PROMOTING A CULTURE OF PROFESSIONAL DEVELOPMENT

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Submitted by Team Rated PD

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1. Defining a Culture of Professional Development

Professional development includes structured and unstructured, formal and informal, facilitated and unfacilitated activities that can improve an employee’s ability to perform his or her job or move an employee closer to professional development goals. Historically, professional development was delivered in formal classes.

Lombardo and Eichinger (1996) proposed the 70:20:10 model based on self-reported survey responses from 200 executives. The model states that only 10% of professional development comes through formal training. An additional 20% comes through developmental relationship, with the remaining 70% coming through challenging (or stretch) assignments.

The 70:20:10 model has been criticized in recent years based on several factors, including improvements in technology which have made more professional development options available (e.g., Trainingindustry.com, 2014). Some of this criticism notes a fast-growing emphasis on informal learning.

Josh Bersin’s (2017) report highlights the evolution of professional development from Kirkpatrick’s traditional instructional design through blended and social learning and the 70-20-10 model to the current model. The report concludes that the current model focuses on a consumer-like experience where learning experiences are almost transparent to the employees. Instead of having a fully-designed curriculum, Bersin’s (2017) model suggests that curriculum becomes both data driven and individually curated. Professional development activities could include formal classes, networking and conferences, personal research, coaching and mentoring, and professional stretch activities involving just-in-time training.

Team Rated PD defines a culture of professional development as one that provides and documents employee opportunities for informal and formal professional development and rewards the application of professional development in our organization. A culture of professional development thus defined involves institutional and leadership support at all levels, communication, resources and opportunities, and, optimally, a tool to consolidate these activities.

2. The State of Professional Development in Higher Education and at UNC

Employee satisfaction is an important component to continuity, compliance, and productivity. Employee turnover is costly. Productivity declines due vacant positions and time required for recruiting activities. Organizations invest significant dollars in advertising, human resources, and recruiting activities to replace lost employees.

A culture of professional development positively affects employee satisfaction and retention. Surveys show that perceptions of the professional development culture differ between leaders and staff.

Students of professional training and adult education have known the relationship between professional development and job satisfaction for some time. This knowledge is informed by both anecdote and data. Two recent surveys (Academic Impressions, 2017; UNC System Employee Engagement Survey, 2018) informed this report. The following sections discuss related key findings from these surveys.
Academic Impressions Survey of Professional Development

In December 2017, Academic Impressions conducted its third survey of professional development specific to higher education, collecting data from 2,577 respondents, 46% of which held management or supervisory roles. Academic Insights (2017) published the following three key findings:

- Professional development has significant impact on reducing turnover.
- Quality of supervisory support for professional development is highly predictive of job satisfaction, perceived opportunities for growth at the institution, and whether staff report that their department has a culture of professional development.
- A departmental culture that is supportive of learning and professional development is closely tied to job satisfaction, retention, and perceived opportunity for career advancement.

Overall 88% of respondents said that access to new learning and professional development opportunities is “extremely or very” or “moderately” important. Seventy-one percent indicated that having access to professional development and learning opportunities would increase their likelihood of staying at the institution. However, disparities appeared when separated out by age categories (Millennials, Generation X, and Baby Boomers), with Millennials having the highest percent of “extremely or very” and “moderately” responses (76%) and Baby Boomers having the lowest percent (65%).

Comparing culture of professional development to no culture of professional development

The Academic Impressions (2017) report compared responses to three questions for participants who said their department or unit did have a culture of professional development and growth versus participants who said their department or unit did not have a culture of professional development and growth. The questionnaire contextualized a culture of professional development as, “e.g., seeking out new ideas, learning from other units/institutions, and not getting trapped by how we have always done things” (p. 8). Table 1 presents the responses to three of the items related to cultural development.

**Table 1. Comparing responses for organizations that have a culture of professional development vs organizations that do not have a culture of professional development.**

<table>
<thead>
<tr>
<th>Question</th>
<th>Has culture of professional development</th>
<th>Does not have culture of professional development</th>
</tr>
</thead>
<tbody>
<tr>
<td>How likely are you to look for another job outside this institution?</td>
<td>45%</td>
<td>71%</td>
</tr>
<tr>
<td>How satisfied are you with your job?</td>
<td>95%</td>
<td>70%</td>
</tr>
<tr>
<td>To what extent do you agree with this statement: “I have a clear path for growth at this institution.”</td>
<td>45%</td>
<td>13%</td>
</tr>
</tbody>
</table>

These responses highlight that having a culture of professional development most impacted employees’ understanding of their path for growth at their institution.
**Supervisor Support**

Supervisor support is a key component to establishing a culture of professional development. Overall responses to three items related to supervisor support reveal deficiencies. Less than half of participants (47%) said that their supervisor always or frequently model investment in their own professional development. Less than one third (30%) said that their supervisors frequently engage them in conversation about professional development, and only 32% said their supervisors provide them ongoing support to follow through with what they have learned.

**Communication**

Communication about professional development is also a strong indicator of a successful culture of professional development. Table 2 presents the same items as Table 1 for Millennial respondents in the context of supervisor engagement in dialog about professional development.

<table>
<thead>
<tr>
<th>Question</th>
<th>When supervisors do engage in regular dialogue about professional development</th>
<th>When supervisors do not engage in regular dialogue about professional development</th>
</tr>
</thead>
<tbody>
<tr>
<td>How likely are you to look for another job outside this institution?</td>
<td>52%</td>
<td>63%</td>
</tr>
<tr>
<td>How satisfied are you with your job?</td>
<td>97%</td>
<td>82%</td>
</tr>
<tr>
<td>To what extent do you agree with this statement: “I have a clear path for growth at this institution.”</td>
<td>47%</td>
<td>27%</td>
</tr>
</tbody>
</table>

The results from Table 2 highlight that supervisors engaging in dialogue about professional development most impacted the employees’ understanding of their path for growth at their institution.

**Comparing Leader and Staff Responses**

Communication is a two-way street. Overall, the Academic Insights (2017) survey found that supervisors had a stronger belief that their department had a culture of professional development than the staff did. Table 3 compares separately presents department leader and staff responses to three items related to a culture of professional development.
### Table 3. Comparing department leader and staff responses to questions about culture of professional development.

<table>
<thead>
<tr>
<th>Question</th>
<th>Percent of “Always/Frequently” and “Occasionally” responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department leaders model investment in their own professional development</td>
<td>94% 84%</td>
</tr>
<tr>
<td>Department leaders engage employees in conversations about their professional development and growth</td>
<td>96% 69%</td>
</tr>
<tr>
<td>Department leaders provide ongoing support for members of their unit to apply what they are learning in their work</td>
<td>97% 68%</td>
</tr>
</tbody>
</table>

Table 3 reveals the following interesting points regarding the different response patterns between department leaders and staff:

- Department leaders and staff disagreed on several items related to professional development. For instance, 78% of department leader respondents said that their department supports a culture of professional development and growth, but only 42% of staff agreed.
- The largest disparity (29%) between department leader and staff related to applying what they are learning in their work.

### UNC System Survey of Employee Engagement (2018)

The UNC System Survey of Employee Engagement (2018) addressed issues related to professional development in items 6 and 10 (see below).

1. My job makes good use of my skills and abilities.
2. I am given the responsibility and freedom to do my job.
3. My supervisor/department chair makes his/her expectations clear.
4. I am provided the resources I need to be effective in my job.
5. I understand how my job contributes to this institution’s mission.
6. I am given the opportunity to develop my skills at this institution.
7. I receive feedback from my supervisor/department chair that helps me.
8. When I offer a new idea, I believe it will be fully considered.
9. I am regularly recognized for my contributions.
10. I understand the necessary requirements to advance my career.

Response patterns at the system level were reported for all UNC system respondents, including faculty, versus 5 non-exclusive benchmarks:

- 2017 Honor Roll > 10,000
- 2017 Carnegie Research
- 2017 Control Public
- 2017 Enrollment size > 10,000
2017 Region Southeast

UNC-Chapel Hill also published response patterns based on employee type:

- SAAO Tier 1
- SAAO Tier 2
- Faculty
- EHRA Non-Faculty
- SHRA Exempt
- SHRA Non-Exempt

Because of the very different professional development model for faculty vs staff, Team Rated PD focused its efforts on non-faculty.

**Item 10: I understand the necessary requirements to advance my career.**

System-wide responses to Item 10 reveal that only 63% of UNC System respondents agreed that they understand the necessary requirements to advance their careers. UNC’s responses compare unfavorably versus all of the provided benchmarks, with the next lowest benchmark score being 7% higher at 70%, and disparities ranging from 7% to 14%.

UNC-Chapel Hill responses to Item 10 reveal disparities between different types of staff. Overall, exempt staff replied more favorably than SHRA non-exempt staff by as much as 23%, with SAAO Tier 1 staff having the highest-level of agreement at 72% and SHRA non-exempt staff having only 49% agreement.
**Item 6: I am given the opportunity to develop my skills at this institution.**

System-wide responses to Item 6 reveal that 71% of UNC System respondents agreed that they understand the necessary requirements to advance their careers. UNC’s responses compare unfavorably versus all of the provided benchmarks, with disparities in agreement ranging from 2% to 13%.

UNC-Chapel Hill responses to Item 6 also reveal disparities between different types of staff. Overall, exempt staff replied more favorably than SHRA non-exempt staff by as much as 17%, with SAAO Tier 2 staff having the highest-level of agreement at 81% and SHRA non-exempt staff having 64% agreement. Although having more than two-thirds of the staff agreeing that they are given the opportunity to develop their skills is generally positive, the disparities in responses are also consistent with Academic Insights observations of disparities in responses between leaders and staff.

**Employee Departure Path at UNC-CH**

Because the survey responses indicated a connection between a culture of professional development and the likelihood to seek employment outside the institution, Team Rated PD decided to include some employee departure information for UNC-CH. At the October 31, 2017, employee census, UNC-Chapel Hill employed 8,765 permanent SHRA and EHRA regular staff. In response to a question about turnover among this population, the Office of Human Resources (OHR) indicated that there were 1,607 turnover events during fiscal year 2017-18, of which 1,431 were voluntary departures. Note that turnover events include position changes, voluntary, and voluntary departures.

When we dissected the voluntary departure events, we found that almost half of the non-retiring voluntary departures (48.6%) left employment at UNC-CH entirely. These voluntary departure events led to 695 permanent staff positions either being vacant or being part of an organizational restructure. OHR was unable to provide data to quantify how long these positions remain vacant. They indicated that duration of
vacancy depends on several factors, including type of position. Members of Rated PD anecdotally can testify that replacing highly skilled and/or technical positions can take six months to more than two years.

Vacancies are expensive. In 2012, the Center for American Progress, estimated the median cost of turnover for all positions except executives and physicians was about 21% of the employee’s annual salary (AmericanProgress.org). The Center for American Progress broke these costs into salary ranges, reporting that the cost of turnover as a percent of the annual salary is approximately:

- 16.1% for $30,000 or less
- 19.7% for $50,000 or less
- 20.4% for $75,000 or less

Furthermore, AmericanProgress.org (2012) noted that turnover costs for complex jobs and jobs “that require higher levels of education and specialized training” (p. 2) tend to be even higher. Finally, “Very highly paid jobs and those at the senior or executive levels tend to have disproportionately high turnover costs as a percentage of salary (up to 213 percent)” (p. 2).

These costs come in a variety of forms. Organizations lose productivity due to the simple lack of a human resource in the vacant position. Morale drops in units where the work from vacant positions must be distributed among the remaining employees. Units fall behind on their work obligations. Employees both in and out of the unit must participate in hiring activities including application reviews and interviews. Organizations must pay for position advertising and hiring activities. OHR provides oversight for hiring activities and must process hiring paperwork. New employees must be on boarded and oriented to the institution. In institution-specific and highly specialized jobs, new employee productivity reaches optimal levels only after a learning period, which can involve extensive on-the-job training and mentoring.

Team Rated PD recognizes that employees leave their jobs for a variety of personal and professional reasons, of which a culture of professional development is just one. However, increasing per-employee investment in professional development and improving access to professional development may be less expensive than dealing with the cost of employee departure.

3. Accessing and Tracking Professional Development at UNC-CH

Employees at UNC-CH currently access desired and required training through a maze of different systems (Baker and Haapala 2018) as shown in Figure 5. For example, employees go through Connect Carolina to browse and signup for Human Resources professional development classes. That information is stored in PeopleSoft. More information on that current process can be found in the case study in Appendix A.

Compliance training for HIPAA and FERPA is done through Sakai. Sakai is a Learning Management System primarily used for student instruction. According to Morgon Haskell, the Technical Support Specialist for Sakai, the latest version of the system is robust and scalable enough to support additional employee training. However, it does have some limitations. It doesn’t support certificates and the collaborative features are mostly within the scope of a class and an instructor (Haskell, 2018). But the consolidation of these compliance trainings into a common platform has been a positive step.
Figure 5 - Systems View of the Current Employee Training Process at UNC Chapel Hill

Within UNC-CH Finance and Operations, the staff within Continuous Improvement, Staff Development and Engagement conducted interviews with dozens of stakeholders, finding multiple systems used for training records and sign-ups (Case 2018). For example, tracking tools ranged from industry-specific databases to spreadsheets (Case 2018).

Overall, these systems are siloed. There’s no central management for training and professional development, the resources available to employees are limited and reporting across systems is problematic.

4. Learning Management Systems

Rated PD believes that the implementation of a unified technological system in the form of a learning management system (LMS) can consolidate professional development activities, significantly impacting the professional development culture in the UNC system. An LMS, loosely defined, is a software application for managing many aspects of both formal and informal professional development activities including:

- Administering and delivering professional development
- Creating and sharing professional development content
- Housing and facilitating professional development planning
- Tracking progress through professional development
- Communicating and recommending professional development opportunities
• Documenting formal and informal professional development activities, including compliance training
• Reporting professional development activities to individual employees, supervisors, and OHR

The features of a modern LMS are shown in Figure 6 below. (King, 2017).

A tool having this functionality would address several of the issues identified in the Academic Impressions Survey (2017) and UNC System Employee Engagement Survey (2018) including:

• Helping document employee career goals
• Guiding and documenting employee progress toward career goals
• Providing accessibility and structure to professional development activities
• Acting as a bridge between supervisor and staff when communicating about professional development
• Helping employees to be more satisfied with their employment and more likely to be retained

Figure 6. Features of a Modern LMS
Learning Managements Systems have evolved over time. The concept of a Learning Management System emerged from eLearning and from HR record keeping systems. Today LMS systems are a learning experience, where users access knowledge in a way that is seamless with their other digital activity.

Some features of a modern LMS include:

- Learners expect to have the ability to see topics based on their goals; they like engaging through curated content and playlists for a dynamic experience that can be customized; and they might like to earn badges for accomplishments such as coaching and mentoring.
- Micro learning delivers targeted learning in the employee’s workflow. It entails single concept and contextual learning and uses mixed media to capitalize on the best learner emotions (Darby, 2018). This is also known as just-in-time learning.
- Machine learning (or adaptive learning) depends on data collection from all aspects of the learning experience.

5. Implementing an LMS for the UNC System

With integrating an LMS, research shows that a thoughtfully crafted implementation can prove successful in developing a positive learning & development culture among staff.

Change Management

Change management is first about people. Cross (2003) focuses on learner acceptance of new training methods and suggest that the failure of [new technology] to take hold in many organizations is that it is not promoted properly. Cross (2003) contends that [new technology] should be marketed internally as a consumer product in order to increase acceptance. Although this strategy is suggested for the learning audience, it could be equally effective in selling the idea to upper management and other stakeholders, because it applies proven marketing techniques such as branding, positioning, segmenting, and promoting to increase acceptance.

When keeping users in mind as the foundation to guide implementation, research suggests that the attitudes toward the new implementation are positive and users feel part of and valued in the process. Based on research, Rated PD suggests that the UNC system should assess institutional climates for the new LMS and gauge user attitudes toward the huge change. This support or resistance can be influenced by knowledge of [the] selected technology and the desire to change familiar behaviors (Snider, 2002). An assessment reveals administrators, managers, and other key players regarded as champions, who can be used to communicate the benefits of [the new technology] and gain the trust of workers throughout the organization. It also assesses what needs to be taught and learned and what technology and methods would best deliver it and support users (Snider, 2002). “The organizational culture stands between the leader’s intentions and the results the organization achieves” (Conner and Clawson, 2003).

It’s also important to create a common language or policy on how the LMS should be used amongst staff and managers within the institution. This common language will contribute to a healthy building of a professional learning and development culture. McGraw (2001) defines infrastructure as the foundation of
[learning] that incorporates the organizational culture, values, activities, and structures. The infrastructure is supported by the shared vision, policy, and language that define the procedures and interpretations of [learning] (McGraw, 2001). Common language and governing principles work together to sustain new technology processes.

Four elements necessary to sustain developmental learning within an organization are culture, champions, communication, and change (Rosenberg, 2001). In order to achieve a level of technological maturation, an organization will need to use a change management approach that builds a learning culture, identifies champions and creates open communication channels to promote the initiative (Rosenberg, 2001)

**Implementation from an IT Standpoint**

From a technical stand point, below are a few tips to consider before implementation.

- **Start with the right Team.** Sponsorship and ownership of an LMS implementation project should be with the Learning and Development department, not IT. These departments can have different priorities which will significantly impact decisions, communication and reporting.
- **Own It.** The purpose of the LMS is to support business requirements that are understood and championed by Learning and Development. The priority for IT, however, is the application itself and its technical requirements. While the technical issues are not to be ignored, it may not be in the best interest of the organization to compromise its business requirements to simplify technical issues.
- **Pick the right personnel.** The project manager will be a key member of the team and should have a good understanding of the business requirements because they need to be a champion for the project, be available the entire length of the program, and have good communication and management skills.
- **Know before you go.** Learn as much as possible about selecting and implementing an LMS before the project begins.
- **Know the must-haves.** Ensure the list of requirements are realistic and are within the vendor capabilities
- **Test and test again.** The challenge is in knowing how to use the application well enough to test it. Make sure sufficient time is allocated to learn how to use the application before testing is completed. Insufficient knowledge of the application can also lead to poor configuration decisions.

We were curious to see how the previous systems view might look after introducing a new LMS, so we interviewed Bradley Cummins, an applications specialist with the North Carolina Area Health Education Centers. Bradley’s team used an advanced architecture like the one in Figure 7 to pull data from disconnected systems into a central data store for the delivery of programs and services across the state.

The new architecture shows that there is a lot of complexity in managing data from disconnected applications, but that it can be done with advanced planning. In the past, our primary concerns were about how to automate business processes. Today, our biggest challenge is accessing and managing the data across so many systems and this will continue to be true even with the introduction of a new LMS. So, institutions need cohesive strategies for de-coupling the data from their applications and to be better positioned for rapid change (Agrawal, 2012). In other words, we also need a culture change in IT.
Figure 7. Legacy Migration to a New LMS

Figure 8. Expanding Scope for Collaboration across the UNC System
If we expand the scope of our model as shown in Figure 7, over 46,000 employees can share data across the UNC System. Collaborative learning is expanded to a wider network. As shown in Figure 8, there is a significant disparity in the number of employees between some schools (Meyers, 2018). Smaller schools could benefit the most from the shared resources. Data planners should anticipate the need for a global user map of employee IDs that are unique within the system. Shared data could include compliance training, HR classes, design guidelines and other types of content.

6. Conclusions

Team PD compiled seven strategies for a successful introduction and roll out of an LMS within the UNC System. We believe these strategies will be a huge leap in nurturing a positive and continuous culture of professional development and will help to overcome unintentional barriers.

1. **Clearly define organizational transformation and culture change.** Clearly outlining the use of the LMS and how it should be used will be critical.
2. **Make direct manager accountable for learning opportunities.** Making the manager responsible for learning opportunities ensures that PD is supported and happening. This essentially makes employees feel like their supervisor is interested in their individual growth. An LMS would provide a tool to track that managers have suggested learning paths to their employees.
3. **Empower individual initiative.** Supporting individual inquiry of PD opportunities should be highly encouraged. An LMS can provide individual opportunities for learning inquiry beyond what is suggested by their manager.
4. **Support PD application in employee’s work.** Supporting PD within employee’s work is also a great way to build an effective PD culture. Managers can celebrate this culture by continuing conversations with employees about how they can implement what they learned, be open to new ideas, and require employees to share acquired knowledge with co-workers.
5. **Make access as easy as possible.** Ensuring that opportunities are easily accessible and user friendly will also help to create a positive learning development culture. Team PD recommends focusing on three aspects of an LMS interface: employee use, manager use, and HR professional use.
6. **Keep everyone involved.** Continuously define purpose and value. By continuously defining the purpose and value of professional development, employees will quickly embrace the fact that this is the norm and understand that development on their campus is standard.
7. **Maintain ongoing marketing and promotion of opportunities.** Finally, never stop promoting development opportunities for each employee no matter what their job titles are.
8. **Maintain ongoing marketing and promotion of opportunities.** Finally, never stop promoting development opportunities for each employee no matter what their job titles are.

Investment in professional development and learning is closely correlated with employee satisfaction, persistence and retention. Team Rated PD urges the UNC-System to consider our research when implementing an LMS, remembering to move forward with the user in mind, take value in properly promoting the new initiative, and create common language and policy, ultimately building a foundation for a positive learning culture amongst staff across the UNC-System.
7. References


Professional Development in Real Life: Today’s Experience

In order to understand the challenges and opportunities associated with the current professional development culture, Team PD decided to take a look at what professional development for UNC system staff looks like in real life.

When planning a strategic initiative, developing personas can be particularly useful. With that in mind, Team PD created a fictional character, or persona, named Michelle Williams, to help us explore the motivations and experiences of UNC system staff. Michelle is a 32 year-old program coordinator at UNC-Chapel Hill. She has a BS in business administration and she’s been in her current position for 6 years. Michelle believes that professional development is important. She wants to advance her career, but she has a heavy workload and her supervisor hasn’t really focused on Michelle’s career development. In Michelle’s department, it’s all about keeping up with the demands of the routine work.

“I want to develop my professional skills, but I’m too busy with my daily work. It doesn’t seem that important to my boss, plus I’m not even sure where to start.”

Michelle’s first obstacle is just knowing how to get started. With no idea what options are available, she asks around the office and a coworker tells her that she can sign up for professional development courses through ConnectCarolina, which is a much more sophisticated system than the clunky spreadsheets we found on some of the other UNC system HR sites. So this is where she starts... After logging in with her onyen and password, requesting a push to her phone for dual authentication, scrambling around to find her phone, etc. Michelle is in—face-to-face with a confusing jumble of options. After 10 minutes of clicking, she finally finds something labeled Training Enrollment. Things are looking up!
Although the ConnectCarolina interface may not meet modern design standards, it is user-friendly enough for Michelle to locate an option to search by course name. She’s interested in becoming a program manager, which requires customer service expertise. So she enters “customer service” in the search box, feeling more positive about her professional growth than she has in a long time.
Michelle is thrilled to see that there is, in fact, a customer service course offered by the university. Upon closer review, though, she sees that under Session Availability it just says “no sessions available,” with no option to be sent a message when future sections open, no suggestions for similar courses, no calendar of upcoming sessions, not even a link to send a message to HR. It is a complete dead end.

In a last-ditch effort, Michelle tries doing a Google search for customer service training. But with 681 million results, no way to know which options are the best fit, no budget, and no time off for paid training activities, Michelle is overwhelmed and lost. At this point, she gives up.

Here’s a quick comparison of Michelle’s goals and the barriers she is facing:

<table>
<thead>
<tr>
<th>Goals</th>
<th>Barriers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promotion to Program Director</td>
<td>Heavy workload</td>
</tr>
<tr>
<td>Pay increase</td>
<td>Needs skills development</td>
</tr>
<tr>
<td>Performance recognition</td>
<td>Lack of mentoring</td>
</tr>
<tr>
<td>Work-life balance</td>
<td>Family commitments</td>
</tr>
</tbody>
</table>

Michelle has no formal (or even informal) plan in place with her supervisor and just can’t figure out how to incorporate PD into her work. These are really symptoms of a larger issue—Michelle is working in an organization that does not have a culture that prioritizes professional development.

Journey Map

Let’s back up and look at Michelle’s overall experience. Journey mapping looks at 5 key phases of any customer experience for the purpose of benchmarking against a company’s brand promise and identifying areas for improvement.
The stated mission of the UNC system human resources division is to “ensure the future of the workforce that educates and serves the people of North Carolina.” This journey map shows that in order to meet that promise, some adjustments need to be made to the customer experience.

On the positive side, Michelle’s goals align with the HR division’s vision—she’s actively pursuing professional education to be part of the UNC system’s future. But with no framework of support for professional development, research shows that a smart, ambitious young professional like Michelle will likely move on to better opportunities.
Professional Development in Real Life: A Different Kind of Experience

Now for a fresh look at what professional development could look like with a more supportive culture and modern technologies in place. In this scenario, Michelle’s professional goals are supported by her supervisor, she has a roadmap in place for career development activities, and she has a clear pathway to access learning opportunities.

“I want to develop my professional skills. My boss helped me develop a PD plan and is giving me a lighter load. I know exactly how to get started”

A system-wide learning portal with an elegant Netflix-like interface provides Michelle with a simple, intuitive way to manage all of her professional learning. This smart, personalized learning experience platform tracks Michelle’s progress, tells her what training she needs next, and offers suggestions for complementary trainings.
The system is simple to search with on-demand self-paced content, classroom-based courses and multi-course tracks, and links to always-available resources like Lynda.com and curated Ted Talks. A calendar of upcoming training opportunities makes it easy for Michelle to plan around other activities.

In her personalized course library, Michelle logs into a Customer Service course and can immediately begin learning and practicing foundational concepts. As she progresses through the course material, the system tracks her progress. The professionally designed, multi-media content keeps her engaged and actively learning throughout the course modules. Learning assessments are designed to ensure that Michelle has mastered the key concepts. A record of her completion is automatically stored in her achievements and shared with her supervisor, making it easy to incorporate training progress in periodic performance planning discussions.

A customizable dashboard organizes all learner activities in one place. In the example below, Michelle is currently completing the Management Track learning pathway. Her dashboard includes a leaderboard of others in the same pathway, so she can track her progress against others and network with peers across institutions. She also has compliance training reminders, a customized news feed with relevant articles and resources, and other suggested pathways (or badges) that she may want to complete next. A points system adds a motivating gamification element.
Dashboards can be customized for different purposes: Managers can customize dashboards to show overall team progress, and institutional research staff or administrators can access data at the department, institution, or even system level.

With this system in place and the previous barriers removed, Michelle’s goals are achievable:

<table>
<thead>
<tr>
<th>Goals</th>
<th>Barriers Resolved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promotion to Program Director</td>
<td>Workload adjusted for PD</td>
</tr>
<tr>
<td>Pay increase</td>
<td>Easy access to skills training</td>
</tr>
<tr>
<td>Performance recognition</td>
<td>Connected with a mentor</td>
</tr>
<tr>
<td>Work-life balance</td>
<td>PD scheduled around family commitments</td>
</tr>
</tbody>
</table>

Michelle is on the right path now. She’s got a formal PD plan, she has access to a modern, personalized learning platform; and—most importantly—she feels that her supervisor and her institution overall supports her professional growth.

**Journey Map 2.0**

Each of the 5 phases of the customer experience journey are now seamlessly integrated and aligned with UNC’s mission and goals. Michelle is learning, growing, and committed to a long, successful career serving the people of North Carolina.
## Appendix A: PD IRL – Michelle’s Journey

<table>
<thead>
<tr>
<th>Need Identified</th>
<th>Research</th>
<th>Enroll</th>
<th>Experience</th>
<th>Share</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Person walking" /></td>
<td>wants PD to improve professional skills</td>
<td>goes to training portal</td>
<td>chooses from pre-selected list</td>
<td>completes series of courses, gets certification</td>
</tr>
</tbody>
</table>

### Goals
- √ advance skills
- √ job promotion
- √ job satisfaction
- √ retention

### Experience
- ![Smiley face](image)
- ![Smiley face](image)
- ![Smiley face](image)
- ![Smiley face](image)
- ![Smiley face](image)

### Opportunity
- √ All employees have detailed PD plans and easy access to opportunities. √ Supervisors are engaged.
- √ one-click enrollment
- √ PD portfolio updated
- √ automated suggestions for other courses
- √ seamless path from exploration to enrollment to completion to documentation to application of new skills
- √ advocates to other staff
- √ informs supervisor
- √ data collected for institutional review