



The Development Journey



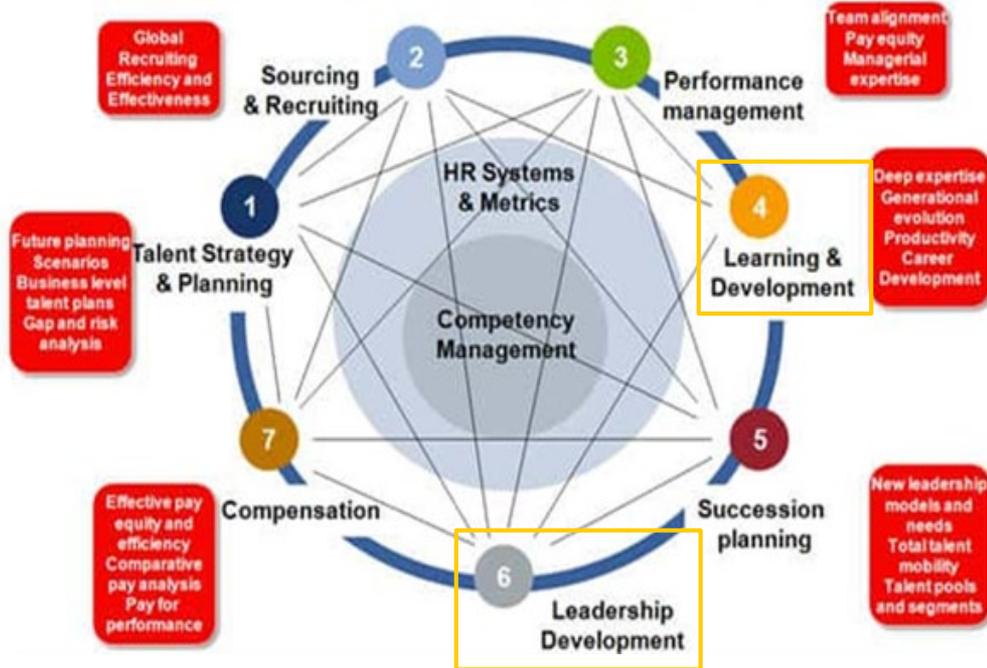
Supporting
Development
for Everyone
at U-M!



ORGANIZATIONAL
LEARNING
UNIVERSITY OF MICHIGAN

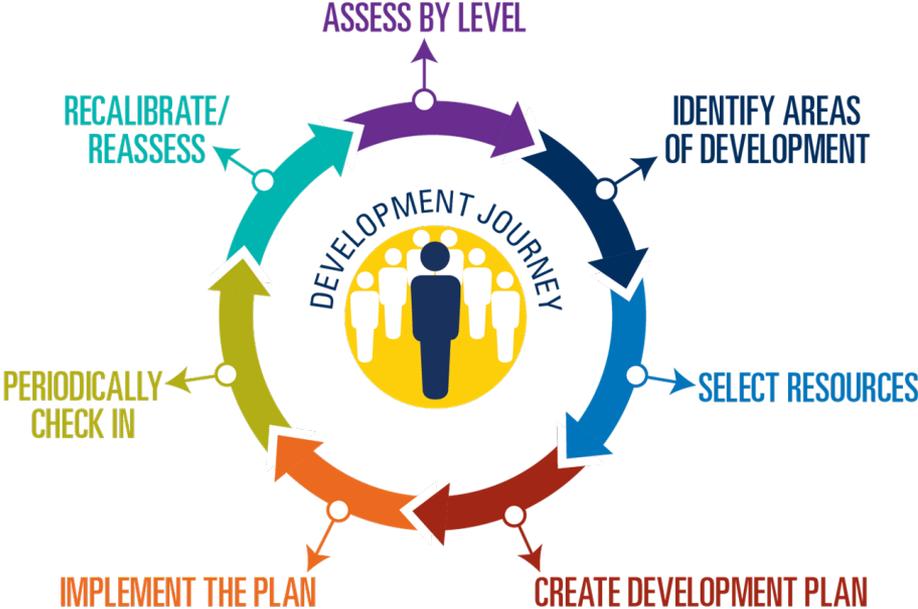
Integrated Talent Management - Bersin & Asso.

Integrated Talent Management

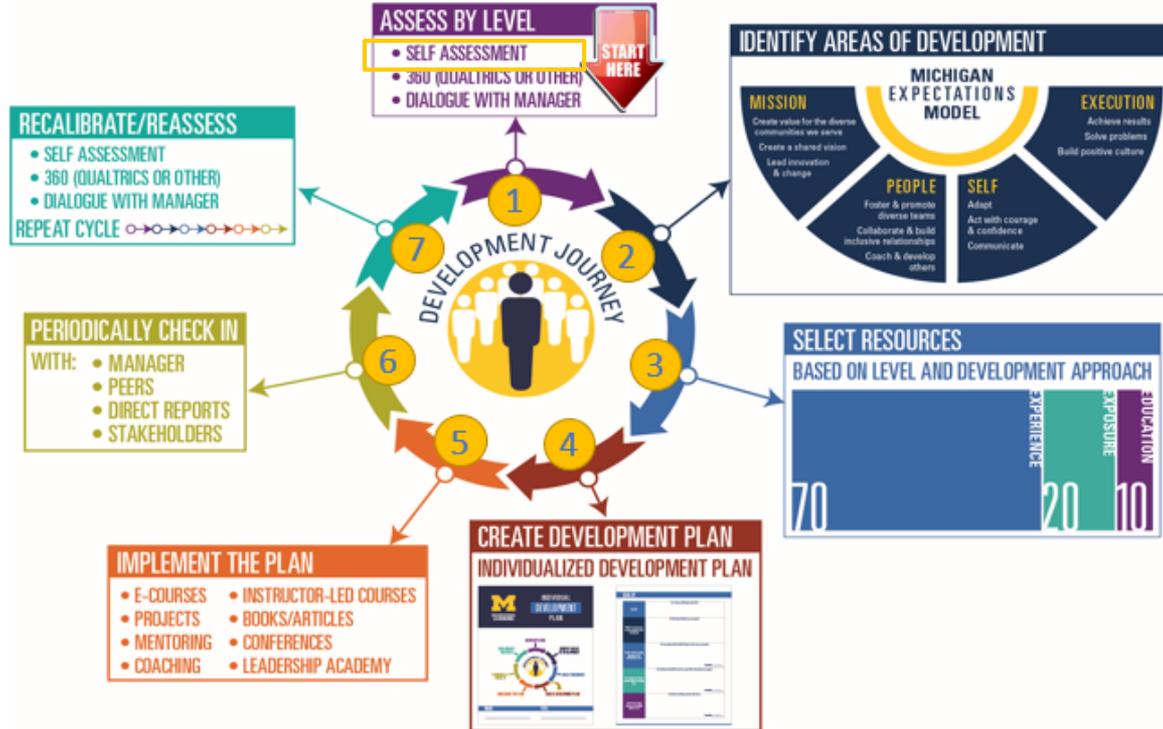




Development Journey



Development Journey - detailed





Development Assessment - Qualtrics Survey – Step 1

umich.qualtrics.com
Survey Completion 0% — 100%



Organizational Learning

Years of Managerial Experience (responsible for performance appraisals of staff or faculty, both inside and outside U-M)

- 0-3 years
- 4-7 years
- 8-12 years
- 13-20 years
- 20+ years

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I identify my role as:

- All Colleagues (responsible for the delivery of services to stakeholders)
- Developing Leader (coordination of efforts of others in the delivery of services to stakeholders)
- Mid-Level Leader (responsible for the direct implementation of strategies that support organizational goals)
- Executive Leader (have day-to-day responsibilities for management and stewardship of the organization)

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Mission-Mid-Level Leader

I can accurately articulate the mission and structure of the organization. ^

- Strongly agree
- Agree
- Slightly agree
- Slightly disagree
- Disagree
- Strongly disagree

I consistently manage conflicts that are critical to achieving the mission of the organization. v

[Sample Results](#)

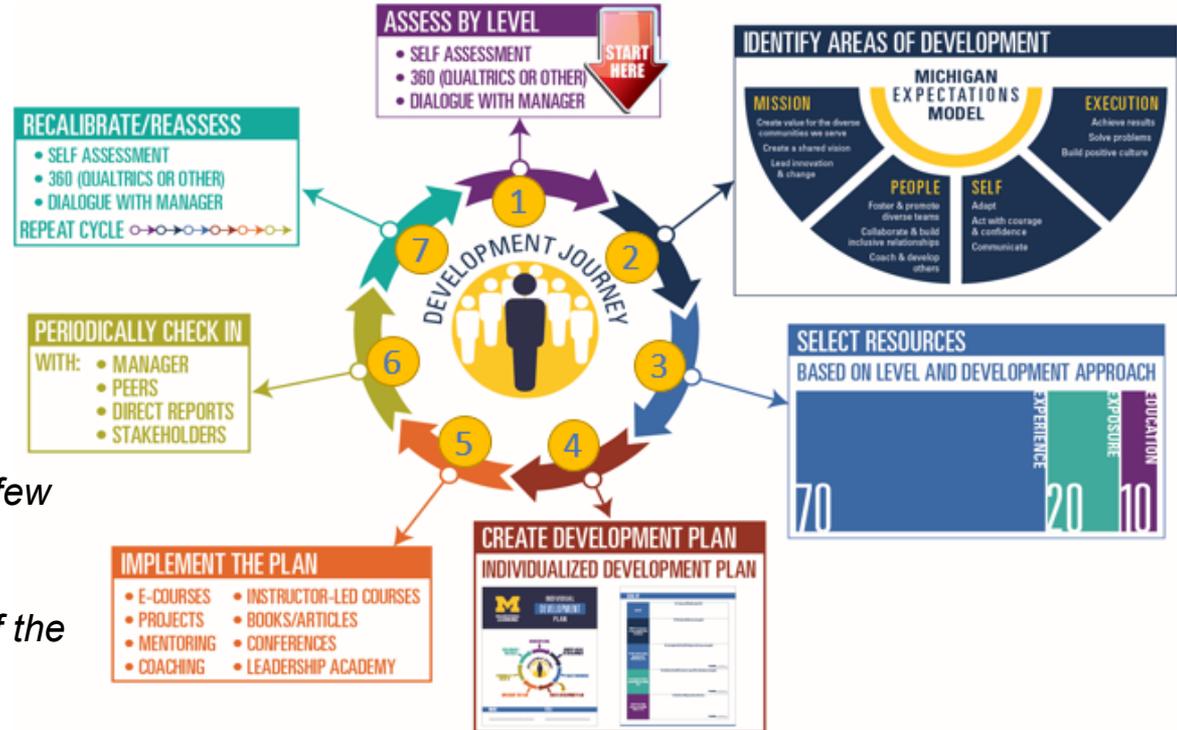
Development Journey - detailed

Development Journey Pilot is Ready!

- [Video Overview](#) of Journey
- [Landing Page](#) (journey starts here)
- [Michigan Expectations Model](#)

Notes:

- Developed for the many, not just the few
- This journey focuses on skill building
- This journey puts guidance for development squarely in the hands of the individual





Development Journey - Formal Learning – Step 3

Development Resources Home LEM All Colles

Domain: Mission

Leaders demonstrate institutional responsibility placing UM goals as primary. They speak openly and with conviction about their values. They put those whom they serve (staff, faculty, learners, families, etc.) first, leading change to promote equity and inclusion.

Create Value for the Diverse Communities We Serve

Create a Shared Vision

Lead Innovation and Change

Expectation:

Create Value for the Diverse Communities We Serve

University of Michigan leaders foster a climate of service excellence, engaging staff, faculty, and students

Available Modes of Formal Learning:

ILT
Instructor-led Training

EL
E-Learning

O
Other Resources (books, videos, etc)

Business Process Mapping

In order to successfully improve work processes, you first need to understand them. Visually representing work processes with something called a "process map" can make it much easier to follow complex flows.

0.7
 2 days
 Cost

Competing Values: Maximizing the Potential of Collaboration

The Competing Values Framework (CVF) is a highly regarded and internationally valued tool that can help a team recognize and transform its culture by identifying the values, gifts and differences held by the individuals within. This fun and thought-provoking workshop offers insight into your most natural and valuable ways of contributing to your organization. It will also shine a light on resistance to and invite appreciation for the styles and contributions of others.

0.7
 1.5 hrs
 Cost

Developing Exceptional Customer Service Skills

Come to obtain hands-on experience with important concepts and skills for delivering exceptional customer service in your unit or department.

0.7
 1.5 hrs
 Cost

Make Time to be Strategic

Strategic thinking is the ability to think on a big and small scale, long and short term, and into the past and the present. While strategic thinking is a valuable skill for everyone in an organization, it becomes increasingly essential as you ascend the ladder. In fact, you may have a difficult time being promoted or succeeding as a leader without it. Yet, no one formally teaches strategic thinking—so it's critical to take the initiative and learn how to do it yourself. This course teaches managers and leaders how to use strategic thinking to guide the direction of their teams and come up with solutions to key business problems. Career and personal branding expert Dorie Clark shows you how to carve out time

0.7
 30 mins

Development Journey - Experiential Learning Guide – Step 3

Experiential Learning Opportunities Outside Your Role	<ol style="list-style-type: none"> 1. Invite a colleague with a different background from your own to lunch or for a walk 2. Join a committee, task team or group to collaborate with people with diverse backgrounds and areas of expertise (i.e. Voices of Staff, U-M Council for Disability Concerns) 3. Mentor a junior colleague or intern to learn more about different cultures and social identities by attending on-campus lectures, talks, or performances (i.e. U-M Confucius Institute, WeListen Staff Series, School of Public Health Events, DEI Summit, UM Faculty/Staff Mentoring Opportunities with Students, Michigan Medicine Staff Mentoring Program see Happenings @ Michigan at events.umich.edu for ideas) 	<ol style="list-style-type: none"> 1. Develop a philosophical stance toward failure/criticism 2. Write down the last 5-10 times you lost your composure, analyze for common triggers, and develop and practice better responses to each trigger (ie P.A.U.S.E.) 3. Develop professional networks and build connections by getting involved with professional groups within the greater University (UHR Resource Groups) 	<ol style="list-style-type: none"> 1. Volunteer to work on a strategic plan or process plan for an interdisciplinary or cross functional committee that is in transition 2. Regularly request or propose hypothetical situations to encourage and foster diverse viewpoints and feedback. 3. Sit on a task force related to bias and discrimination. 4. Assemble of team of cross-functional colleagues across your unit or department to determine root causes of a talent-related problem (i.e. high turnover) and recommend steps to address it.
Development Opportunities Outside of UM	<ol style="list-style-type: none"> 1. Host visitors from others countries/ host an exchange student 2. Volunteer with an organization that works with individuals different from yourself 3. Take a meditation or mindfulness class 	<ol style="list-style-type: none"> 1. Take on a leadership role within a nonprofit organization to practice goals setting, prioritization, procedures, and flexibility 2. Plan an outdoor event and develop contingency plans for inclement weather 3. Set a personal stretch goal (i.e. run a 5k race), develop a plan and ask a friend to hold you accountable. 	<ol style="list-style-type: none"> 1. Review the structure of a professional or community organization in which you hold a leadership role. Seek to resolve ambiguities and make predictions for future needs. 2. Organize and lead a panel discussion at a professional conference pertaining to a change initiative in which you are involved 3. Take a leadership role in a national organization with state or regional chapters
Self Directed Learning Resources	<p>Books</p> <ul style="list-style-type: none"> • Bridges, W. (2009). Managing transitions: Making the most of change. Cambridge, MA: DaCapo Press. • Brown, T. (2009). Change by design: How design thinking transforms organizations and inspires innovation. New York, NY: Harper Business • Kotter, J. (2012). Leading change. Boston, MA: Harvard Business Review Press <p>Videos</p> <p>TED Talks about Identity</p>		
Professional Development Courses & Online Learning Opportunities			



IDP – Individual Development Plan – Step 4



GOAL #1

GOAL #1 (the skill from the leadership expectation model to be developed)	Ex: Develop my presentation skills by the October departmental meeting that conveys relevant and helpful information to my colleagues.
EXPERIENCE (projects, job shadowing, etc.)	Ex: Practice short mini presentations at staff meeting. Deadline: ____/____/____
EXPOSURE (mentoring, coaching, etc.)	Ex: Identify and meet with a mentor who excels at presenting. Deadline: ____/____/____
EDUCATION (classes, reading, videos, etc.)	Ex: Enroll in a presentation skills class at Toastmasters and Lynda.com. Deadline: ____/____/____

70-20-10 DEVELOPMENT APPROACH

70 EXPERIENCE **20** EXPOSURE **10** EDUCATION

As a part of your IDP, you will identify the professional goals that matter to you, determine what experiences, skills and behaviors will help you achieve those goals. This model is a suggested ratio of developmental activities.

The individual development planning process is directed by you and is most effective when your completed IDP is reviewed and discussed with your manager, mentor or coach.

DEVELOPMENT GOALS

Having goals provides a concrete direction for what you want to achieve over the next one to three years. Set goals that build your ability to address leadership priorities, work on knowledge/skill development or to advance your career. When creating your goals, be sure that they are written with these criteria in mind:

S	M	A	R	T
Specific <small>(simple, measurable, significant)</small>	Measurable <small>(meaningful, motivating)</small>	Attainable <small>(agreed, attainable)</small>	Relevant <small>(reasonable, realistic and resource, results-based)</small>	Time Bound <small>(time-based, time limited, time/cost limited, timely, time-sensitive)</small>

Where To Begin Your Development Journey & Helpful Links

The first step is to go to our website:

<https://hr.umich.edu/development-journey-michigan-expectations-model>

- Here you will find all of the resources, and steps to begin your journey
- [Watch a Development Journey Video Overview](#)
- [Michigan Expectations Model Details](#)
- Reach out with any questions to development-journey@umich.edu

More Coming Soon!

This summer you will start seeing communications with the full rollout of the Development Journey tools!

Lynda.com will be merging in to LinkedIn Learning!

- [Find out more about LinkedIn Learning](#)
 - Making it convenient to learn anytime anywhere



Thank you for your time!

