



# Career Development Passport 2016-2017

Final Report Summary



## Executive Summary

The Career Development Passport (CDP) Program Planning Team is pleased to present the final draft report on the 2016 - 2017 CDP Program.

The CDP Program was a staff-focused 12-month initiative designed to provide better access to resources (information and people) that support career development aspirations of University of Michigan (U-M) staff. The program was in effect from May 2016 through April 2017, and encouraged staff to initiate developing a stronger partnership between the individual employee, managers/supervisors and leadership institution-wide. The intent was to foster a workplace environment at the U-M in which individuals are more likely to remain with the institution as they pursue their career goals, maximize their potential, and increase their engagement and productivity.

Building upon a successful Career Development Passport Pilot (CDPP) initiative that concluded in 2014, funding was approved in 2015 by Associate Vice President for Human Resources Laurita Thomas, for a 12-month program to take place during the 2016 - 17 fiscal year. In addition to the above funding, the Center for the Education of Women (CEW) requested and received financial co-sponsorship for the program from TIAA. This additional funding was to ensure that management-track programming was included for staff who aspired that level of leadership. In addition to the university sponsors, the program benefited from the diversity of thought and commitment of 11 unit partners, 33 workshop presenters, and 13 internal volunteer coaches (Personal Advisors). The program was administered and implemented by a 7-member planning team of staff from UHR, UMHS-HR, SMTD and CEW.

The CDP Program planning team members worked collaboratively to design, coordinate and implement a 12-month initiative focused on supporting the individual and collective career development aspirations of staff at the Ann Arbor Campus and at the U-M Health System. The program included 898 participants:

- 37% from Academic Affairs
- 38% from the Health System
- 16% from Business & Finance
- 9% Other

While not a formal sponsor, it needs to be noted that the CDP Program team initiated a one-time event partnership/collaboration with the leadership of the Business & Finance Facilities and Operations department which facilitates an annual Education & Opportunity Fair for staff covered by the AFSCME Collective Bargaining Agreement (CBA). This segment of the staff population was highly encouraged to not only attend the annual event, but to also formally participate in the program.

In addition to being highly encouraged to seek out events/activities of their own choosing, participants had the opportunity to attend one or more coordinated events, including a kick-off, Speed Networking and closing/Capstone event. The kick-off event allowed for participants to formally confirm their commitment to participating for the full 12-months by picking up their materials; learning how to maximize the use of the Canvas online registration system (which was the program's designated learning

management system), as well as meeting/networking with the various Unit Partner representatives. The final Capstone event featured two keynote speakers who facilitated separate, but complementary career-focused workshops.

During the 12-month period, participants could also attend one or more of the 38+ capacity-building workshops/events designed to increase their career development knowledge base. During the Speed Networking event, participants were provided with a coordinated opportunity to meet with representatives from key career families within U-M. In addition, participants could also pursue 1-1 connections with one of the 13 internal volunteer coaches (Personal Advisors).

Program evaluation consisted of a pre-program survey, a mid-point survey and a post-program evaluation survey. The pre-survey results indicated that participants appreciated the U-M leadership's ongoing commitment to this staff development initiative and they wanted additional communication about what to expect post-program. This feedback assisted the planning team in generating content for monthly CDP Program e-Newsletters.

At the conclusion of the CDP program, overall survey feedback indicated that there was an average of 23 attendees for each of the 38 workshops/events. Individuals with low participation rates indicated that workload was often a deterrent; while some indicated that location of the events, as well as time of the workshops were additional barriers.

Participants used a variety of learning modes, including accessing the U-M Careers website, reading books, meeting with Personal Advisors (coaches and mentors) and pursuing additional academic credentials. Lack of supervisor support was the lowest reported barrier to participation (11%). Many participants stated that they had career development conversations with supervisors and listed that as a resource utilized in their development over the 12-month period.

The two surveys at the end of the program—one of the Capstone event and the other an overall evaluation indicated the following:

- 69% indicated that they were satisfied with the format of the CDP Program
- 66% of the respondents found the Canvas system easy to use
- 84% of the respondents indicated that they review their career goals at least once a year
- 75.6% indicated that they were satisfied that they could reach their career goals after completing this program.
- Some of the perceived barriers to career development efforts included: Work-life balance (21%); Time Management (14%); Finances (12%); Institutional Climate (13%); Workplace Environment (12%)

As with the CDP Pilot program, the planning team was able to confirm that staff members continue to define success differently and thus their successes manifested in different forms as follows:

- *26% indicated that they were able to expand a skill*
- *25% reported that participation broadened their professional network*
- *13% reported that participation resulted in increased marketability*

In addition to the above, the planning team heard from a number of staff not formally serving as part of the program (supervisors, managers, peers), as well as observed first-hand, that many of the participants began to grow and develop personally and professionally. Many learned how to effectively take more responsibility for making progress toward their career aspirations. More specifically, planning team members, coaches and workshop facilitators became aware of positive changes in attitude, more effective eye contact, as well as the importance of wearing more professional attire, all of which appears to have contributed to positive personal and professional growth and development.

The 2016-17 program continued to provide a variety of options and opportunities for staff to learn from and with each other, and the positive outcomes serve as evidence that employees still care deeply about career success. However, ongoing challenges to career growth (such as the barriers listed above), in the U-M environment need to be more fully identified and addressed.

In summary, the CDP Program planning team believes that the program was highly impactful for the participants by keeping them engaged in career and professional development throughout the 12-month program cycle. Continuing with such programs, in addition to developing/articulating an on-going career development strategy, is the most effective way that U-M can demonstrate its commitment to life-long learning opportunities. We hope that the details contained in this report adequately support our beliefs.

As evidenced by the 61% increase in staff participation during the 2016/17 program, as compared to the 2013/14 pilot initiative, suggestions for the future include:

- Career Development Passport (CDP) Program be formally funded by UHR to occur in 18 - 24 month cycles.
- UHR and CDP program sponsors/collaborators host 1-2 career engagement events for alumni of the CDP Programs.
- Work with UHR to track the advancement of CDP Pilot and CDP Program participants through the staff ranks.
- Provide additional funding for formal program evaluations