

## **Guide to Career Development Plans for the Whittier College Student Workforce**

Deborah Pratt, Assistant Dean

Weingart Center for Career and Professional Development

[dpratt@whittier.edu](mailto:dpratt@whittier.edu), 562-907-4230

## The Career Development Plan for the Whittier College Student Workforce

### Overview

Many Whittier College students have their very first career and professional development growth opportunities in on-campus student support roles. They take their first steps into their professional identities as innovators, critical thinkers, problem-solvers, and team players not only in the classrooms of the College but also in the organizational structures of Whittier College offices and operations.

The Career Development Plan (CDP) is designed to empower student workers to develop a short-term career development plan-of-action so they can use, develop, and track critical career competences in their on-campus paraprofessional roles. In partnership with their on-campus supervisors, students will assess their competence strengths and opportunity areas as they relate to the missions and goals of their current organizations. Once an informal competence assessment is completed, student workers will devise and implement their competency development plan to build their skills and to aid in the operational efficiency of their campus areas. As students end their on-campus roles, supervisors and students together will assess and document the overall growth of strengths, abilities, and competencies. Students, at the end of their on campus experiences, will know and be able to articulate their contributions to the overall mission of their on-campus organizations.

It is recommended that on-campus Supervisors use the CDP as a career and professional learning process and not as a performance evaluation of work completed. Students will learn more about their talents and strengths if they are in organizational environments that allow them to be curious about new skills areas and enliven them to stretch into new competencies.

Throughout the Guide to Career Development Plans for the Whittier College Student Workforce, competency assessment and goal setting tools are accessible. Supervisors and students workers can use these tools to better plan out their competency and skill growth in their on-campus roles

Supervisors and students are encouraged to contact the Weingart Center for Career and Professional Development for Supervisor and Student training when implementing the CDP process within their Student office team for the first time. Feel free to direct any questions about CDPs for the Whittier College Student Workforce to the Assistant Dean of the Weingart Center for Career and Professional Development.

*Dedicated to the Talented Student Workers of Whittier College*

## **Guide to Career Development Plans for the Whittier College Student Workforce Sections**

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2. Student Workers and Supervisors: Partner to Develop a Career Development Plan
3. The Career Development Plan Process
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  - Goal Setting – SMART goals – Specific, Measurable, Achievable, Realistic, Timely
  - Plan and Develop
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4. For Student Workers: Career Competency Self-Assessment and Ability Development
  - Read and review the career competency level definitions
  - Read and review the career competency definitions
5. Career Development Tools
  - Self-Assessment Tool – Levels and Critical Competencies and Abilities
  - Worksheet One – Strengths, Weaknesses, Opportunities, and Threats (SWOT)
  - Worksheet Two – SMART Goals
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  - Sample Career Development Plan

## Preface

### Core Team Knowledge: The Four Cs and Student Workers

#### The Four Cs in a Student Worker's Career Development Process

**Community, Communication, Cultural Perspective, and Connections** can be incorporated into building a career development team of student workers, which in turn will develop an optimal environment for your Student Worker to develop.

**Community** – Teams that honor the individual while sharing common goals and values can achieve organizational congruency – a state in which the organization and all of its members work to align area goals to achieve the organization's overarching mission.

**Communication** – Teams that strive to communicate individual perceptions, values, and ideas to achieve cooperation and efficiency in operational endeavors.

**Cultural Perspectives** – Teams that foster cultural awareness and encourage inclusiveness of team experiences and encourage workers to deal with community and communication complexities when they arise in work and organizational environments.

**Connections** – Teams that value the strength of a liberal arts education will develop team members who can focus on the big picture and connect their work to the vital missions of their on-campus units and operations.

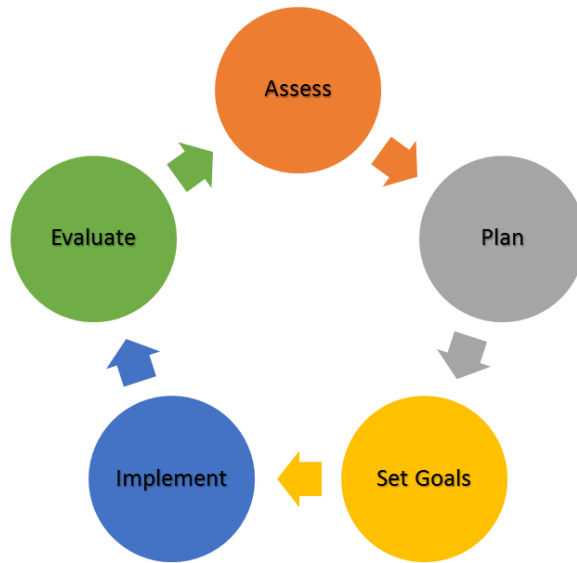
## Student Workers and Supervisors: Partner to Develop a Career Development Plan

Career and professional development requires reflection and action. Students need to think about their current levels of knowledge, competencies, and abilities to determine areas of growth. After a period of reflection and discussion with your supervisors and peers, action needs to be taken to set up goals and a plan to grow into new competencies.

The next few pages introduce a step-by-step process – the Career Development Process – to help supervisors and students reflect and develop annual competency growth goals.



## The Whittier College Student Worker Career Development Process



Step 1 – Supervisors introduce to students the office mission, annual goals, and operational areas.

Step 2 – Supervisors and student will discuss a student’s abilities, knowledge and competencies as the student starts in their new role. Supervisors help students assess career competency levels from the beginning of their tenure in their areas and offices.

Step 3 – Use the Strengths, Weaknesses, Opportunities, and Threats (SWOT) Worksheet to help students assess their current skills and competencies as they relate to office mission, goals, and operations.

Step 4 – Develop a career development plan using the listed tools:

- Career Competency Self-Assessment
- Goal Setting – SMART goals – Specific, Measurable, Achievable, Realistic, Timely
- The sample Career Development Plan.

Step 5 – Implement the Career Development Plan.

Step 6 – Evaluate career development process in one-on-one meetings and group career development meetings. Empower Student Workers to adjust the Career Development Plan when necessary.

## FOR STUDENT WORKERS

***TIP:** Before starting your Career Competency Self-Assessment, talk with your Supervisors and other team members to learn about the vision, mission, and operational goals of your offices.*

## INSTRUCTIONS

### Career Competency Self-Assessment: Competency and Ability Development

Overview: Carefully read the Career Competencies definitions. Review the Career Competency 'level' definitions. Consider your competency level and check the appropriate box. If you are unsure of your 'level', please talk with your Supervisor to discuss the opportunity you will have to grow that competency area in your role. Take notes to keep track of your competency development.

#### 1. Read and review the career competency level definitions

##### Level Definitions:

**Stretch:** You are intellectually aware of the competency and are just starting to use the competency in your work. You are learning rapidly how to apply the competency to start and complete work.

**Develop:** You use the competency frequently in your daily work, and think about ways to increase your use of the competency. You feel comfortable using it in most areas of your work.

**Strength:** You use the competency reflexively and have overall mastery of the competency. You are able to train or teach others how to use and/or apply the competency. You are the "go-to" person in the office for the competency area.

#### 2. Read and review the Career Competency Definitions

##### Career Competency Definitions:

**Critical Thinking/Problem Solving:** Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

**Oral/Written Communications:** Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.

**Teamwork/Collaboration:** Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.

**Creativity and Innovation:** The ability to determine what is NOT there and to make something happen.

**Information Technology Application:** Select and use appropriate technology to accomplish a given task. The individual is also able to apply computing skills to solve problems.

**Leadership:** Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.

**Professionalism/Work Ethic:** Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.

**Career Management:** Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.

**3. Please check your level of competency, and jot down initial thoughts about your competency level**

**EXAMPLE**

| COMPETENCY DEFINITION                                                                                                        |  | INDICATE LEVEL | NOTES                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------|--|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Critical thinking and problem-solving</b> - the ability to make decisions, solve problems, and take action as appropriate |  | Strength       | <i>Can identify problems but want to learn how to take the initiative in solving problems.</i><br><i>Will plan to talk with my boss about how to take the initiative in my office.</i> |
|                                                                                                                              |  | Develop ✓      |                                                                                                                                                                                        |
|                                                                                                                              |  | Stretch        |                                                                                                                                                                                        |

## COMPETENCY AREAS:

| COMPETENCY DEFINITION                                                                                                        |  | INDICATE LEVEL | NOTES |
|------------------------------------------------------------------------------------------------------------------------------|--|----------------|-------|
| <b>Critical Thinking and Problem Solving</b> - the ability to make decisions, solve problems, and take action as appropriate |  | Strength       |       |
|                                                                                                                              |  | Develop        |       |
|                                                                                                                              |  | Stretch        |       |

| COMPETENCY DEFINITION                                                                                               |  | INDICATE LEVEL | NOTES |
|---------------------------------------------------------------------------------------------------------------------|--|----------------|-------|
| <b>Effective Communication</b> - the ability to synthesize and transmit your ideas both in written and oral formats |  | Strength       |       |
|                                                                                                                     |  | Develop        |       |
|                                                                                                                     |  | Stretch        |       |

| COMPETENCY DEFINITION                                                                                                                                      |  | INDICATE LEVEL | NOTES |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------|-------|
| <b>Collaboration and Team Building</b> - the ability to work effectively with others, including those from diverse groups and with opposing points of view |  | Strength       |       |
|                                                                                                                                                            |  | Develop        |       |
|                                                                                                                                                            |  | Stretch        |       |

| COMPETENCY DEFINITION                                                                                   |  | INDICATE LEVEL | NOTES |
|---------------------------------------------------------------------------------------------------------|--|----------------|-------|
| <b>Creativity and Innovation</b> - the ability to determine what is NOT there and make something happen |  | Strength       |       |
|                                                                                                         |  | Develop        |       |
|                                                                                                         |  | Stretch        |       |

| COMPETENCY DEFINITION                                                                                                  |  | INDICATE LEVEL | NOTES |
|------------------------------------------------------------------------------------------------------------------------|--|----------------|-------|
| <b>Information Technology</b><br><b>Application:</b> Select and use appropriate technology to accomplish a given task. |  | Strength       |       |
|                                                                                                                        |  | Develop        |       |
|                                                                                                                        |  | Stretch        |       |

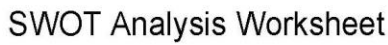
| COMPETENCY DEFINITION                                                                                                                  |  | INDICATE LEVEL | NOTES |
|----------------------------------------------------------------------------------------------------------------------------------------|--|----------------|-------|
| <b>Leadership:</b> Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. |  | Strength       |       |
|                                                                                                                                        |  | Develop        |       |
|                                                                                                                                        |  | Stretch        |       |

| COMPETENCY DEFINITION                                                                                |  | INDICATE LEVEL | NOTES |
|------------------------------------------------------------------------------------------------------|--|----------------|-------|
| <b>Professionalism/Work Ethic:</b><br>Demonstrate personal accountability and effective work habits. |  | Strength       |       |
|                                                                                                      |  | Develop        |       |
|                                                                                                      |  | Stretch        |       |

| COMPETENCY DEFINITION                                                                                                                                                                                          |  | INDICATE LEVEL | NOTES |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------|-------|
| <b>Career Management:</b> Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. |  | Strength       |       |
|                                                                                                                                                                                                                |  | Develop        |       |
|                                                                                                                                                                                                                |  | Stretch        |       |

| COMPETENCY DEFINITION                                    |  | INDICATE LEVEL | NOTES |
|----------------------------------------------------------|--|----------------|-------|
| <i>Define a competency specific to your organization</i> |  | Strength       |       |
|                                                          |  | Develop        |       |
|                                                          |  | Stretch        |       |

### SWOT Analysis – Strengths, Weaknesses, Opportunities and Threats



- |                                                                                                                                                                                   |                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Strengths</b></p> <p>What do you do well?</p> <p>What unique resources can you draw on?</p> <p>What do others see as your strengths?</p>                                    | <p><b>Weaknesses</b></p> <p>What could you improve?</p> <p>Where do you have fewer resources than others?</p> <p>What are others likely to see as weaknesses?</p> |
| <p><b>Opportunities</b></p> <p>What opportunities are open to you?</p> <p>What trends could you take advantage of?</p> <p>How can you turn your strengths into opportunities?</p> | <p><b>Threats</b></p> <p>What threats could harm you?</p> <p>What is your competition doing?</p> <p>What threats do your weaknesses expose you to?</p>            |

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## Career Development Tools

### SMART Goals Worksheet

#### SMART Goals Worksheet

This worksheet can be used to develop clearly defined, effective goals.

|          |                                                                                                                                                       |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>S</b> | <b>Specific</b><br>What am I going to do? Why is this important to do at this time? What do I want to ultimately accomplish? How am I going to do it? |
| <b>M</b> | <b>Measurable</b><br>How will I know that I have reached my goal?                                                                                     |
| <b>A</b> | <b>Attainable</b><br>Can I see myself achieving this goal? Can I break it down into manageable pieces?                                                |
| <b>R</b> | <b>Realistic</b><br>Is the goal too difficult to reach? Too easy?                                                                                     |
| <b>T</b> | <b>Timely</b><br>What is my target date for reaching my goal?                                                                                         |

## SMART Goals sample – Specific, Measurable, Achievable, Realistic, and Timely



## Who is responsible for the Career Development Plan?

The collaboration between supervisors and student workers is integral to the success of a student's career development occurring in an on-campus organization. The essential partnership – the working relationship -- that it formed between supervisor and student worker is paramount for the process and plan to result. However, it is the responsibility of a student worker to forward the process to completion. With the guidance and encouragement of supervisors, a student will endeavor to plan and implement a Career Development Plan resulting in the advancement of critical workforce and career competencies and skills.

The **sample Career Development Plan** below provides the framework of an initial student worker Career Development Plan

### Whittier College Student Worker Career Development Plan

**Step 1:** *Write down your primary career development goals.*

**PRIMARY CAREER INTEREST:** Student Life Orientation program development

**Step 2:** *Identify up to 3 long term on-campus career development goals (including other on-campus positions desired).*

Long-term professional goals:

1. Become a Student Life Orientation Worker in Student Life
2. Become a Student Admissions Ambassador in Admissions
3. Become a Career Marketing Assistant in the Weingart Center for Career and Professional Development

**Step 3:** *Identify up to 3 short-term goals that will contribute to long-term on-campus career development goals.*

Short-term professional goals:

1. Develop public speaking abilities – Effective Communication
2. Be a Student Senate Leader – Leadership Career Competency
3. Pioneer a social innovation club – Innovation, Problem-Solving, Critical Thinking Competencies

**Step 4:** *Use the Self-Assessment Career Competency worksheet to analyze your Career Competency 'levels'*

**Step 5:** *List 3 activities that will help you reach each goal. Use the SMART goals worksheet to specify how you will accomplish the activity, including any resources you might need, and when you will start and finish it.*

## Career development activities:

### Short-term Goal 1: Develop public speaking abilities – Effective Communication

➤ ***Activity 1: Identify speaking engagements within the Student Life Office. Volunteer at New Student Orientation.***

How to accomplish: Request an informational meeting with Frances Romo to learn more about the New Student Orientation, 2016. Send Frances Romo a thank-you note promptly after the meeting.

Start date: Monday, February 15<sup>th</sup>

Date of completion: February 26<sup>th</sup>

➤ ***Activity 2: View TedTalks on public speaking best practices.***How to accomplish:

Search through the talks and view three talks by exceptional public speakers.

Starting date: Tomorrow, November 11<sup>th</sup>

Date of completion: Tomorrow, November 11<sup>th</sup> through next January 2016.

**Step 6:** *Describe tasks in your current job that are contributing to long-term goals and that you would like to emphasize or perform more frequently.*

Suggested task emphasis\expansion:

1. Speak with other students and campus members that visit the Student Life Office. Learn how to be poised and professional when responding to Student Life ‘customers’.

**Step 7:** *Describe tasks in your current job that are not contributing to your long-term goals. Suggest ways to minimize, eliminate, or delegate them to others.*

Suggested task minimization/elimination:

1. Post on Social Media sites  
2. Make photocopies

**Step 8:** *Write down any additional skills, knowledge or experience you would like to acquire that may directly or indirectly help you in your current or future positions.*

Additional competencies, knowledge, experience desired:

1. Become knowledgeable about Whittier College history.  
2. Memorize the Four Cs  
3. Know Student Life Theory

**NOTES:**