strengths & Talents. This set of steps helps users to articulate their strongest skills and talents to support additional steps in the CareerWow! process.
Module 3: Career Passions & Interests. With the purpose of helping users to engage more successfully in work activities that are intriguing and meaningful to them, this module expands their awareness of career areas to consider through exposure to a wide range of departments and industries.
Module 4: Vision & Values. CareerWow! participants follow a step-by-step process to define a motivating career vision and articulate corresponding priority values, helping to guide the user's career decision making and planning.
Module 5: Creating Career Options. In this step users discover how to identify several alternative career possibilities created based on their personal strengths and passion areas.
Module 6: Career Research Interviews. This module leads users through a process of gathering first-hand information from specialists who have already succeeded in their career areas of interest, to confirm or eliminate fit, and to facilitate career-progress planning.

Module 7: Career Experiments. An overview of low-risk, short-term activities provides users with a process for gaining hands-on exposure to career areas of interest, and helping to bridge successfully to new career areas by taking small, logical steps.

Module 8: Success Database Development: This module helps users identify and document relevant accomplishments for content in performance reviews, internal job interviews, and development of targeted résumés for application to company job openings.

Module 9: Career Conversations with Managers. Users are led through a process to help them prepare for a productive career-development conversation with their manager. Participants are shown how to prioritize what is relevant to both their goals and the company's, increasing their chances for mutually successful outcomes.

Module 10: Target Resume Development. CareerWow! users are guided in how to strategize relevant information to include in a résumé for a specific career opportunity, and to learn expert techniques for creating an effective résumé.

Module 11: Job Interview Preparation. Participants learn effective techniques to prepare and present themselves for an effective job interview.

Module 12: Overview of Your Company's Current Career Resources. Provides a brief overview of other career resources currently available within the organization. May include skill-building classes, resource libraries, online tools, etc.

More information and sample modules may be viewed at *www.careerwow.net/*

Results and insights to date

Corporate and private-practice career counseling use of CareerWow! since 2010, have led to these observations:

- Some employees are concerned when their employer suggests they spend some time and effort on their career development, as they are fearful that their job is at risk. For this reason it is helpful for respected leaders in the organization to publically advocate that employees access the tool for the purpose of increasing their results and satisfaction in their current position and to help normalize its use as part of the company's employee development process.
- Similarly, effective and ongoing promotion of a company's career development tools reminds employees that resources are available and helps to integrate those tools as a standard part of the organization's practices.
- A process such as the one used with CareerWow! has proven to be an effective resource for employees, managers, and human resources professionals as evidenced through testimonials citing the tool as a helpful resource for developing their employees, deepening engagement, and providing a clearer path for defining and achieving career goals. CareerWow! testimonial information may be viewed here: *www.careerwow.net/#!testimonials/c42f*

This author owns a private career-counseling practice that employs a team of service providers. She has assigned CareerWow!'s Career Conversations with Managers module to employees to help them articulate and prepare for discussions about their career goals and development, and has found the process to be effective and energizing for both employees and herself as a manager as it shifts the dynamic from, "Ms. Manager, what can you do for me to make me happier in my career?" to "Ms. Manager, these are some ideas for how I can progress in my career while also supporting growth of the organization. What do you think?"

Evolving CareerWow! and self-directed career development
Feedback and requests from current CareerWow! client companies, combined with more than 40 other organizations surveyed, indicate demand for a cloud-based Learning Management System (LMS) tool that will ultimately integrate with talent management systems and capture key data about its use such as percentage of employees accessing CareerWow!, percentage completion of recommended modules, and a Likert-scale rating of the helpfulness of the tool. This product is currently in development.

Having listened to the career hopes and frustrations of 10,000+ professionals over 20+ years, the author has observed an increasing percentage of organizations that appear to be more attentive to the desires of employees to create and act on meaningful career development goals. Additionally there is a trend toward employees recognizing that they are the captains of their career journeys and as a result must be proactive to attain the successes they desire.

To further improve career development results for users and client companies the author will continue to gather first-hand information from private-practice clients and corporate career-development professionals and to integrate these learnings into future processes and techniques, including making use of evolving technologies for maximum impact and results.

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About the author

Katy Piotrowski, MEd, LPC, is founder and CEO of Career Solutions Group. She earned the masters degree in career counseling at Colorado State University, worked for 10 years in technology marketing, and is the author of *The Career Coward's Guide Series.*
Contact her as follows:
Katy Piotrowski, Career Solutions Group,
430 Stover Street, Fort Collins, CO 80524 USA
(970)224-4042 e-mail: katy@careersolutionsgroup.net.

Chapter 6

INTERNAL SUCCESSION PLANNING: The Research and Practice of Growing and Developing Retail Pharmacy Talent from Inside the Corporation,
by **Denise Caleb**

Career Development Defined in Your Approach or Practice:
Career development has multiple facets. As one's career emerges within an organization, there needs to be a formula or structure to make the developmental path sustainable. An important developmental practice that can be used to provide structure, particular to large corporate organizations, is the framework of succession planning. The first decision is how the corporate culture plans to approach certain career development practices; most importantly, whether an internal or external succession planning philosophy will be adopted. As a Human Resource (HR) Field Executive and Practitioner in the corporate retail pharmacy, internal succession planning was a vital means I used to create sustainable career paths and development strategy given the climate of the health care industry and organization.

When selecting the practice of internal succession planning, it is important for mangers to truly understand what impact the process will have on the culture and the employee population. An internal successor is typically an employee who grows up within the organization, working in an entry level or mid-management role six months or more prior to being promoted as an internal successor. Succession planning for this individual could be formal or informal, ranging from replacement to developmental succession planning (Caleb, 2014). In my career, as a HR Executive in a Retail Pharmacy environment the leading practice I used was internal succession.

Assumptions
When determining the type of succession planning to use as a HR practitioner or career developer, there are two assumptions that generally prevail. First, there is the assumption that executive managers make, that external succession planning is the best way to incorporate new knowledge and blood into the organization. Valid arguments can be made to support the use of external succession planning. When seeking to infuse the use of structured succession planning as a career development practice, the utilization of internal succession planning takes on a different meaning for long-term employee sustainability. It can be argued that internal successors result in knowledge retention and indispensable business growth. From my experience as a HR practitioner in a volatile retail pharmacy environment I found the use of internal succession planning was instrumental for career longevity and retention. Swanson's (1994) research revealed expertise that internal successors attained was unique knowledge that was typically specific to the organization's culture. This outlook requires the organization to have HR strategies in place to retain the

expertise, also known as, proprietary knowledge (Fleming & Asplund, 2007). This proprietary knowledge was essential in a competitive retail pharmacy environment that was facing expansion and aggressive health care industry changes.

Second, there are assumptions made regarding retention, which can cause corporations to under-estimate the value of retaining their top talent employees. Retention, as defined by SHRM Learning System, Section 3 (2012), "is the ability to keep talented employees in the organization" (p. 120). Retention becomes a key strategy to making internal succession planning viable. The other option is to hire this level of expertise from the marketplace, referred to as external succession planning (Rothwell, 2002). A possible drawback with an external successor is that expertise does not exist from within the organizational culture, thus the external successor is unaware of the cultural norms and expectations (Swanson, 1994). I realize that the growth needs of the corporate retail pharmacy environment required that internal succession planning be the leading practice to ensure rapid expansion and successes to be the outcome.

Perceived Benefits/Outcomes
The selection of a successor from inside or outside the organization can be difficult. Depending on the organizational values and needs at the time, a strategy should be considered to create the best growth opportunity for the successor, as well as the company. Both internal and external approaches to succession planning have perceived benefits and outcomes, depending on the needs of the organization and the cultural norms.

According to Kidder (2006), the formation of the culture stems from shared values. Those values are the proposed shared principles of the key players; including both the leaders who create the vision and the followers who execute the mission. Values are critical, as organizations must determine if those communal ideals are shared by internal or external candidates. The largest benefit of catering to internal succession planning practices is the cultural fit of the successor, along with sustainability of knowledge. My experience as a HR practitioner, I found that the leading benefit of internal succession planning is the positive impact it had on morale within a changing retail pharmacy environment.

Programs and New Initiatives
There are three approaches as a HR practitioner that allows succession planning to act as a valuable career development tool: 1) internal succession planning practices, 2) a monthly time commitment for one-on-one career development discussions, and 3) quarterly succession planning reviews. As a HR Executive, I personally used the following three strategies for succession planning and career development purposes.

First, as an advisor and consultant of the process, it is important to design and implement succession planning tools and strategies for the organization. The tools should allow for talent mapping and an inventory of skills, knowledge, and abilities, so that gaps can be addressed through development.

Second, as practitioner leading the process, there needs to be a commitment to the time that will be spent. Time that is giving to direct reports, discussing their goals, development, and career

pathing is the most essential part of executing the succession planning process.

Third, when leading succession planning strategy, it should be implemented as cultural practice that is long-term. When approaching succession planning as an organizational initiative that is completed on a quarterly review cycle (the same as financial earnings that are completed on a quarterly cycle); the career development practice goes beyond something that the organization initiates on a particular cadence, but it becomes an organic career development practice.

I found, as a HR executive working for the largest retail pharmacy corporation, it was important to select internal successors for continued growth, particularly with the global business growth that was anticipated over the approaching decade. When selecting an internal successor, there must be an organizational value structure to support a commitment to that practice in order for there to be success. Organizations who embrace the value of internal succession movement approach succession planning with the belief that the successor selection will occur from within the current employee population. The belief that the selection of an internal successor contributes to a long-standing organizational culture is common (Husting & Alderman, 2001). When businesses value the development of their culture, the focus is on the development of the internal human capital and the benefits that internal movement presents to the organization.

Often the belief that an internal successor is less likely to disrupt the norms and values of the organization is generalized amongst hiring managers. Seminal researcher Jim Collins (2001), author of Good to Great, and his research team focused on leadership succession as a part of their 2001 study. In surveying internal successors of the identified great organizations, the team discovered that only one organization out of the eleven, failed to utilize an internal successor to the Chief Executive Officer (CEO) of the corporation (Collins, 2001). The evaluation of companies that went from good companies to great companies provides support for retaining, coaching, and promoting top talent through internal succession planning efforts.

Career Development Resources
When we focus strictly on the selection of CEOs, succession planning becomes a critical practice that requires a strategic developmental approach. There are numerous practices and approaches, but as a corporation considers who will lead the reins of the entire organization, it is important to know what historical practices have yielded previously.

Despite Collins' (2001) data, the trend of external hiring outside CEOs continues to increase. During 2009 and 2010, external CEO hires comprised 25 percent of Standard & Poor's (S&P) 500 companies (Meinert, 2011a). However, the length of time CEOs spent with an organization declined. The average tenure for a CEO in 2000 was 10 years, which regressed to eight years in 2010. Depending on an individual's perspective, this may seem like an adequate timeframe, but not to the organization who has invested training time and dollars to ensure CEO excellence (Meinert, 2011a).

Bower's (2007) research suggested that internal succession planning faced a potential crisis, due to the lack of commitment to the identification and development of internal talent. His research included case studies of successful internal succession development. Bower also reviewed how

the internal selection decisions influenced bottom line profits and growth for companies who followed this type of succession planning model. The research demonstrated further significance as it examined the inside niche of talent that had gained the internal history and knowledge of the organization, yet had an outsider perspective and way of thinking when driving performance. This demonstrated that even young hires, who had limited work experience, could still gain an internal insight that is often desirable as a successor. The debate has been extensive as to internal versus external leader selection, but Bower's (2007) research has clearly supported the need for succession plans to be focused on the development of internal talent. Due to the internal succession planning pros outweighing the cons, the first option from a best practice standpoint is to attempt internal succession planning (Collins, 2001). However, various research data supports internal selection, there are valid reasons for external selection of successors as well. During my tenure as a HR executive in the retail pharmacy environment it was clear that internal succession planning was a critical practice and taking the onset of that process to ensuring the selection of top talent, contributed to the benchmark of that talent increasing, making retention strategies even more valuable.

Best Learnings
The ever changing world of retail pharmacy calls for a certain degree of historians within the organization. These employees provide an advantage against the competition as they fight to retain top talent in a health care environment that is complex and requires a high gauge of intellectual capital to survive increasing script costs. The organizational culture and pharmacy environment lends itself to a compatible relationship with internal succession planning and career development practices that focuses on growing the employee within the organization. According to Boga and Ensari (2009), companies must complete their due diligence to understand what type of culture enhances organizational growth when making successor decisions. If the culture needs to be team based, family oriented, and requires a fair amount of intellectual capital to be successful, then internal succession may be most appropriate. My experiences as a HR executive within the automotive industry, higher education, and HR consulting firms, it was definitely important for me to understand the cultural chemistry of retail pharmacy, when executing the use of internal succession planning as the leading strategy. Utilizing internal succession planning resulted in higher retention, higher engagement, and increased business growth.

Recommendations
I operated in the corporate environment of Human Resources for the last 15 years, allowing me to develop insights to the use of practices, whether the organization is small, medium, or large. Since each organization takes on a culture based on mission, vision, values, and beliefs, the implementation of career development practices requires customization to individualize the best practices for incremental business growth. It is recommended that organizations, through consultation with HR practitioners and HR consultants, determine the needs of the organizational culture and the employee population, based on the long-term growth strategy of the organization. When doing so, corporate organizations would benefit greatly from implementing: 1) internal succession planning practices, 2) a monthly time commitment for one-on-one career development discussions, and 3) quarterly succession planning reviews. Combining these strategies with the overarching use of succession planning is a must within a corporate retail pharmacy culture that is faced with the changing requirements and facets of health care.

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About the author

Denise Caleb started her journey in Leadership Development, Consulting and Management over 15 years ago and has experience in the field of Human Resource Development, Organizational Design, Strategic Planning, Succession Planning, Training and Development, Workforce Planning, and Executive Level Coaching. Most recently, she worked for the largest retail pharmacy company in the world as a Talent Development Manager and she later transitioned into the Regional Human Resources and Talent Manager position supporting the Regional Vice President and 5,800 team members. In addition, she was appointed as the Divisional HR Liaison for the Western Operations Corporate Diversity and Inclusion Council. Prior to working in retail pharmacy, she worked at Argosy University Central Services; Education Management Corporation (EDMC) as the Regional Vice President (RVP) of Human Resources, Western Division, as well as the Senior Director of Organizational Development. She also spent 10 years of her career working at Talent Plus, Inc., an international consulting firm headquartered in Lincoln, Nebraska. She earned the Bachelor's degree in Speech Communication with an emphasis in Broadcasting at Colorado State University. She earned the Master's in Education in 2003 with a concentration in Organizational Change, Performance, and Human Resource Development at Colorado State University while continuing to work full-time. She earned in 2013 the doctorate in Organizational Leadership at Argosy University, Denver. She earned the Professional in Human Resources (PHR), and the Lean and Six Sigma Green Belt Certifications. She has taken continuing education courses and certifications at Kansas State University, Howard University, and Gallup University.

Chapter 7

CHANGE YOUR FOCUS, CHANGE YOUR TEAM: An Integrated, Strengths-Based Approach to Corporate Career Development
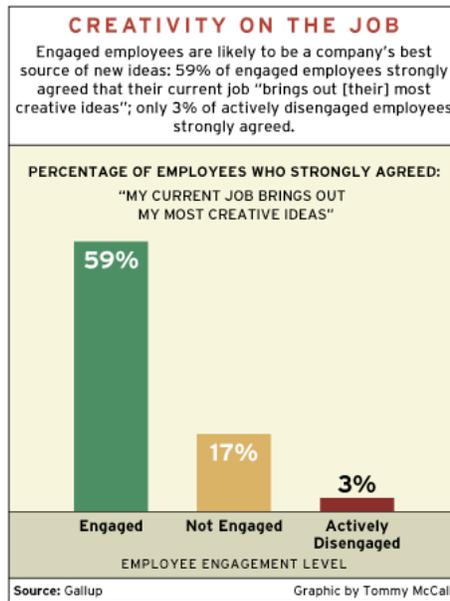by **Marie Zimenoff**

As global economic pressures increase, companies are continually seeking opportunities to be more innovative, develop customers into brand ambassadors, and attract the best talent. Recent human resource trends have highlighted employee engagement as a critical element for achieving company goals and positive outcomes. Data supporting the relationship between employee engagement, career development, and critical business metrics is plentiful. As such, savvy organizations are creating a robust workforce by engaging employees through career development opportunities and onsite leadership training.

The Business Case for Engagement
It might sound like good news employee engagement in the U.S. workforce is at its highest since 2000. In a 2014 study, Gallup found that 31.5 per cent of U.S. employees were *"involved in, enthusiastic about and committed to their work and workplace,"* up from 29.6 per cent in 2013 (Adkins, 2015). However, this still means nearly 70 per cent of the workforce is not engaged. Most human resource leaders are familiar with this research, which also provides alarming cost data associated with productivity loss. In 2013, Gallup estimated that actively disengaged employees cost the U.S. between $450 billion to $550 billion each year in lost productivity (Lipman, 2013). Perhaps due to the global nature of this data, the author has observed it often dismissed by organization leaders who believe their company is not subject to these influences.

In an effort to find metrics that might hit home for these leaders, there are additional sources human resource and career development professionals can cite to create a business case for engagement within their organization. An early *Gallup Management Journal* (GMJ) survey also ties engagement to innovation and customer service delivery, two key components to competitive advantage in today's global marketplace (Krueger & Killham, 2006). Gallup research found 59 per cent of engaged employees strongly agreed that their current job *brings out their most creative ideas* while only 3 per cent of actively disengaged employees strongly agreed with that same statement. (See table: **Creativity on the Job**). The study identified significant differences in how engaged and disengaged employees react to creative ideas from their colleagues and view the company's encouragement of innovation, suggesting that idea generation can be amplified among engaged employees or stifled by the disengaged employees. In addition to the impact on innovation, the GMJ found a consistent connection between employee engagement and customer engagement.

CREATIVITY ON THE JOB
Engaged employees are likely to be a company's best source of new ideas: 59% of engaged employees strongly agreed that their current job "brings out [their] most creative ideas"; only 3% of actively disengaged employees strongly agreed.

PERCENTAGE OF EMPLOYEES WHO STRONGLY AGREED:
"MY CURRENT JOB BRINGS OUT
MY MOST CREATIVE IDEAS"

59%

17%

3%

Engaged   Not Engaged   Actively
                          Disengaged
EMPLOYEE ENGAGEMENT LEVEL

Source: Gallup   Graphic by Tommy McCall

They found that 51 per cent of engaged employees felt their coworkers *do what is right for our customers*. Only 10 per cent of the disengaged employees agreed with this statement (Krueger & Killham, 2006). Beyond losses in productivity and erosion of customer engagement, the other cost of disengagement is attrition. JDA Professional Services, Inc. calculated the cost of replacing a technical employee with a $60,000 salary to be $150,000, including direct and indirect costs. They suggest direct costs total 80 per cent of an employee's salary and a multiplier of 2-3 times the annual salary to determine the total cost of hire. For positions that are difficult to fill and as the pool of talent becomes more constricted for many jobs, this cost and the time required to find talent will increase.

Connecting Career Development, Engagement, and Retention
 The drivers behind employee engagement, as found by Aon Hewitt in their 2014 Trends in Global Employee Engagement Report, include career opportunities, managing performance, organization reputation, pay, communication, innovation, recognition, and brand alignment. Career opportunity was the top driver for engagement across the generations and for three of the four job functions surveyed (Aon Hewitt, 2014). Echoing these findings, in 2014 only 40 per cent of the workforce knew about their company's goals, strategies and tactics, making it difficult for the employee to then connect how their work adds value to the bigger picture within the company and beyond (Fermin, 2014).

Similarly, as employees are leaving organizations, the reasons for leaving that rise to the top include lack of career advancement opportunities, lack of challenging work, lack of meaningful work, lack of recognition, poor relationship with their manager, and salary. A recent study by the NPA, who surveys recruiters, found that *"seeking growth/challenge"* and *"unsatisfactory progression"* were the top reasons for employees actively seeking job change. The number who reported unsatisfactory compensation/benefits (22.3 per cent) was equaled by those reporting unsatisfactory career progression (NPA, 2013).

Career and other development programs play a key role in addressing nearly all of the drivers for engagement and employee's reasons for leaving. The NPA and Aon Hewitt research aligns with the anecdotal data gathered by the author in interactions with thousands of professionals across the nation who seek job change as an answer to stifled career growth or *"lack of meaning"* in their work.

Where Career Development Programs Fail
As the opportunities for advancement in many companies are limited due to delayed retirement, many career development programs fail to achieve long-term effectiveness by setting false hopes for advancement. Successful development programs help individuals to identify their motivated skills or strengths, understand how these fit with company strategic objectives and needs, and uncover opportunities to add value in other ways.

Career development programs that focus on career exploration and development independent of the organization can also have limited effectiveness. They fail to connect the employee with realistic opportunities within the organization or build understanding of their responsibility in attaining additional skills or education, building appropriate relationships, or meeting other requirements to move within the company. In doing so, they may set false expectations with individuals in the organization and negatively impact engagement.

Lastly, career development programs that are focused on improving weaknesses have limited impact on engagement, although according to Gallup research, may be better than a complete lack of feedback and coaching within the organization (Brim & Asplund, 2009). Although human resource and career development practitioners may find this hard to believe, 61 per cent of people believe that you will grow the most in your areas of weakness despite growing data demonstrating that the greatest potential for growth, contribution, and productivity lies in our areas of strength (Buckingham, 2007). Adopting this philosophy can be challenging in traditional organizations, but the data-rich evidence for its superiority are increasingly convincing.

A Strengths-Based, Team-Focused Training
In a 2009 study, Gallup also found that if supervisors focus on strengths, the chances of their employees being actively disengaged at work are only one in 100 (Brim & Asplund, 2009). This research, and the above observations of successful career development programs, provided the foundation for a program the author developed for global leaders within an engineering company looking to increase their employee engagement and develop manager coaching skills. The company had incorporated strengths concepts into select individual teams and among their leadership team. They sought to increase the understanding of strengths among senior leaders and provide tools for managers to use the concepts within their teams.

The Change Your Focus, Change Your Team program was customized to incorporate the company's core values, address the Five Dysfunctions of a Team framework used within the leadership team, and provide tools for managers to start strengths conversations with individuals or teams. The tools integrated with corporate performance metrics, and delivered basic coaching concepts with an appreciative inquiry approach that each manager could use within their team. Building on this knowledge and skills-based language, managers could apply tools with their team to iden-

tify strengths, develop a resource map, create a project plan, incorporate strengths into performance reviews, and connect personal strengths to the organization or project goals.

Tool 1: Strengths Identification. Setting the foundation, the first tool created opportunities for managers to understand the strengths of their team members. It also provided a platform for teams to learn the strengths of each individual on the team, introducing new language among the team and promoting reconfiguration of projects and tasks to align with strengths. Although employees and managers could bring in outside resources, the tool provided a platform for conversation without additional expense and allowed international leaders to adapt the tool for their language and office culture.

Tool 2: Resource Map. The resource map activity allowed managers to lead individual employees through assessing the resources within the organization that support their strengths and spurred conversations between the employee and manager regarding the resources, people, or experiences they can seek out to build on their strengths. These development opportunities opened the doors for employees to identify opportunities for building on their strengths within the context of the company's current needs, regardless of advancement opportunities.

Tool 3: Project/Organization Mapping. This structured activity directed individuals to map how they contribute, using their unique strengths, to the organization or project. The structure of the tool facilitated a conversation between the manager and the team to identify the organization/ project goals, determine how each individual contributes to the goals, and create an action plan to develop employee strengths in relation to these goals.

Tool 4: Project Success Map. Building on the manager and team's knowledge of employee strengths, managers could use this resource to determine how a project would require each of the four domains of leadership (Conchie & Rath, 2009). When planning a project, managers would assign tasks to build on these strengths, increasing engagement, productivity, and outcomes. Along with the Project/Organization Mapping tool, this activity generated discussions between managers and employees regarding how employees contribute to the larger organization or project.

Tool 5: Strengths-Based Reviews. The final tool provided an outline for employees to prepare for their annual review in a strengths-based format. It outlined the organization's key metrics and prompted employees to identify how they apply their strengths to contribute to each goal. The tool also required each employee to provide strategies for building on their strengths to improve performance. This provided a context for managers and employees to focus on strengths during reviews, instead of the traditional focus on weaknesses or areas for improvement.

These strengths-based tools provided simple development programs for managers dealing with specific issues within teams. The programs created a springboard for developing newly formed teams through guided discussion and building of trust among the team. Specific programs also addressed the issues of under-performing teams by facilitating discovery of refinement within the teams division of tasks, encouraging appreciation of each member's contributions and strengths, and building trust within the team. Similarly, individual tools assisted with diffusing conflict

among teams. Perpetuating the philosophy of focusing on strengths instead of working on weaknesses, the tools also provided opportunities for high-performing teams. Metrics to measure success of the program and tools included perceived trust within teams, reported team performance (underperforming, performing, high performing), and attrition/retention within the business unit.

As career consultants and human resource professionals, we strive to develop programs that give managers and employees the tools to engage, grow, and increase productivity. The responses of those seeking job change validates these efforts, as does the recent corporate movement toward developing effective programs. Today, 90 per cent of leaders think an engagement strategy will have an impact on business success, but fewer than 25 per cent of them have a strategy (Fermin, 2014).

Human resources or internal career coaches looking to build such strategies will continue to create value by building programs that connect employee development with corporate goals, talent gaps, and performance measures and designing systems to capture meaningful metrics, including customer service, innovation or innovation culture, and the true organizational cost of employee turnover.

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About the author

On a mission to change the world through proactive career management, **Marie Zimenoff** has worked within corporate, workforce, corrections, university, and private practice settings, tirelessly pursuing the latest strategies and tools to achieve the best employee and client outcomes in each setting. She takes a marketing approach with leaders who struggle to communicate their value and are stalled in their career growth. She speaks to audiences nationwide on career topics and hosts a weekly radio show, The Career Confidante, to share career management, branding, job search, resume development, social media, and leadership expertise with professionals worldwide. One cannot change the world single-handedly, so she is dedicated to the development of career colleagues, serving as a leader within state and national associations, training workforce and university career staff on site, and developing programs as Executive Director for the Career Thought Leaders Consortium and Resume Writing Academy.

Contact her as follows:
Marie Zimenoff, Executive Director
Career Thought Leaders Consortium and *Resume Writing Academy.*
855-333-5793
e-mail: marie@careerthoughtleaders.com
Twitter: twitter.com/workwithpurpose
LinkedIn: www.LinkedIn.com/in/MarieZimenoff
Web Sites:
A Strategic Advantage: www.astrategicadvantage.com
Resume Writing Academy: www.resumewritingacademy.com
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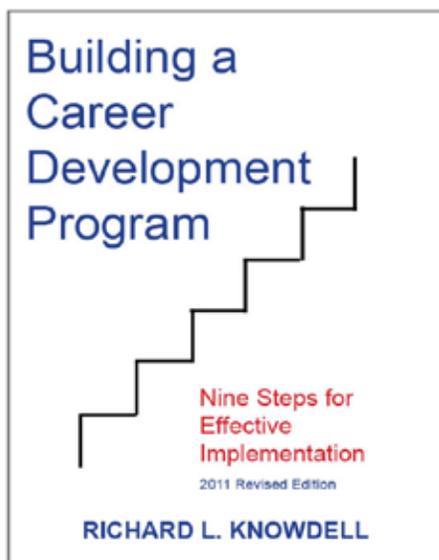
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Chapter 8

THE NORTH EAST REGIONAL EMPLOYMENT and TRAINING ASSOCIATION TAKES A LOOK at the NEW PUBLIC WORKFORCE SYSTEM UNDER WIOA
[The Workforce Innovation and Opportunity Act]
by **Colleen LaRose**

How Industry Sector Initiatives And Career Pathways Will Create Alignment Between Education And Economic Development Goals.

The Workforce Innovation and Opportunity Act (WIOA) was passed by the United States Congress on July 22, 2014, with overwhelming bipartisan support and will be enacted on July 1, 2015, replacing the Workforce Investment Act (WIA) of 1998. WIOA includes some very progressive language related to how career services activities should be carried out in the public sector in the future. It establishes that:

Research and information is provided to job seekers by industry sector

There be active engagement with employers

Clear career pathways for job seekers and employees is provided

All job seekers be followed after receiving services to determine if they are benefitting from the career services provided

The public workforce system is to consider the needs of employers and job seekers in the wider region rather than only what falls within their political lines

More opportunities are to be provided for learning on the job (such as apprenticeships and on the job training opportunities)

Barriers to employment opportunities are to be addressed (transportation, child care, etc.)

This article will examine the first two of these from the list:

That research and information provided to job seekers by industry sector

That there be active engagement with employers and touch lightly on the importance of creating clear career pathways for job seekers and employees. These new strategies in the public workforce system stand at the vanguard of positively impacting employer's ability to improve the quality of their workforce…both incoming workers (job seekers) and incumbent workers as well.

A brief history

The public workforce system has a 100+ year old history of providing job matching services and training services to those who are unemployed and under-employed. The emphasis of this public system had always been on improving the skills of the jobseeker, but a new emphasis under the Workforce Investment Act of 1998 (WIA) was not on training but on helping people get a job first, with training being seen as a *last-ditch effort* to get the person employed. While

it seemed like a good idea at the time, this philosophy of *work first* over time, lead to a lower skilled workforce at a time when more and more technical skills were required in all industries around the globe. The *work-first* philosophy under WIA was especially damaging to low-skilled, low-income, and youth populations who were largely *dumped* into service industry jobs with little career growth opportunities. For those who were not able to find a job with the skills they had, the workforce system did provide a small amount of money (usually three or four thousand dollars) to a few people who qualified for this grant called an individualized training account (ITA). Under previous workforce development legislation, when a jobseeker received training assistance, it was up to the jobseeker to determine what they might want to seek. However, under WIA, jobseekers with ITA's may only pursue employment that is in high growth/high demand occupations in their region.

This requirement for jobseekers to train in high growth/high demand occupations is referred to as the *demand driven workforce* in which jobseekers desires for training are weighed against the needs of employers for those skills in the local marketplace. The concept of local employment needs driving training decisions gained additional traction with the advent of the Federal Department of Labor Workforce Innovation in Regional Economic Development (WIRED) grants initiatives in 2006. The WIRED grants were high dollar competitive grants offered by the Department of Labor Employment and Training Administration that pushed forward this idea of a *demand driven workforce* by making these investments in regions that required the collaboration of economic development labor market information input into the plans being made to carry out the grants. Because the grants typically focused on only one industry sector that had a high demand for high skilled, high wage workers called *high-growth occupations,* the grants helped workforce system administrators better understand the demands of the local labor market and began to change the mindset of the workforce system to be more employer-focused rather than jobseeker-focused.

Why develop industry sector initiatives
Through the programs, the public workforce system began to recognize the value of industry sector initiatives. By concentrating on one industry at a time in these grants projects, they were able to form focused committees, work with educators in ways to clearly align training and academic programming to develop pipelines of workers, and truly began to make a real impact on local economic development efforts by providing talent for the careers most in demand in their regions. For the first time the investments being made were in higher level workers too, with the idea that as they rose through the ranks and helped to grow the businesses, the lower ranks would be filled by the vacuum left behind with those who have lower skills and those people would necessarily be *skilled up* as they attempted to climb internal career ladders.

Learning the Economics of the Region
Breaking down the workforce system into industry sectors gave local workforce system administrators the opportunity to get their arms around some very big issues. Up until then, the workforce system had addressed all industries with relatively equal vigor, not giving consideration to which industries did the most hiring in their region, which added the most value in their region, which needed a pipeline of workers going into the future, and which were changing rapidly and needed more training support, etc.

By breaking the workforce system into industry sectors and concentrating workforce and education initiatives on sectors that are most important to the region's future success, local regions were able to create industry specific opportunities such as career awareness fairs, information sessions about jobs in these industries for parents and teachers, concentrate education and business alignment strategies.

These industry specific initiatives simply did not happen unless there was a concerted effort on the part of the workforce system to address the needs of a particular industry. This lack of organization in developing initiatives was not only due to lack of resources and staff, but largely due to lack of focus. By concentrating on one industry at a time, local leaders were able to develop sustainable committees and stimulate interest in that industry by creating public relations activities that followed a logical path to provide career awareness, linkages to specific industry related training, and connections from that training to employment opportunities.

How Industry sector initiatives will make a difference in training efforts
Traditionally, training to acquire skills for an occupation takes place in three major ways:
1. Training can be an avocation in which someone pursues acquiring skills and knowledge on their own time such as enjoying a hobby or reading books on a particular topic.
2. Training can be part of a formalized educational program offered by an educational entity, either online or in-person (this can be a short-term certificate program or an academic program requiring many years of training commitment).
3. Training can be offered through an employer, such as on the job training, an apprenticeship, or through a consultant brought in by the company to train staff, through self-paced online staff training, or through staff training provided in-house in a formal classroom setting within the company.

With this new emphasis in WIOA on employer needs and industry sector initiatives, a new paradigm is emerging in which employers of the same industry are collaborating (yes, even competitors) to provide industry relevant training to both incoming and incumbent workforces at reduced training costs. One example of this new industry sector consortium is that employers are convening to assess applicants likelihood to be successful in their type of industry *before* the applicant enters a training program. These *speed-dating* type of events allow jobseekers to speak with several employers from the same industry and then the employers provide their honest feedback to the organizer as to which individuals they met that day would be best suited for their industry. These are not hiring events, but rather employers from the same industry simply offering input as to the type of person needed in their industry and whether or not the employers in general felt that the applicant would be a good match for their particular industry. If the applicant is not a good match, the applicant may choose to work on improving their skills or changing their circumstances to become a better match for that industry or may be advised by a career counselor to pursue another employment path that is better aligned with their natural abilities, sensibilities and circumstances. Another example of the industry sector consortiums of employers is that they are collaborating to develop *pre-employment* training programs that help to weed out those who are not committed to performing the regimens required in their industry. A third example of the industry sector consortiums is in creating *informal apprenticeships* where on-the-job training is combined with an industry-led educational component (which may be individualized or in a

classroom setting) to bring a new employee up to speed or increase the skills of a worker from one level in the company to the next. Simply put, industry sector initiatives are taking hold and are driving better clarity for what is needed to improve talent attraction, talent retention, talent training and development and talent succession efforts.

Under the incoming WIOA legislation, there is a returned emphasis toward training, but instead of the onus being strictly on the job seekers, the new paradigm shift is requiring that employers embrace doing more training of employees. It will be interesting to see how this plays out, as employers have been reluctant to pull staff from work to do training. This is understandable because employers are being driven by stockholders to achieve consistently higher and higher margins and so, when push comes to shove, they too often opt to keep an employee productive to address current profit needs rather than invest in the long-term needs of the company by keeping a well-trained work force. However, this short-term profit motive and low-emphasis on worker rights, worker satisfaction, worker engagement, and low emphasis on worker training may prove, in the long run, to be destructive to both companies and communities.

New Emphasis on active engagement with employers
The challenge of the work force system in working with employers has traditionally been because the work force system goes to employers with a pre-determined agenda of what they want from employers, rather than listening to employer's needs and helping employers get what they need. The re-determined agenda is, *We have people who need jobs. Now these people have something about them that makes them hard to place in employment (they have been incarcerated, they have a disability, they have low skills, or some other problem). Therefore, Mr/Ms Employer, if we pay you a portion of their first years salary, will you hire them?*

Of course, this is usually said more tactfully than that...but this is the general idea of the conversation. Under the new WIOA legislation, the workforce development is being asked to work more closely with economic development entities to ascertain the needs of employers…both current and long-range. The system is finally taking a proactive approach with employers, rather than only asking employers to hire hard to place jobseekers or responding to **warn notices** that employers send out when they will be laying off a large portion of their employees.

Customer Resource Management Tools
One of the important tools that regions will now likely be implementing in this effort to be proactive rather than reactive to employer needs is to institute the use of a customer resource management tool (CRM). While these have been in use for many years in the private sector, customer resource management tools are a fairly recent addition to the public sector toolbox. For those who may be unfamiliar with customer resource management tools, it is a shared database of information about businesses. So, although the college, the economic development organizations, the workforce development organization and others may be reaching out to employers separately, may now use a shared database so they can more effectively stay current with and address employer needs. This written record of who has approached that employer and what was discussed will be a critical element in making regions work more effectively…and the database can be sorted by sector to help identify trends that may otherwise be overlooked.

Better career planning

All of these industry sector initiatives point to the improvement of career planning assistance for jobseekers as well as helping employers to attain the workforce they need. For example, it just makes more sense for a jobseeker who has an interest in healthcare to go to a career fair that is all about healthcare, rather than going to a career fair and being faced with any and every kind of job in every industry imaginable.

This should be a huge advantage for career counselors and coaches supporting clients within particular industries. It is important for jobseekers to embrace the idea of continuous self-improvement, life-long learning and career planning…as part of an ongoing cycle throughout their lives. Students at all ages, but especially those entering college should be offered information about potential jobs in industries they tend to gravitate to…and about jobs in regions where they will want to live. We can no longer leave students scrambling for an internship in their senior year and hoping they will find a job upon graduation.

Career planning should be just that…a plan, an ongoing, living plan that grows and matures with continuous knowledge of not only what the jobseeker brings to the world (skills, knowledge, aptitudes) but also what the world has to offer to them (wages, quality of life, growth potential, etc.). We can no longer expect people to just magically become productive and self-sustaining in the adult world with an education that has largely been perennialism. While studying the great ideas of western culture certainly has merit, it is not a substitute for learning a marketable skill and recognizing how to negotiate selling that skill to a potential employer.

With the industry sector models, career pathing becomes much clearer. By concentrating on one industry at a time, a review of wages, skills needed, stepping-stones from one occupation to another within the industry all become much easier to define. One exceptionally good website that has been developed related to career paths (this one for healthcare) is www.texashotjobs. com. While there are government websites that do provide some of this information, jobseekers are more likely to be drawn to websites that help them understand in easy to read terms, the pathways in their desired career. What will be important in these industry sector initiatives is to clearly define the educational organizations in their region, wages being paid in their region, and organizations are who are hiring for jobs in that industry in their region.

Conclusion

Historically, the workforce development system had spent so much time and money on training and helping those with barriers to employment that they had nearly completely neglected the other customer they have...business. While we all want to help the impoverished, illiterate and struggling, it cannot be where we put the few dollars we have to invest. It is a no win strategy. To get a return on investment, the workforce system needs to invest in what is working and help that to grow. By investing in improving talent pipelines for the major industry in their region, that industry can thrive, providing more need for labor. Therefore, those who have barriers will have more opportunities for employment as a vacuum for lower level jobs is created. Bottom line, we have to stop throwing money at training and begin asking hard questions like, *What investments should we be making to create jobs and improve the economy for everyone?* Just as the Gallup strengths finder suggests building on your personal strengths rather than in-

vesting in learning what you are not good at, growing a community's greatest assets, rather than concentrating limited resources to try to fix what is not working, is a much better strategy for growth. Industry sector initiatives are the right formula as long as employer engagement and career pathways are part of the equation.

About the author

Colleen LaRose has 20 years of experience in workforce development and economic development public policy at the local, state and federal levels. In 2012, she founded the North East Regional Employment and Training Association (nereta.org) to encourage government, business, economic development and education to collaborate more effectively on workforce development issues. Through NERETA, She provides professional development webinars, conference presentations, articles, and consultation services. She earned masters degrees in public relations and higher education administration at Rowan University.

Contact her as follows:
Colleen LaRose, President and CEO
North East Regional Employment and Training Association
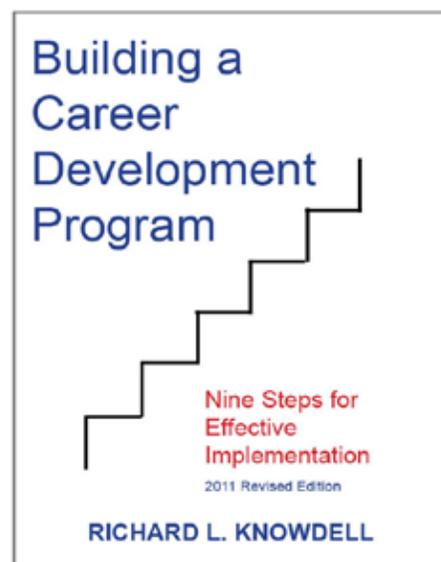*PO Box 123*
Upper Black Eddy, PA 18972
(908) 995-7718
e-mail: colleen@nereta.org
Web Site: www.nereta.org

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RICHARD L. KNOWDELL

Chapter 9

CORPORATE CAREER DEVELOPMENT:
Fundamentals
by **Paulette Fried**

When I started working as a career development professional in a corporate setting, I had already had both academic and real-world experience in counseling and business management. It was during one of my own career crossroads that I recognized I could attain my *best fit* career by going into the career counseling field. It married both areas of keen interest to me in an ideal way. I entered our profession at a time when corporate career development programs were taking hold–thanks to early thought leaders like Zandy Leibowitz, Bev Kaye and Peggy Simonsen. In the 1990s, the Career Action Center was thriving in the Silicon Valley and *Harvard Business Review* published Betsy Collard's article, *Toward a Career-Resilient Workforce.* The work and writings of these corporate career development pioneers spoke directly to me, affirming my previously unknown aspirations and assuring me this new professional *north star* I'd found could be trusted. Career counseling on the west coast, where I lived at the time, was flourishing with many universities offering degrees and specialty certifications. A few, often technology-based companies, like TRW, Cal-Tech, Southern California Gas and Kodak, had started initiating and staffing internal career development centers. Their focus was on helping employees develop their career within the organization. It was not outplacement work for employees being laid off. It was at that time, in the 1990s, that I began the work that continues to fuel my creativity and sense of purpose.

Why We Do It
Forward-thinking company leaders have known for many years, even decades, that technological advances and globalization were going to demand new ways of doing business. Those that were tracking demographics also realized that the aging of U.S. baby-boomers and their opting out of the work-force was going to be another variable to factor into the company's long-term strategic planning equation. It was primarily with these trends in mind that some organizations started establishing career development programs when I moved into doing corporate work. It was not because such programs were a nice idea or the right thing to do. Rather, it was hoped that they would be a way to overcome real and pending challenges facing the companies. From the corporation's point of view, the impetus for providing employees development support, beyond performance reviews and training classes, has been:
- To stay competitive through continuous workforce improvement.
- To be more flexible and adaptable to organizational change.
- To attract, motivate, retain and re-engage employees.
- To leverage existing and future development resources.
- To forestall real or perceived threats to waning staff morale, as reflected in employee option surveys, unrest from internal groups threatening unionization–or both.

In addition, companies hope to engender a high-performance, learning organizational culture. Today, if employers are to attract and retain engaged and productive talent, professional development programs are needed. They are what employees want and now expect. The results of a recent Korn/Ferry Innovation Imperative Survey indicated *41 per cent of candidates [those seeking employment] said they would consider leaving a company if they did not receive first-class development*. Employees at all levels and in all functional areas of an organization want to derive more satisfaction from their work. Active, on-going career development support is what they seek. According to Insala's 2012 Career Development Survey of corporate leaders and HR professionals, respondents indicated that the primary reasons for their career development programs are engagement, succession planning and retention. It should not go unmentioned that a Human Capital Institute and Knightsbridge study revealed that *Effective implementation of career management leads to greater financial returns*. This was one of their Top 10 research insights of 2013.

What We Do
Whether referred to as career counselors, career coaches, professional development consultants or something else, companies are looking to career development specialists to provide a broad array of career resources and information, products and services that will enable employees––individual contributors and managers—to broaden their knowledge of career development and effectively plan their career within the company. We often serve as a *hub* for accessing corporate development resources, information, tools and opportunities. Career services should help facilitate employees building relevant experiences, skills and competencies to enhance job and company performance–now and in the future. Underlying it all is the now pervasive notion of career self-reliance, that each individual take ownership of and drive their own career. Part of the offerings, although not always apparent, include enlightening managers and executives on their respective roles in corporate career development planning–from knowing how to forge conversations and what questions to ask, to creating an environment of openness and opportunity with essential supports (financial, political, organizational). Embedded, more often than not, within corporations' HR organization, career service providers need to serve as strategic partners to employees, managers and even executive leadership.

Areas of impact for corporate career professionals include:
Talent Management–by addressing employees' needs, interests and issues; promoting career self-reliance; aligning employee development with corporate goals:
On-boarding / assimilating into the corporate culture
Navigating job and organizational changes
Grappling with career / life transitions and balance
Networking and exploration –for one's enrichment, challenge, advancement and organizational awareness
Self-assessment and discovery (values, interests, skills, style, strengths)
Branding, self-marketing and resume development
Internal interviewing
Skill enhancement, including non-technical **soft skills,** e.g. EQ, time and priority management
Performance management – seeking feedback, setting goals
Strategic successor planning

Internal and external training/education
Stretch assignments and special projects
Integrating and reinforcing the company's goals, values, competency requirements
Fostering creativity, innovation
Legacy/ Retirement planning
Becoming more strategic by spotting trends, identifying opportunities and challenges (individually, organizationally, by and across industries, globally)

Leadership Development–by coaching and training
- Developing coaching skills for performance and development discussions
- Enhancing the effectiveness of communication, presentation skills
- Improving team dynamics, team building and collaboration
- Getting and giving feedback
- Promoting diversity and inclusion
- Shadowing leaders at staff meetings
- Supporting mentoring partnerships
- Processing 3600, 1800, 900 feedback results for professional development

Optimizing Performance and Organization Success–by contributing to and enhancing the enterprise
- Preparing for/responding to organizational change
- Collaborating across Human Resource functions
- Encouraging rotation programs and Communities of Practice
- Supporting Employee Resource Groups
- Promoting knowledge management efforts
- Conducting career and education fairs
- Providing climate sensing feedback on noted issues, trend, themes
- Engendering a culture of caring, trust and encouragement

How We Do It
Modes of service delivery are changing as individual organizations adopt emerging technologies and expand their geographic and cultural boundaries. Even so, core offerings tend to include:
Triaging–directing or referring clients to information, resources, individuals, opportunities and other ancillary employee-development programs to effectively and efficiently meet their needs. These may include self-guided platforms, physical and virtual libraries, websites, learning exchanges and such. Essentially, corporate career development programs can serve as the *one-stop shop* for development services.
One-on-one meetings–personalized, confidential career and leadership development planning consultations. Counseling/coaching sessions can address career development, education, self-assessment, exploration, development planning, knowledge-sharing about the company.
One-to-two coaching or facilitation–to mentoring partners and employee-manager dyads.
One-to-many events (direct- and virtually-delivered)–Examples are program introductions and orientations, workshops (around traditional career development topics or customized to meet specific needs), and briefings to educate on or report the program's status; work group development facilitation or other specialized consulting to teams, guiding peer support and discussion

groups; coordinating networking and educational events; staging group mentoring and *hot topic* presentations. Writing career-related articles and blogs is another example.
- Conducting research–to support client progress, to track business needs (e.g. skills and competencies) and to follow trends.
- Providing feedback and reporting–to stakeholder groups: corporate leaders, people-program partners and individual clients.

Who Does It

I highly recommend professionally trained career development specialists to work with clients in a corporate setting. Because career conversations take place within a business context, knowledge of business management principles, operations, processes and procedures is a definite advantage, if not a must. Over time, it will be imperative to understand the workings of the company, its goals, its operating structure, its products and its human capital requirements.

Requirements I've identified for working as a Corporate Career Development Specialist:
Skills
Counseling/coaching, training
Presentation and facilitation
Ability to build and maintain organizational relationships
Interpersonal, project management, strategic planning and multi-tasking skills
Qualified to administer and interpret career assessments widely used in corporate settings, such as MBTI, DiSC, Skill Scan, Strong Interest Inventory/ SDS, Strengths Finder
Research and analytical skills
Ability to articulate and impart information, ideas and observations about career development and the CD program; to influence the awareness, thinking and decisions of those in positions of responsibility and authority
Marketing savvy
Organizational skills for maintaining schedules, appointments and client notes, managing a program database, and filing essential records and documents
Compiling data, monitoring analytics and reporting metrics
Instructional design and/or program evaluation, may be desired
Proficiency with MS Office Suite (Word, Excel & PowerPoint) and knowledge of working in a networked environment
Experience
Minimum of 3-5 years professional experience providing both career counseling/coaching and training/facilitation services within an organization to a broad range of corporate employees
Providing guidance and feedback on resume writing, interviewing, career planning and management, networking and marketing strategies
Delivering information on a broad range of career development topics
Addressing change management (individually, organizationally)
Experience working with college hires (school to work, on-boarding and assimilation)
Contributing to or developing marketing campaigns for program services, including status briefings to leadership
Tapping on-line information and resources (internet and intranet), using telephonic and electronic mediums for client sessions, group web chats, presenting webinars, among others.

Working as an Independent Contractor/Consultant (vs. employee) may be preferred
Knowledge
Master's degree in career counseling, a counseling related field and/or organizational psychology or equivalent experience
Knowledge of adult development and career development theory (in general and in organizations), models and techniques for working with clients
Being current on learning and development, HR and business trends/issues
Personal Qualities
Comfortable working independently in a corporate environment, as well as actively contributing as a member of a team
Exhibiting and engendering professionalism by providing the highest quality of service and taking great pride in every aspect of the work role
Being resourceful, flexible, and willing to take initiative
Dedication to customer service and collaboration

Final Recommendations and Observations from my Experiences
The value to companies of having career development programs and professionals is undeniable. Based on my work, here are some added recommendations and observations:

Recommendations
Create a high-performance development culture by taking a Systems Approach, establishing a full range of integrated development programs within the organization. Career development professionals can be, not only coach-partners, but a central point for making sense of the system for users and guiding them to other internal development opportunities.
Make the program services Universally Available and Accessible to all employees who are interested in their career and professional development, including those who may not be identified, as yet, as high-performers.
Establish Stakeholder Groups to ensure the support and on-going visibility needed for program success. Such groups may be comprised of 1) top leadership (i.e. Board of Directors), 2) other people-enrichment programs (i.e. Partners Committee) and 3) even employee-clients (i.e. Voice of the Customer Collective).

Observations
Program success is more likely if high-level leaders serve as champions and partners in the design, rollout of the program and participate in on-going oversight. Services should be designed to be delivered through a variety of modes and mediums. The traditional career development process is used as a core program model to trigger meaningful insights by clients. Use of the Career Development program should *not* be mandated. The program should be for those who are willing to voluntarily commit their time to career development. It is possible, and even desirable, to customize offerings to a variety of staff constituencies, i.e. interns, new hires (0-1 year), emerging employees (1-5 years), mid-career employees (5+ years), leaders, and late career/legacy planning employees. Collaborating with other talent-focused programs will strengthen efforts and amplify impact. Such programs exist to support, not supplant, the manager's role in employee development. Consistent, on-going out-reach and marketing of the existence and commitment of the program will be required.

A corporate career development program is not only an employee development service, but also a corporate climate-sensing opportunity. Cross training programs (i.e. across functional domains, through stretch assignments and via special projects) are advantageous for employee development and for corporate flexibility in dynamic times and environments. Once involved in coaching (and having had their own insights deepened), it is not unusual for mangers to promote individual and team development for their people. Employees' thinking about career development shifts from one of *promotion* to one of good position-employee *fit*. Regardless of whether a leader-client begins coaching to focus on their own career development or to become a better coach to their employees, both will naturally come up in the course of the coaching experience. Career development helps prevent valued employees from resigning, *retiring in place* or becoming negative or cynical. Having well qualified, highly dedicated and impactful Career Services staff is an essential component.

About the author

Paulette Fried is Principal of Sustaining Careers, Inc. Atlanta, Georgia, a career development coaching and consulting services firm. In these roles, she assists individuals in evaluating and planning their career opportunities and direction, and helps corporations effectively use staff resources to accomplish organizational goals. She has over twenty years of experience in the for-profit, non-profit and public sectors. She earned the bachelor's degree at the University of Michigan (with honors). She earned the Master of Social Work at the University of Maryland [where she also took the core graduate courses toward the MBA], and also a graduate certificate in Career Education and Counseling at California State University, Northridge. She is a Nationally Certified Career Counselor, Board Certified Coach, Distance Credentialed Counselor and is qualified to administer the Myers-Briggs Type Indicator.
Contact her as follows:
Paulette L. Fried
Sustaining Careers, Inc.
3400 Malone Drive, Unit 214
Chamblee, GA 30341 USA
(404) 386-5010
www.sustainingcareers.net
e-mail: paulette@sustainingcareers.net

Chapter 10

TRANSFORMATION:
How An Engagement Process Renewed One Company's Culture
by **Andrew Stirrat**

I have known the president of a large local trust and estate-planning bank for a number of years while facilitating a group of his peers. Last fall he asked me to attend a quarterly senior management meeting to be an observer, provide feedback, and capture the reaction from his audience regarding a number of issues he would be discussing. I learned from researching the organization that it was 10 years old, founded to fill a regional niche, and included a strong client-focus with a vision, mission and value alignment. The organization had grown rapidly to about 250 employees (associates as they were called) and expanded into a dozen or so offices spread across several states through acquisitions of small privately held banks. The organization had a small bank culture that differentiated it from the mega banks in the industry. As I listened to the president make his prepared remarks I was impressed with his forthrightness and candor of the bank's current situation. He acknowledged and praised the efforts of the team with the bank's rapid growth through its first five years in operation. The president also expressed his appreciation for the employees' hard work during the recession and the toll it had taken on everyone over the past several years. Then, unexpectedly (certainly for me) the president prefaced his subsequent remarks by saying that he was aware that there were several elephants in the room that he wanted to address. I was astonished. In my 30-plus years of organizational consulting I had never heard a company president be so upfront with issues that he knew everyone in the room was concerned about, and wondered it they would be discussed.

How It Started
The president started by saying the firm had conducted a cultural survey every year since the firm's inception with always increasingly positive responses, especially in the areas of living the company values and employee engagement. The president went on to state that from the most recent compilation he had seen these two areas in particular had plummeted over the past 12 months and an increasing number of responses indicated that people were seriously exploring opportunities outside the bank. Everyone knew that three senior and highly respected members of the management team had already left in the previous month. The president conducted several focus groups that indicated that employee morale was poor, people felt disconnected, and that work was becoming more of a job than a passion. I wasn't too surprised to hear the announcement that the president was forming an Associate Engagement Task Force to examine over the next four months the causes of the problems and to make actionable recommendations. There were to be no sacred cows and every option should be on the table for consideration to help reengage associates. The president stated that he had asked an outside consultant to lead the process, bring structure, education and tools to the task force to ensure success.

I was stunned with the president's announcement that I was to lead this group with no prior discussion about this new project. I also realized that I had exactly four months before the start of another project. After the meeting I told the president that I was deeply honored that he had confidence in my abilities for such a huge and critical undertaking but we would need to meet as soon as possible to outline the project scope, timeline, membership and fees.

The Beginning of A Challenging and Rewarding Consulting Experience
The president, human resource vice president, and I met two days later. By then I had a created a list of critical success factors that would be essential for me to be successful in the initiative including: Dedicated local associates with a project time commitment. This request required great sensitivity for the people in the field who were not able to contribute or be involved at this stage of the project. Representation from different parts of the organization, including clients and associates, to ensure diversity of experience and perspective. High potential associates who would have a stake in the outcomes that would impact their future with the firm. Individuals with credibility and respect from their peers. Associates with highly collaborative professional demeanors.

We selected seven individuals, four women and three men, all in managerial positions with one to five years experience with the bank. We included the human resource vice president to provide strategic perspectives and to prevent the team from pursuing ideas that were either already being considered or were too far out to get leverage. The human resource vice president understood that her role was not to run the meeting and was to be an advisor. We created the project parameters to maximize the efficiency, effectiveness, and respect of the members' time including:
- Program design
- Four months–8 sessions, 3 hours–every two weeks at the same time and place.
- Commitment to attend. Only death and the president's permission could allow a team member to be excused. (Only absences were a 1st childbirth, major snowstorm, and a long planned honeymoon resulting in 95% attendance.)
- Monthly review session with the president and me to review highlights, not details.
- My role: process design, facilitator, note taker, timekeeper, challenger and team cheerleader.

Meetings
The first meeting nearly did in the task force with the overwhelming breadth and depth of materials we needed to cover. The president's opening comments included his four goals:
1. Make the bank a great place to work.
2. Have people love working at the bank.
3. For associates to feel that the bank is the best work environment for them.
4. Culture survey scores for the values and engagement areas soar to an all time high.
My challenge was to keep the team engaged and focused on what they could accomplish in the next three and a half months, while grounding them to the task at hand.

Tools
I love flipcharts. They are simple and non-techie tools that exist in today's electronic-driven world. Flipcharts are colorful, descriptive, collaborative and anonymous making them the perfect tool for collecting ideas, massaging, and prioritizing ideas while highlighting the decisions that could move the process forward.

The biggest challenge was wrestling with the word *engagement*. To help discussions, I posed three questions: What is the definition of engagement? Why is there an engagement problem at the bank? Where are engagement successes at the bank?

Building on the momentum of the engagement exercises, the most powerful exercise of the day was the **2 X 2–Payoff X Implementation** matrix. Given such a short timeline we needed to prioritize the multitude of engagement action opportunities. The quick hits (QH), low hanging fruit (LHF) and tough nuts to crack (TNTC) quadrants quickly filled with many ideas. Then the individuals with the most knowledge would prioritize their top three recommendations for consideration at the next meeting. At the end of Day one, we had 25 flipcharts posted on the meeting room walls. The second meeting was definitely a wake-up call. The enormity of the project (including the first meeting notes and homework assignments) had sunk-in to the team, along with their own professional responsibilities, year-end closings and the approaching Thanksgiving, Christmas and New Year holidays. Fortunately, the caliber of people who were selected (high potentials) made the difference. I asked them to again review the organization's vision, mission and values, their hopes and fears from the first meeting, and why they were at the bank. After everyone had a chance to express their concerns, there was a collective *voice* saying this was a once-in-a-lifetime opportunity to fundamentally make a difference in the culture of the bank they called home. The following meetings and two-week intervals were a blur of activity. LHF/ QHs took the bulk of attention as the group wanted something tangible to show the president and the rest of the organization. Results were a core value of the group. The most memorable short-term opportunity came from a team member's focus (obsession) on the lack of healthy food in the lunchroom. He and most of the younger associates were very athletic, worked out regularly, and tried to eat well given their demanding schedules. However, the bank had a longstanding tradition started with its inception to have a Friday-free lunch to bring colleagues together. The fare was usually pizza and sodas and the lunchroom refrigerators were stocked daily with a large variety of sodas for employee pick-me-ups. This individual, his mind actively stimulated by the engagement process, took the initiative to create a survey to ask his colleagues if they would be willing to give up one free lunch per month in order to fund the added cost to purchase healthy foods such as fruit, yogurt, granola bars, and healthy snacks to replace the sodas. An astounding 80 per cent of the office said yes! Six weeks from the start of the suggestion, a new supplier was found and healthy snacks had replaced 90 per cent of the sodas. The ripple effect was instantaneous. Every office saw this example as a way for them to also make changes, mostly small but significant in the expression that each person had the opportunity to help make the organization and culture a great place to work. As the excitement and energy of the short-term result was palpable and all consuming, I had to push to get the team to look at phase two of the process. The group agreed that each of the TNTCs needed a champion on the team and a senior manager partner who could provide continuity after the phase one process was completed. Additionally, the team recognized that their succession plan was absolutely critical to the success and sustainability of the engagement process.

The team identified four critical challenges:
What would be the name of this process to replace the AETF phase? This would need to be aspirational as well as inspirational to hold the attention of the organization and their peers. Creating the charter for the new entity to include its purpose, focus, by-laws and operating agreements.

The standards that the group had lived by the past three and a half months would be essential to institutionalize them in the organization's DNA. Creating a selection process for new members. Understandably, this founding group took huge ownership for what they created, the trust and bonding between them and the responsibility for selecting replacements that met the standards they had established. Creating a company-wide feedback process to monitor and assess their progress, evaluation of initiative implementations, solicitation of new ideas and establishing an innovative qualitative and quantitative financial measurement process that would reflect their belief that an engaged associate is a more productive and profitable associate.

As the time grew closer to the final presentation to the president, I had my moments of doubt if the team could complete their goals. They had put enormous pressure on themselves to reach the seemingly unreachable–not just meeting the president's expectations but wildly exceeding them!

Positive Outcomes
We had allotted 90 minutes for the presentation to the president. We had a run-through the prior morning, reviewed the graphics and handout materials, anticipated the president's questions and carefully refined each presenter's script. Unbeknownst to us, the president had cancelled the remainder of his afternoon to be open to possibilities of a deeper dialogue post-presentation. By now the group was a real team, totally committed to one another and passionate about what they had accomplished over the past three and a half months. Their presentation was flawless, their sense of ownership of what this process could provide the organization was energizing, and the opportunity to truly make a difference in the company they loved and saw their future was a life-empowering experience. Three hours later (the engagement discussion stimulated by the presentation lasted another 90 minutes) the president shared that he was truly overwhelmed by what the team had created in such a short time and promised to support their recommendations by whatever means possible. The president expressed that this was indeed a powerful bottom's up example for what the organization was capable of by engaging its associates and that would differentiate their company from all others in the industry.

What were the takeaways from this exceptional experience?
The critical commitment to and alignment of each associate with organization's vision, mission and values. We started every meeting with a review of vision, mission, and values to help guide and focus us in the work we would be doing.
The commitment to work as a team and for the good of the team. There were no outliers and egos were left at the door. Everyone was mutually accountable to each other. Company roles and responsibilities were put aside.
Consensus decision-making. It enabled everyone to be heard, have their opinions and concerns discussed and come to an acceptable agreement for the good of all.
A stretch goal requires a highly scripted process. Each meeting agenda was scripted with time-lines and clear outcomes. Decisions were documented along with key next steps for homework between meetings. Each previous meeting flowed into current meetings with commitments presented respecting each other's time.
Finally, my deepest takeaway was a profound sense of gratitude for this opportunity to use my skills and experience to provide a transformative experience for these seven individuals and hopefully for the entire organization as expressed in their collective definition what engagement meant to them.

Engagement for the organization:

"Alignment of the associate's vision, mission, and values with those of the organization, which enables associates to commit to the firm and its goals."

"Alignment is demonstrated by taking ownership, becoming passionate, feeling appreciated and being challenged to make a difference."

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About the author

Andrew Stirrat is passionate about organizational and individual effectiveness. He has over 30 years of experience working with leading organizations, developing teams and improving performance both nationally and internationally. In addition, he has mentored executives and business leaders, facilitated strategic and succession planning programs and designed change initiatives. His practical guidance has benefitted more than 200 companies and countless individuals in the public and private sector.

Contact him as follows:
Andrew Stirrat
Stirrat & Associates, Inc.
303-910-3310
e-mail: azebra1028@earthlink.net
Linkedin.com/in/andrewstirrat

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