

Developing Multidimensional Careers: Beyond, Between, and Besides Promotions

**Facilitator Guide**

Table of Contents

[Developing Multidimensional Careers: Beyond, Between, and Besides Promotions 3](#_Toc116203832)

[Program Description 3](#_Toc116203833)

[Overview 3](#_Toc116203834)

[Learning Outcomes 4](#_Toc116203835)

[Group Size 4](#_Toc116203836)

[Structured for Flexibility 4](#_Toc116203837)

[Using This Facilitator Guide 5](#_Toc116203838)

[Icons 5](#_Toc116203839)

[What to Do 7](#_Toc116203840)

[Notes 8](#_Toc116203841)

[Preparing to Facilitate the Virtual Workshop 9](#_Toc116203842)

[Steps to Success 9](#_Toc116203843)

[Books and Case Study Access 9](#_Toc116203844)

[Virtual Classroom Setup 9](#_Toc116203845)

[Your Role as a Facilitator 10](#_Toc116203846)

[Materials Checklist 12](#_Toc116203847)

[Pre-Workshop Correspondence & Assignment 12](#_Toc116203848)

[Special Preparation 13](#_Toc116203849)

[Agenda-at-a-Glance 14](#_Toc116203850)

[Step-by-Step Instructions 14](#_Toc116203851)

[Our Evolving and Expanding Careers 15](#_Toc116203852)

[Introduction to the Multidimensional Career Framework 32](#_Toc116203853)

[Putting the Dimensions to Work – An Orientation 49](#_Toc116203854)

[Putting the Dimensions to Work – Darnell and Joshua 56](#_Toc116203855)

[The Elephant in the Room 66](#_Toc116203856)

[Reflect and Take Action 81](#_Toc116203857)

[Pre-Session Correspondence 85](#_Toc116203858)

Developing Multidimensional Careers: Beyond, Between, and Besides Promotions

Program Description

|  |  |
| --- | --- |
| Overview | The time-honored tradition of defining career development exclusively in terms of promotions, moves, and title changes is dead. What lives on, however, are unrealistic expectations from this outdated mindset, leaving employees disengaged, managers disempowered, and organizations disadvantaged as they struggle to retain talent. The time has come to finally shed yesterday’s limited view of career development and find ways to enable the growth people and organizations need today.  The good news is that beyond, between, and besides the climb up the corporate ladder, there are countless other ways that employees want to grow. This workshop focuses on an easy-to-apply, research-based multidimensional career framework. This updated framework features seven alternatives to promotions — contribution, competence, connection, confidence, challenge, contentment, and choice — all of which offer powerful ways to grow that, unlike promotions, are completely within a manager’s control.  By attending this 4-hour interactive learning experience, managers will be able expand how they define career development and help others do the same thing as they move beyond old one- and two-dimensional views to embrace a possibility-filled multidimensional approach to career development. |

|  |  |
| --- | --- |
| Learning Outcomes | After completing the workshop, managers will be able to:   * Describe today’s confounding career development disconnect and implications. * Assess personal interests and priority development dimensions (using online assessment). * Describe seven alternatives to growth beyond promotions/positions. * Cultivate career conversations that promote relevant, available development. * Engineer creative and cost-effective development experiences that help employees address development dimensions of interest. * Interact effectively with employees who remain focused on promotions. |
| Group Size | While virtual workshop platforms can accommodate large numbers of participants, to ensure a high level of engagement and interactivity, the ideal group size is 15-25. |
| Structured for Flexibility | Offering learning has never been more challenging. Can you do live and in-person or virtually? Can you create an immersive experience that takes people away from work for a half-day or something shorter? The good news is that the answer is ‘yes’ to each of these questions.  Understanding the complexities of remote delivery, this workshop was designed ‘virtual-first’, meaning that the default modality documented in this facilitator’s guide is virtual via Zoom, Teams, Adobe Connect, or other platforms. And yet, with minor modifications explored during your facilitator preparation workshop, it works equally well live and in-person. |

|  |  |
| --- | --- |
|  | Ideally, the workshop is a 4-hour experience. This allows people to step away from their work, focus more deeply on the topic, and forge stronger internal connections. The reality is, however, that this may not be possible in all organizations. In those cases, there’s a natural break after three hours that would be the ideal time to explore participant insights and invite them to begin putting the ideas into practice with their employees. You can then bring the group back together in two to three weeks to review their progress and experiences and complete the remaining hour of learning.  Note: It is not recommended to split the workshop into two, 2-hour sessions as you will not have gone deeply enough into the content by the midpoint to make it sufficiently actionable and participants will not get the same value from their intersession efforts. |

Using This Facilitator Guide

This facilitator guide is structured to provide the support you need to successfully conduct this program. Following it assures an effective learning experience. The process outlined in this facilitator guide draws upon the following conventions.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Icons | The left column is reserved for icons or visual reminders of the actions you’ll be taking.   |  |  | | --- | --- | | When you see: | You will be reminded to: | |  | Distribute materials to participants electronically | |  | Refer participants to their materials | | Key_Concept_Question.png | Ask participants a question | | C:\Users\Jim\Documents\All Writing and Editing\Liz's Folder\design around\Life Technology\PresentationSlide\PresentationSlide.jpg | Show a particular slide or video | |  | Engage participants through chat | |  | Launch a poll | |  | Launch a whiteboard or record responses on a chart during live learning | |  | Launch breakout rooms and form small groups | |  | Close breakout rooms and reconvene the large group | |  | Call a break | |  | Make a transition to the next segment | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| What to Do | The right column contains the content points, questions, instructions, activities, and other suggestions that will allow you to confidently facilitate this session.  Boldfaced verbs remind you of actions you must take to guide participants to the outcomes associated with these virtual workshops.   |  |  | | --- | --- | | When you see: | You will: | | **ALLOW** | Spend specified time on an activity | | **ASK** | Pose a question to participants | | **DISTRIBUTE** | Distribute handouts or materials to participants electronically | | **EXPLAIN** | Share key content points with the group | | **Have** | Instruct participants to turn to a section in their participant guides or handouts | | **INVITE** | Ask participants to engage in an activity, including chat | | **Launch** | Open an online poll, whiteboard, or breakout rooms | | **READ** | Read a passage of text verbatim | | **REFER TO** | Direct participant attention to previously shown slide | | **RECORD** | Write participant responses on slide, whiteboard, or chart | | **Summarize** | Comment on and pull together responses | | **TRANSITION** | Move from one topic or activity to another | |
| Notes | Italicized notes provide tips and special instructions. |

Preparing to Facilitate the Virtual Workshop

|  |  |
| --- | --- |
| Steps to Success | Preparation is key. Begin by reading *Promotions Are SO Yesterday* as it offers the grounding that will allow you to approach this workshop with greater confidence.  Read this detailed facilitator guide carefully and familiarize yourself with the contents well before conducting the workshop. You do not need to memorize every word. However, pay close attention to critical parts such as:   * Learning outcomes and how the workshop is designed to meet them * Instructions for completing activities * Questions to debrief activities and stimulate discussion * Transitional phrases to move from one segment to another * Flow and timing * Slides   If you’ll require production support, meet with your producer in advance and review this guide (particularly the notes) to ensure that the workshop runs smoothly. |
| Books and Case Study Access | Six weeks in advance of each workshop, you’ll want to place your book order and arrange access to the online BEST case study. Please share the total number of participants and date of the workshop via email to training@juliewinklegiulioni.com. |
| Virtual Classroom Setup | Your virtual learning platform allows for a high degree of interactivity. Become familiar with the features and work with your producer to load all appropriate slides and polls and prepare for breakouts as described in this facilitator guide. |

|  |  |
| --- | --- |
| Your Role as a Facilitator | Helping others shift their mindset and skillset around career development requires masterful facilitation. Success demand that you:  **Understand and achieve the objective of each learning activity.** This workshop has been designed intentionally to challenge, engage, teach, and support participants toward the learning outcomes. Make sure you are clear about what you’re trying to achieve and why.  **Manage time carefully.** The time allotted will pass very quickly. Follow timing guidelines with care. Manage discussions and activities to stay within suggested time frames so you will be able to cover important and actionable information throughout. Make sure to begin on time so you can end on time.  **Ask questions.** This facilitator guide outlines recommended questions designed to generate the reflection and discussion needed to further the learning process and achieve key outcomes. Use the questions provided to guide chat and verbal discussions toward important content points. Use care when asking additional questions because the answers will consume valuable time and may not deliver desired results.  **Summarize and draw ideas forward**. Many workshop activities involve inviting participants to share their experiences, ideas, and perspectives. It’s a chance for participants to articulate key ideas and sell themselves and each other on content points – without you saying it. Recap and reinforce essential points. Mold participant contribution into the key points required to advance the discussion.  **Make connections**. Especially in a virtual environment, people can feel disconnected. As a facilitator, you can overcome this by calling on people by name, inviting them to unmute and speak to each other, and encouraging a high level of engagement in small group activities. |

|  |  |
| --- | --- |
|  | **Manage energy.** Four hours is a significant amount of time for people to dedicate to learning. Help participants maintain the energy and attention required for success by conducting the varied activities, allowing for the scheduled breaks, adjusting your pace, and checking in regularly. Maintaining your own high level of personal energy will help others do the same.  **Ensure psychological safety**. Create a comfortable learning environment by demonstrating respect, engaging all participants, honoring different points of view, making it safe to make mistakes, and showing genuine appreciation for the contributions of others.  **Trust the materials.** This workshop has been extensively tested. If you deliver it as intended, you’ll realize consistently positive results. So, follow the processes outlined and use the materials within this guide.  **Advocate the content:** In addition to your responsibility for guiding participants through the experience, you also own a role in supporting the core messages. Familiarity with the ideas in *Promotions Are SO Yesterday* and this facilitator guide is a start. But you’ll likely feel more comfortable and be more effective if you remain current on such workplace topics related to workplace issues, talent management, career development, retention, and attrition. |

|  |  |
| --- | --- |
| Materials Checklist | * Facilitator Guide * Slides * Companion Guide * Koosh ball * Introduction and pre-work communication (found at the end of this guide and electronically at the password protected ‘Developing Multidimensional Careers Facilitator Central’ page) |
| Pre-Workshop Correspondence & Assignment | When participants arrive at a workshop understanding its purpose, why they’re there, and having done some pre-thinking on the topic, engagement, and results improve. So, set your groups up for success using the template contained at the end of this section. Add logistics and rationale for offering this workshop to the suggested text and participants will be poised to get the most from the learning experience. |
|  | Note: Participants are asked to complete and review the results of 15-minute online self-assessment that can be found here: https://www.juliewinklegiulioni.com/book/promotions/assessment/  A quick alternative is offered during the workshop for those who fail to do this; but participants who do complete it report gaining greater value from the discussion. |

|  |  |
| --- | --- |
| Special Preparation | Assign pre-work and distribute the companion guide to participants one week in advance of the virtual workshop.  Become familiar with the virtual platform.  Create your virtual classroom to meet the needs of the virtual workshop.  Create or insert a Platform Overview slide with quick instructions related to the use of interactive virtual classroom features. |
|  | Create poll 1: ‘Dimensions of Interest’ using the following prompt and choice options.   * Which dimension is most interesting to you? * 1. Contribution * 2. Competence * 3. Connection * 4. Confidence * 5. Challenge * 6. Contentment * 7. Choice * 8. Climb |
|  | Create a whiteboard with a grid pattern, creating enough sections of space for each breakout group to paste its discussion highlights. |

Agenda-at-a-Glance

|  |  |
| --- | --- |
| Topic | Timing |
| Our Evolving and Expanding Careers   * Startling Statistics * Purpose and Agenda * Small Group Activity: What Career Means to You * The Disconnect: Career Development Is the Elephant * Break (5 minutes) | 50 min |
| Introduction to the Multidimensional Career Framework   * Overview of the Framework * Paired Activity: Explore Your Most Interesting Dimension * Chapter Scan * 4 C’s of Coaching and Conversation Catalysts | 50 min |
| Getting Ready to Put the Dimensions to Work – An Orientation   * Instructions and Website Review * Break (15 minutes) * Debrief * Assessment Summary Report Tool | 35 min |
| Putting the Dimensions to Work – Darnell and Joshua   * Small Group Activity * Debrief * Break (10 minutes) | 50 min |
| The Elephant in the Room   * Changing the Conversation Around Climb * Understanding Motivation * Putting the Dimensions to Work – Nicole | 40 min |
| Reflect and Take Action | 15 min |
| **TOTAL TIME** | **4 hours** |

Step-by-Step Instructions

The following pages provide your detailed instructions for effectively facilitating the virtual workshop.

Our Evolving and Expanding Careers

Time: 50 minutes (including 5-minute break)

|  |  |
| --- | --- |
|  | SHOW slide, Welcome to Developing Multidimensional Careers: Beyond, Between, and Besides Promotions. |
|  | *Notes:*   * *Welcome participants as they join the workshop.* * *Announce that the workshop is being recorded before beginning.* * *Introduce yourself briefly by providing your name and an overview of relevant credentials.* |
|  | INTRODUCE producer who willprovide a walkthrough of the virtual workshop platform and features, using the next slide for demonstration purposes as needed. |
| C:\Users\Jim\Documents\All Writing and Editing\Liz's Folder\design around\Life Technology\PresentationSlide\PresentationSlide.jpg | SHOW slide, Platform Overview, and explain engagement features and functionality. |

|  |  |
| --- | --- |
|  | EXPLAIN  Your pre-workshop correspondence provided a big-picture look at what we’ll be covering today: Enhancing and sometimes challenging our views of career development and what it looks like in organizations today couldn’t be a more timely topic.  News outlets are filled with stories about the challenges associated with developing and retaining top talent. Whether we call it the Great Resignation or Great Reshuffle, it’s clear that it’s time to reevaluate our mindset and skill set around career development and the vital role it plays.  Regardless of economic conditions and the state of the job market, there will always be stiff competition for the talent you want. Attracting and retaining world-class talent remains a pressing priority and challenge — whether labor is scarce or plentiful. Your best workers will always have options.  So, let’s get started by looking at what’s at stake for organizations and leaders. We’ll do that by reviewing some compelling statistics and their implications..  To make it more interesting, we’ve put together a quick game of ‘over or under’. I’ll share a series of statistics, all of which are inaccurate. Your job will be to determine if the real number is higher or lower, over or under the number on the slide. You’ll simply chat ‘over’ or ‘under’ |
|  | SHOW slide, 60% of U.S. employees… |
|  | READ the statistic aloud for the group. |
|  | INVITE participants to chat whether the correct statistic is ‘over’ or ‘under’ that. |
|  | ALLOW about 10 seconds for participants to type their responses, commenting on patterns as they appear. |
|  | REFER TO slide, 60% of U.S. employees… *(click 1)* |
|  | EXPLAIN  According to a Harris poll, the accurate statistic is over by about 10%. And that means that a huge portion of our workforce is inclined to explore another role in an organization that has a strong reputation for growth and development.  Here’s the next statistic. |
|  | SHOW slide, Employees who don’t perceive… |
|  | READ the statistic aloud for the group. |
|  | INVITE participants to chat whether the correct statistic is ‘over’ or ‘under’ that. |
|  | ALLOW about 10 seconds for participants to type their responses, commenting on patterns as they appear. |
|  | REFER TO slide, Employees who don’t perceive…*(click 1)* |
|  | EXPLAIN  This real statistic is over according to research conducted by Humu. It’s 7.9 times and this is quite stunning because in the past we thought that if people generally liked their jobs, they’d be willing to stick around. We can’t rely on that any longer. The opportunity to grow has become a key differentiator.  Let’s take a look at the next one. |
|  | SHOW slide, 70% of those leaving… |
|  | READ the statistic aloud for the group. |
|  | INVITE participants to chat whether the correct statistic is ‘over’ or ‘under’ that. |
|  | ALLOW about 10 seconds for participants to type their responses, commenting on patterns as they appear. |
|  | REFER TO slide, 70% of those leaving…*(click 1)* |
|  | EXPLAIN  The actual number is quite a bit over — 83% according to Cengage. Development and growth have been known for some time to be a key driver, inspiring people to take, leave, or stay with a job, even pre-pandemic. And it's only become even more critical.  Here’s the final statistic. |
|  | SHOW slide, 95% of employees say… |
|  | READ the statistic aloud for the group. |
|  | INVITE participants to chat whether the correct statistic is ‘over’ or ‘under’ that. |
|  | ALLOW about 10 seconds for participants to type their responses, commenting on patterns as they appear. |
|  | REFER TO slide, 95% of employees say…*(click 1)* |
|  | EXPLAIN  This one is actually under. A mere 91% of employees say it’s important for managers to inspire learning!  All kidding aside, 91% is a big number and one worthy of our attention. It means that of the people you lead, 9 out of 10 are looking to you to inspire, support, and encourage their growth.  These statistics send a loud and clear message to us as leaders. Let’s explore those messages by answering a question in chat. |
| Key_Concept_Question.png | **ASK**  What messages do you take away from these statistics? |
|  | INVITE participants to type their responses in chat. |
|  | ALLOW 1 minute for participants to type their responses, commenting on patterns and interesting responses as they appear. |
|  | EXPLAIN  Development, growth, and learning are essential to employee and organizational success — now more than ever. There is an inextricable link between development, engagement, and retention. And you, as leaders, play a pivotal role in the degree to which all are possible. That’s why we are here today. |
|  | SHOW slide, Purpose. |
|  | EXPLAIN  The purpose of this workshop is to help you expand your definition of what career development is and how it operates in today's workplace. And to offer you tools and resources to dramatically elevate the quality and the quantity of the development that you can offer within your organization. |
|  | *Note: Upload companion guide to chat for participant use during the workshop as needed.* |
|  | HAVE participants retrieve their companion guides and/or download it from chat for use during the workshop.  *Note: Even when the companion guide is distributed in advance, it’s wise to post it in chat for those who may have trouble locating it.* |
|  | EXPLAIN  The companion guide will serve as a roadmap for our time together with content from some slides as well as instructions for conducting learning activities during the workshop and resources for use afterwards. There is also notetaking space for you to capture thoughts and insights as they occur to you. I’ll be referencing it frequently, so keep it handy. |
|  | SHOW slide, Agenda. |
|  | HAVE participants turn to Agenda. |

|  |  |
| --- | --- |
|  | Explain  Let’s walk through our agenda briefly so you know what to expect.   * We’ll begin by considering what careers mean today and how development is shifting as a result. * While you got a preview of The Multidimenional Career Framework through your pre-work self-assessment, we’ll explore it more deeply as a development tool. * Then you’ll have a chance to apply the dimensions to a fictitional organization and team, so that you can see how they work in practice and translate that back to your own team. * We’ll also put the dimensions to work on the sometimes challenging situation of working with employees who are focused on that next promotion. * Finally, toward the end of the workshop, we'll reflect on what you want to do differently to shift your employees’ mindsets around career development and offer the kind of opportunities for growth that they're looking for.   We're going to do everything we can to capture your attention and make the next few hours fly by. There's going to be a lot of variety in terms of activities and interactions, and we’ll be taking a few short breaks. |
|  | To get the most from this experience, I encourage you to remove as many distractions as you can. If you're comfortable leaving your camera on, that's always a great way to be able to connect with each other and maintain focus.  So now we’re ready to dive in. |
|  | SHOW slide, Small Group Activity – What Does ‘Career’ Mean to You? |
|  | EXPLAIN  In a moment, you’ll engage in a small group discussion with 4-5 workshop colleagues as we begin to think together about this topic of career.  To get ready for that conversation, please take a moment to reflect on what ‘career’ means to you. |
|  | HAVE participants turn to What Career Means To You. |
|  | EXPLAIN  So, I'll be quiet for a moment, and let you think and make some notes to yourself about what ‘career’ means to you. |
|  | ALLOW 1 minute for individual notetaking. |
|  | REFER to slide, Small Group Activity – What Does ‘Career’ Mean to You? |
|  | EXPLAIN  Here’s what you’ll do in your small groups.  *Click to build slide.*   * If you don't already know each other, take a moment to introduce yourselves. But the real focus of the conversation is on what career means to you. So, take turns sharing that. * Identify someone who will capture and share highlights from your discussion. They’ll take notes digitally (in the companion guide or new document) for easy copy-and-paste sharing to a whiteboard when the group reconvenes. |
| Key_Concept_Question.png | **ASK**   * What questions do you have about what you will be doing?   *Acknowledge and answer any questions*. |
|  | Launch breakout groups of 4-5 participants each. |
|  | *Note: Check in briefly with each small group to help them get started or answer any questions.* |
|  | ALLOW 8 minutes for small group work, sharing a  1-minute warning. |
|  | RECONVENE the large group. |
|  | *Note: Welcome participants back and affirm their engagement during the small group discussion.* |
|  | SHOW slide, Highlights. |
|  | EXPLAIN  Let’s share highlights from your small group discussions. |
|  | Launch prepared whiteboard. |
|  | INVITE participants who volunteered to be notetakers/sharers to raise their virtual hands. |
|  | EXPLAIN  For those who raised their hands:   * First find the box on the whiteboard that relates to your group number. * Copy and paste your notes in the open space that’s left. |
|  | ALLOW 1-2 minutes for participants to copy and paste their notes in the appropriate box. |
|  | *Note: Offer assistance as necessary.* |
|  | EXPLAIN  Let’s take a moment to glance at what each group contributed. Then I’ll invite a few volunteers to unmute and share some common themes you noticed or things that really stood out for you. |
|  | ALLOW a moment for participants to view group contributions. |
|  | INVITE 2-3 participants to unmute and comment on common themes and/or what stood out for them. |

|  |  |
| --- | --- |
|  | *Note: Although contributions will be varied from group to group, some themes you can expect to hear are:*   * *Dynamic, evolving, changes over time* * *Making a positive difference* * *Sense of contribution* * *Individualized* * *Sense of achievement* * *Happiness, contentment* * *Adventure, journey, evolution* * *Continual change* * *Growth* |
|  | EXPLAIN  Here’s the curious thing. Despite this varied assortment of descriptors that reflect what ‘career’ means to us right now, most people still use a very narrow, traditional definition and yardstick to evaluate career success.  Salary, bonuses, promotions, titles, and position on the organization chart are often the deeply embedded metrics people cling to.  And it’s this disconnect that contributes to a level of dissatisfaction, disengagement, and attrition that’s crying out for a fresh perspective and different approach. |
|  | SHOW slide, image of Snow. |
|  | EXPLAIN  Did you know that the Inuits have 53-plus words for these beautiful flurries? In Engish we just call it snow. When it comes to career and development, our vocabulary feels equally limited. |
|  | SHOW slide, images of Ladders and Lattices. |
|  | EXPLAIN  Many of us equate career development with promotions, positions, and moves — which are limited and limiting. We hold antiquated one- and two- dimensional views of career success, whether it be climbing the corporate ladder, moving around a lattice, or up and across the organization chart. Despite the fact that these expectations don’t play out today as they did in the past, that climb remains our default definition. Which reminds me of an old story. |
|  | SHOW slide, That Old Story. |
|  | EXPLAIN  Three sight-impaired villagers heard about a curious beast that had entered the village, and they decided to go explore this animal people were calling an elephant.  The first villager felt the tail and said, “I know what this is, this elephant is a rope.” His friend who had his arms around the elephant’s leg said, “Oh no, it’s definitely not a rope, it’s a tree.” And the third villager, hand firmly on the elephant’s ear said, “Oh, you are both fools, it’s definitely a fan.” |
|  | SHOW slide, Career Development is the Elephant. |
|  | EXPLAIN  What’s the point of the story?   * Career development is a lot like the elephant. * Without realizing it, many of us are like those villagers. * We hold a small, incomplete view based on our limited experience, but allow that to define the whole. * As a result of this narrow mindset, we can’t appreciate the enormous possibilities for growth that exist beyond that climb. |
|  | TRANSITION  So, let’s expand our definition of career development and update our mindsets by exploring a framework that introduces us to the whole beautiful behemoth that is career development.  But to keep our energy high and attention focused, let’s take 5 minutes to step away from the screen, move around a bit, refresh, and hydrate. |
|  | ALLOW 5 minutes. |

Introduction to the Multidimensional Career Framework

Time: 50 minutes

|  |  |
| --- | --- |
|  | EXPLAIN  You were invited to complete a self-assessment as pre-work. If you did that, please retrieve your Multidimensional Career summary report now. |
|  | SHOW slide, Quick Check. |
|  | EXPLAIN  If you didn’t complete the pre-work assignment, you won’t be left behind if you take a moment to consider your own career and development and identify which of the statements on this slide is most interesting to you right now. |
|  | ALLOW 30 seconds for participants to refer to their summary report or complete the brief slide-based assessment. |

|  |  |
| --- | --- |
|  | EXPLAIN  We’ll be discussing what you discovered from the self-assessment in a moment, but first, let me share some brief context. The Multidimensional Career Framework is based on more than 10 years of field research and an international research study of nearly 800 individuals.  You were invited to complete the assessment for two reasons:   * To gain insights into which of eight dimensions are most interesting to as you manage your own career; and * To introduce a valuable tool available to both you and your employees designed to help you jumpstart effective development conversations with them.   As a result of completing the self-assessment, you learned about your level of interest in the eight dimensions of the Multidimensional Career Framework. Let’s take a look at your interests. |
|  | *Note: Tell those who completed the quick check that the numbered statement they chose from the slide relates to the corresponding numbered dimension on the poll.* |

|  |  |
| --- | --- |
|  | SHOW slide, Which dimension is most interesting to you? |
|  | EXPLAIN  We’ll do that by engaging in a quick poll. Select the dimension that is most interesting to you. If you happened to have a tie, select one that is even a slightly higher priority. |
|  | ALLOW 10 seconds for voting, then close the poll to reveal results. |
| Key_Concept_Question.png | **ASK**   * What do you find interesting or surprising about this distribution?   *Acknowledge all responses.* |
|  | *Note: Make additional observations as necessary. Use the following research data to add depth as needed.* |

|  |  |
| --- | --- |
|  | EXPLAIN  Interestingly, here is what our research bears out.   * In aggregate, all the other dimensions proved more interesting to those surveyed than Climb. * The only group for whom Climb wasn’t dead last was the 20-something age range. For them, Climb was #7 and Choice #8. * In aggregate, Contribution was first across the board for all genders, ages, and organizational levels. It’s hopeful information for us as leaders to know that people have a deep desire to make a difference. It’s up to us to figure out how we might tap into that for development and engagement purposes. * Contribution and Competence ranked #1 or #2 for all age groups.   This framework offers managers a whole new perspective on development. It also opens up a world of possibilities for growth and engagement.  Let’s quickly review the dimensions so they’ll be fresh in our minds as we begin to work with them. |
|  | HAVE participants turn to Multidimensional Career Development. Space is provided to take notes during the following discussion. |

|  |  |
| --- | --- |
|  | SHOW slide, A Multidimensional Approach to Development. *(click 1)* |
|  | EXPLAIN  Contribution is about tapping into the need to do more, make a different, to be of service, and live on purpose. |
|  | REFER TO slide, A Multidimensional Approach to Development. *(click 2)* |
|  | EXPLAIN  Competence is all about building the abilities and skills that are needed to be effective today and into a fast-changing and uncertain future. |
|  | REFER TO slide, A Multidimensional Approach to Development. *(click 3)* |
|  | EXPLAIN  We learn and grow through and with others. So, building relationships, networks, communities, and visibility is a powerful development strategy. That’s what Connection is all about. |
|  | REFER TO slide, A Multidimensional Approach to Development. *(click 4)* |
|  | EXPLAIN  Anyone who has ever experienced a dip in confidence or fallen prey to the ‘imposter syndrome’ realizes the value of Confidence. At some points in our careers, the most important development involves cultivating trust in our own abilities. |
|  | REFER TO slide, A Multidimensional Approach to Development. *(click 5)* |
|  | EXPLAIN  For some of us, the most powerful and invigorating way to grow is through challenge. Challenge is about stretching ourselves and being willing to step into the discomfort zone where learning is amplified. |
|  | REFER TO slide, A Multidimensional Approach to Development. *(click 6)* |

|  |  |
| --- | --- |
|  | EXPLAIN  Contentment typically isn’t the first thing that comes to a leader’s mind when thinking about career development. We all know, though, that to sustain ourselves over the decades that make up a career, there are times when we must find that sense of greater ease, joy, and balance. |
|  | REFER TO slide, A Multidimensional Approach to Development. *(click 7)* |
|  | EXPLAIN  Choice acknowledges our human desire for control over — or at least a voice in — the where, when, and how of our jobs. Greater autonomy and decision-making responsibility definitely drive growth. |
|  | REFER TO slide, A Multidimensional Approach to Development. |

|  |  |
| --- | --- |
|  | EXPLAIN  And we’re back to Climb. Although we know that promotions and moves are often scarce, there are times when a new position is the absolute right move.  As you know, the challenge is that Climb is often out of our control as leaders and employees and, as a result, it can feel disempowering.  In contrast, the other seven dimensions fall squarely within your sphere of influence, allowing you to freely partner with employees to discover a range of creative and empowering ways to help them develop and grow.  The way to really bring these dimensions to life is through conversations with others, so you’ll have a chance to do that now. |
|  | SHOW slide, Paired Activity: Explore Your Most Interesting Dimension. |
|  | HAVE participants turn to Explore Your Most Interesting Dimension for their copy of the instructions. |

|  |  |
| --- | --- |
|  | EXPLAIN  In a moment you’ll be placed in a breakout room with another workshop colleague. Take a moment to introduce yourselves.  *Click to build slide.*  Then, share your top interests and discuss your answers to these two questions:   * Why might this dimension be most interesting to you right now? * What do you stand to learn/how might you grow by focusing on this dimension?   Identify 2-3 insights or takeaways from this brief conversation.  You’ll have 5 minutes to share your thoughts with each other. |
| Key_Concept_Question.png | **ASK**   * What questions do you have about what you will be doing?   *Acknowledge and answer any questions*. |
|  | Launch breakouts of 2 participants each. |
|  | *Note: If you have an odd number of particpants, create one group of 3.* |
|  | ALLOW 5 minutes for paired discussions, sharing  a 1-minute warning. |
|  | RECONVENE large group. |
|  | *Note: Welcome participants back.* |
|  | INVITE 2-3 participants to unmute and share the dimension they selected and why it is most interesting to them right now. |
| Key_Concept_Question.png | **ASK**   * What insights or takeaways did you gain from these brief conversations?   *Acknowledge all responses*. |
|  | INVITE participants to type their responses in chat. |

|  |  |
| --- | --- |
|  | ALLOW 1 minute for participants to type their responses, commenting on patterns and interesting responses as they appear. |
|  | EXPLAIN  Isn’t it amazing how much you can learn about what‘s important to someone even in a very brief conversation? |
|  | SHOW slide, One Size Does Not Fit All. |
|  | EXPLAIN  And this is critical because when it comes to development, one size doesn’t fit all. To be effective, development needs to be personal and individualized to each employee.  And one size doesn’t even fit one person for an entire career. We’re always evolving and our interest in the development dimensions will change over time.  Let’s take this idea of individualization a step further. |
|  | HAVE participants retrieve their copy of the book, *Promotions Are SO Yesterday*. |
|  | SHOW slide, Check Out the Chapter… |
|  | EXPLAIN  You’ll notice that there’s a chapter in the book devoted to each of the dimensions. Page numbers appear on the elephant graphic.  Open to the chapter for the dimension of greatest interest to you, the one you just talked about. You’ll have 3 minutes to scan the chapter and find one interesting idea, activity, or tool that might be a good fit for you and your development around that dimension. |
|  | ALLOW 3 minutes for individual work. |
|  | INVITE 2-3 participants to unmute and share their dimension and the idea, activity, or tool they discovered that would be a good fit for them. |
|  | EXPLAIN  Each of the chapters is structure similarly, with some background information about the dimension followed by a range of strategies, approaches, lists of questions, templates, and other resources. |
|  | You were able to pull out some nuggets for your own development in just 3 minutes. Imagine what a few more minutes of review might yield for you and for those whose development you’re supporting.  Learn about what dimensions employees are interested in; then consult the book so you can stay literally one chapter ahead and use the ideas within it to facilitate dialogue and meaningful growth.  And that brings us to the cirtical role of conversation. Career development is a relationship that plays out through conversation. Understanding the development dimensions and even having the right tools are not enough. You have to execute development through conversation. |
|  | SHOW slide, Western & Southern’s 4 Cs of Coaching. |
| A picture containing diagram  Description automatically generated | HAVE participants turn to 4 Cs of Coaching. |
|  | EXPLAIN  The good news is that Western and Southern leaders are committed to ongoing coaching conversations and have the 4 Cs framework to help make that happen. You’ve been working for some time to invest in talent and become true talent magnets.  You’ve used the framework to coach like a ‘multiplier’ when it comes to performance; but it works equally well as you engage in multidimensional career development coaching.   * Clarifying the current state is all about establishing where things stand today in terms of what development has been completed or is underway. It’s also about gauging current levels of career satisfaction. * Considering the ideal future state is where you introduce an exploration of the dimensions of greatest interest to the employee. * Co-creating next steps is the logical next step. Together, you and the employee can brainstorm ideas, consult *Promotions Are SO Yesterday*, and generate a plan to put interesting dimensions into action. * But that’s just the beginning. As you know, coaching like a multiplier means engaging in ongoing development dialogue. This means checking in on progress and lessons learned on a regular basis. |
|  | SHOW slide, Conversation Catalysts. |
|  | HAVE participants turn to Conversation Catalysts. |
|  | EXPLAIN  And since you have mastered this structural framework, it’s time to take your efforts to the next level and become an exponential multiplier of talent by infusing these Conversation Catalysts into your 4 Cs conversations. |

|  |  |
| --- | --- |
|  | Any coaching conversation will yield richer results when you commit to:   * Draw it out * Lift them up * Nail it down   We call these conversation catalysts, and we’ll spend the next few mintues exploring them. |
|  | SHOW slide, Why Is This Catalyst Essential… |
|  | EXPLAIN  And here’s how we’ll do it:   * Determine which conversation catalyst aligns with your last name. If your last name begins with A-H, you will focus on ‘Draw it out.’ I-Q will focus on ‘Lift them up.’ R-Z will take a closer look at ‘Nail it down.’ * Read its description and make a few notes in response to the question on the slide: Why is this catalyst essential for effective development conversations? * You’ll have 2 minutes to do this. |
|  | ALLOW 2 minutes for individual work. |
|  | REFER to slide, Why is this Catalyst Esssential… |
|  | INVITE participants with last names A-H to type their responses in chat for ‘Draw it out.’ |
|  | ALLOW 1 minute for participants to type their responses, commenting on patterns and interesting responses as they emerge. |
|  | INVITE a few participants to unmute and expand on their responses. |
|  | REFER to slide, Why is this Catalyst Esssential… |
|  | INVITE participants with last names I-Q to type their responses in chat for ‘Lift them up.’ |
|  | ALLOW 1 minute for participants to type their responses, commenting on patterns and interesting responses as they emerge. |
|  | INVITE a few participants to unmute and expand on their responses. |
|  | REFER to slide, Why is this Catalyst Esssential… |
|  | INVITE participants with last names R-Z to type their responses in chat for ‘Nail it down.’ |
|  | ALLOW 1 minute for participants to type their responses, commenting on patterns and interesting responses as they emerge. |
|  | INVITE a few participants to unmute and expand on their responses. |
|  | EXPLAIN  These three conversation catalysts create the kind of open and safe environment needed for genuine development conversations to take place. Beyond that, they deepen the quality of relationships and build trust.  Before we move on, take a look at the three conversation catalysts and choose one to practice in our next small group activity — maybe one that you’d like to pay more attention to with your own employees. |
|  | ALLOW 15 seconds for participants to choose. |
|  | TRANSITION  You’ve become familiar with the dimensions by exploring how they might work for your own development. But you’ll make an even greater difference when you begin applying this information to others.  That’s what we’ll do next as you put the dimensions to work with employees in a fictional company facing its fair share of opportunities and challenges. |

Getting Ready to Put the Dimensions to Work – An Orientation

Time: 35 minutes (including 15-minute break)

|  |  |
| --- | --- |
|  | SHOW slide, Getting Ready to Put the Dimensions to Work. |
|  | EXPLAIN  This next activity will allow you to apply the multidimensional approach to career development in a simulated environment so you can learn how to apply it to your own real team.  In a few minutes, you’ll get to collaborate with workshop colleagues as you assume the role of director of sales support for Breathe Easier Solutions & Technologies, BEST for short. To prepare, you’ll first review some background on the organization and the people on your team.  *Note: Post the unique URL for your workshop in chat.* |
|  | EXPLAIN  General information can be found on the first page. And don’t miss the opportunity to get to know your team by clicking the link at the bottom of the page.  As you review the background information, prepare to answer the four questions provided on the slide. |
|  | HAVE participants turn to Getting Ready to Put the Dimensions to Work for their copy of the instructions and notetaking space. |
|  | EXPLAIN  A recap of these instructions and space to take notes in answer to the questions is provided on this page.  We’ll combine this quick 5-minute orientation to BEST with a 15-minute refresher break. Please use the next 20 minutes to accomplish both objectives. |
|  | ALLOW 20 minutes for individual website review and break, reconvening promptly. |
|  | RECONVENE large group. |
|  | *Note: Welcome participants back and acknowledge those who were timely.* |
|  | EXPLAIN  Let’s hear what you discovered about BEST and your team. |
|  | INVITE participants to unmute and respond to the questions that follow. |
|  | REFER TO slide, Getting Ready to Put the Dimensions to Work. |

|  |  |
| --- | --- |
| Key_Concept_Question.png | **ASK**   * What development opportunities did you notice? |
|  | *Sample responses:*   * *Align employees to mission* * *Opportunities to promote environmental* *advocacy* * *Engage with Foundation* |
|  | REFER TO slide, Getting Ready to Put the Dimensions to Work. |
| Key_Concept_Question.png | **ASK**   * What development challenges did you identify?   *Sample responses:*   * *Heavy engineering mindset may not be inclusive* * *Team has diverse needs* |
|  | REFER TO slide, Getting Ready to Put the Dimensions to Work. |

|  |  |
| --- | --- |
| Key_Concept_Question.png | **ASK**   * How might the multidimensional approach be helpful to BEST and these employees? |
|  | *Sample responses:*   * *Tool for discovering employee interests and perspectives* * *Expands possibilities to work with for growth* |
|  | REFER TO slide, Getting Ready to Put the Dimensions to Work. |
| Key_Concept_Question.png | **ASK**   * What do you need to know or do to support your team members’ development? |
|  | *Sample responses:*   * *Need to know more about what they want and what is important to them* * *Learn what dimensions interest them most* * *Understand goals and motivations better* |
|  | SHOW slide, Jumpstart Your Understanding… |
|  | EXPLAIN  This is where having employees complete the Multidimensional Career Assessment can be so helpful.  As you experienced from completing in preparation for this workshop, the self-assessment can be a real eye-opener for those who complete it.   * It offers a new way to look at development and growth. * It provides language and a structure for expanding the definition of development. * It jumpstarts meaningful conversation and offers the opportunity to individualize development in ways that are meaningful to each employee. |
|  | *Note: Include the following brief review of the personalized report to refresh participants’ memories (and bring along those who didn’t complete the assessment in advance).* |
|  | EXPLAIN  Let’s briefly review the structure of the personalized report employees will receive upon completing the assessment. |
|  | SHOW slide, Personalized Indivdual Report. *(click 1)* |
|  | EXPLAIN  This chart provides a bird’s-eye view of how the dimensions stack up against each other — from greatest to least interest. |
|  | REFER TO slide, Personalized Indivdual Report.  *(click 2)* |
|  | EXPLAIN  This next page provides analysis that supports the chart. |
|  | REFER TO slide, Personalized Indivdual Report.  *(click 3)* |
|  | EXPLAIN  This page provides a deeper look at the employee’s top interest or interests if there’s a tie. |
|  | REFER TO slide, Personalized Indivdual Report.  *(click 4)* |
|  | EXPLAIN  This page may be the most important to you. It poses reflection questions that prompt employees to think through what their most interesting dimension means to them and how they might cultivate more of it in their current role. |
|  | TRANSITION  So, let’s explore the use of the self-assessment and dimensions as you dig into the case study and address development at BEST. |

Putting the Dimensions to Work – Darnell and Joshua

Time: 50 minutes (including 10-minute break)

|  |  |
| --- | --- |
|  | SHOW slide, Which Team Member Are You Most Interested in Helping to Develop? |
|  | EXPLAIN  In real life, we can’t choose which employees we’ll help develop. But as you work through the case study for BEST, you’ll get to choose either Darnell or Joshua. Which team member are you most interested in developing?  Use the annotation tool to make your choice. Just place a stamp near the name and picture of which team member you’re most interested in focusing on during this next small group discussion. |
|  | ALLOW about 10 seconds for participants to make their selection. |
|  | EXPLAIN  For the purposes of this case study, we will focus on *(insert “Darnell” or “Joshua”)* and explore how the Multidimensional Career Framework might serve his needs and interests.  In a moment, you’ll return to your original small groups and here’s what you’ll do. |
|  | SHOW slide, Small Group Activity – Putting the Dimensions to Work. |
|  | HAVE participants turn to Putting the Dimensions to Work for their copy of the instructions. |
|  | EXPLAIN  Your team member has completed the online self-assessment and has shared his report with you. Begin the group activity by taking a few minutes to review it. |
|  | *Note: Post the link to the BEST team’s webpage in chat.* |
|  | EXPLAIN  The link that’s been posted in chat will bring you to the team page of the BEST website. You will be able to review the team member’s report by clicking on his photo.  As you saw in your own pre-work, the summary report included reflection questions. In this case, your team member has offered written responses to give you more insight into what’s important to him and why.  As a group, you’ll consider his report and responses and brainstorm the experiences, activities, and opportunities that will help your team member develop in ways that will be meaningful to him.  Since development is an ‘open book test’, feel free to draw on relevant chapters of *Promotions Are SO Yesterday*, the BEST website, and, of course, your group’s experience and creativity.  I’ll let you know when 5 minutes remain so you can cull your lengthy list into the 2-3 best and most promising ideas. Identify someone who’ll capture the ideas for easy copy-and-paste sharing with the large group.  One last thing: Remember the Conversation Catalyst you wanted to focus on (Draw it out, Lift them up, or Nail it down)? Consciously put that catalyst into action during your group’s conversation. |

|  |  |
| --- | --- |
|  | During the last 5 minutes, make sure to offer feedback to others in your group about the Conversation Catalysts you observed them demonstrate.  To recap the timing:   * You’ll have a total of 20 minutes. * During the first 15 minutes, you’ll review your team member’s report and brainstorm ways to help him grow. * During the final 5 minutes, you’ll cull your list down to the 2-3 best ideas that you’ll share with the large group and offer feedback on using the Conversation Catalysts. |
| Key_Concept_Question.png | **ASK**   * What questions do you have about what you will be doing for the next 20 minutes?   *Acknowledge and answer any questions*. |
|  | Launch breakout groups of 4-5 participants each. |
|  | *Note: Check in with each breakout group to offer help or answer questions. During this time, delete from the deck the slide for the team member not chosen to be the focus of this activity.* |
|  | ALLOW 20 minutes for group discussions, sharing a 5-minute warning. |
|  | *Note: Remind participants of the time left to cull the list down to 2-3 of their top ideas and to offer feedback on use of the Conversation Catalysts.* |
|  | RECONVENE large group. |
|  | SHOW slide, Darnell or Joshua. |
|  | *Note: Welcome participants back and affirm their engagement during the small group discussion.* |
|  | INVITE a volunteer from each group to type their breakout group number and cut and paste top 2-3 ideas into chat. |
|  | ALLOW about 3 minutes for participants to complete the tasks. |
|  | *Note: Scan the number of ideas typed in chat, provide a ballpark total to the group, and remind them that these are just a few of the countless possible development strategies they brainstormed. Applaud their efforts and reinforce how many sound ideas they were able to generate in a short amount of time.* |
|  | SUMMARIZE common themes in the responses offered in chat. |
|  | INVITE participants to unmute as you ask questions to invite greater detail or clarify different ideas as required. |
|  | *Sample responses for Darnell:*   * *Help Darnell understand the impact of the project management work he has been doing on customers and the environment.* * *Work with other managers to identify newer/younger engineers whom Darnell might mentor.* * *Identify where in the onboarding process Darnell might share his sustainability expertise.* * *Invite Darnell to develop a webinar, video, or podcast to share his sustainability expertise with others.* * *Carve out time for Darnell to share his expertise with students at local schools.* |
|  | *Sample responses for Joshua:*   * *Offer outreach opportunities within the organization.* * *Provide mentorships or buddies.* * *Discuss how onboarding worked for him and how to fill in gaps.* * *Involve him in webinar or presentation opportunities to enhance visibility.* * *Select projects intentionally for the opportunity to connect and build relationships.* |
| Key_Concept_Question.png | **ASK**   * What insights or takeaways did you gain from working with the Multidimensional Career Framework? |
|  | INVITE 3-4 participants to respond, acknowledging responses and clarifying as needed. |
|  | SHOW slide, A Word of Caution. |

|  |  |
| --- | --- |
|  | EXPLAIN  In just a few minutes of reflecting upon an employee’s situation, you generated lots of possible ways forward. There’s power in this awareness.  But the key word here is ‘possible.’ And to understand what’s possible for an employee, you have to be a partner in their development. It may be tempting to dump all these good ideas on an employee or assign them development activities. DON’T! The power comes from knowing that there are many ways forward and having some ideas tucked away for the right time.  Co-creating a development plan with your employee is part of their development. So don’t rob them of that opportunity to experience growth and greater ownership. |
|  | SHOW slide, Which Conversation Catalyst Was Most Evident? |
|  | EXPLAIN  That’s where the Conversation Catalysts come in. Let’s use the annotation feature again. Stamp the catalysts that were most evident during your group discussion. |
|  | ALLOW 10-15 seconds for individual annotation, summarizing patterns as they emerge. |
|  | EXPLAIN  These catalysts ensure sustainable, employee-owned development.  ‘Draw it out’ is crucial to learning what’s important to employees and where their interests lie. It’s also how you help employees generate ideas, strategies, and action plans that they’ll have the appetite to move forward.  ‘Lift them up’ creates a safe environment for employees to open up, engage, and step into the discomfort zone. Every time you use it, you are building a development-friendly culture for you and your team.  ‘Nail it down’ helps others turn their ideas into action. Ideas that aren’t thought through and acted upon send an ‘I don’t really care’ message to employees, leading to frustration and disengagement.  In *Promotions Are SO Yesterday*, you’ll recall there is a chapter for each dimension with tools and resources that you can use collaboratively with employees. You’ll see the best results when you bring the tools and resources together with the 4 Cs of Coaching and these Conversation Catalysts. |
|  | TRANSITION  You’ve had a chance to focus on one BEST team member and explore how the Multidimensional Career Framework can help him grow. You may be thinking, ‘Well, that was easy because this team member was interested in a dimension that we, as managers, can control.’ But what if his priority was Climb?  It just so happens that another of your BEST team members, Nicole, did rank Climb higher. So, after a 10-minute break, let’s see how we can use the tools and what we’ve learned about constructive conversation in cases like this as well. |
|  | ALLOW 10 minutes for the break, encouraging participants to move around, stretch, hydrate, and return on time. |

The Elephant in the Room

Time: 40 minutes

|  |  |
| --- | --- |
|  | SHOW slide, The Elephant in the Room. |
|  | EXPLAIN  Earlier in the workshop, we likened career development to an elephant and acknowledged that by confusing development with promotions, we’ve allowed a very small part of the behemoth to define the whole. We’ve focused excessively on Climb and that ladder or lattice that will never be able to accommodate everyone who wants to grow. And we’ve seen how expanding our definition with the Multidimensional Career Framework offers infinitely more possibilities for meaningful growth.  However, the interest in Climb will not go away, nor should it. There will be times in a person’s career when Climb is an appropriate priority. |
|  | SHOW slide, Nicole. |

|  |  |
| --- | --- |
|  | EXPLAIN  You may remember Nicole, another member of your BEST sales support team. This is an excerpt from her report. Her bar chart highlights (and likely confirms your suspicions around) her interest in Climb. And she’s been candid about her aspirations. Here are her own words. |
|  | READ  “I feel like I’m ready to begin transitioning into the marketing and communications function at an organizational level, rather than focusing exclusively on sales. But BEST’s corporate communications manager role is already filled, and Ali doesn’t seem to be going anywhere anytime soon. That’s really the only place I see myself.” |
| Key_Concept_Question.png | **ASK**   * How many of you currently have an employee like Nicole whom you imagine has Climb as a top interest? |
|  | INVITE participants to ‘raise their hands’ if the answer is yes. |
| Key_Concept_Question.png | **ASK**   * What makes it challenging to engage in development and career conversations with these employees? |
|  | INVITE 2-3 participants to unmute and respond. |
|  | EXPLAIN  It’s easy when the stars line up and the person is ready when the position is. But often, this alignment doesn’t occur. And even when it does, there’s frequently stiff competition for limited openings, leaving qualified employees without the promotional opportunities they envisioned.  That’s why it’s important to understand what exactly is motivating the desire for a promotion. Because if we can understand what’s animating that interest, we might be able to find other ways to meet the employee’s needs and keep them engaged and growing in meaningful ways — right where they are. |
|  | SHOW slide, Motivation to Climb. |
|  | HAVE participants turn to The Elephant in the Room – Changing the Conversation Around Climb. |
|  | EXPLAIN  And there are many factors that conspire and result in that motivation to Climb.   * Many of us are conditioned to think of Climb as the only natural next step; we simply don’t know anything else. * Some cultures (corporate and otherwise) clearly favor Climb. * Some employees experience familial pressure to rise through the ranks as a sign of success. * People may yearn for the recognition that typically comes with a promotion or job change. * Employees may want the influence or seat at the table that rising to another level offers. * Legitimate power and authority is another motivator. * Some people are looking for more control over their lives, schedules, projects by moving up the ladder. * An employee’s interest may also be animated by the pay increases and perks that may come along with a promotion.   This sampling of motivations helps us expand our awareness of what may be driving someone toward Climb as a priority. And if we understand what’s operating, we might be able to find ways to invite what they’re looking for into the current role.  But the pitfall many managers experience is the tendency to imagine, guess, or project their own motivations on others. |
| Key_Concept_Question.png | **ASK**   * What’s the best way to understand the motivations of others?   *Correct response: Ask them.* |
|  | INVITE participants to type their responses in chat. |
|  | ALLOW 10 seconds for participants to type their responses. |
|  | EXPLAIN  The only way to be sure is to engage in conversation and ask. And that, of course, means generating questions that help the employee think about their motivations.  Let’s spend a few minutes practicing this together as we generate questions that might help us understand more about what is animating Nicole’s interest in Climb. |
|  | SHOW slide, Nicole. |

|  |  |
| --- | --- |
| A picture containing diagram  Description automatically generated | HAVE participants refer to The Elephant in the Room – Changing the Conversation Around Climb. |
|  | EXPLAIN  In the space at the bottom of the page, identify 2-3 questions you might ask Nicole to better understand her motivation to climb. |
|  | ALLOW 2 minutes for indivdual work. |
|  | *Notes:*   * *Ensure that the participant list is available for everyone to see for the next activity.* * *As you are explaining how the activity will work, toss a Koosh ball up and down in your hand.* |
|  | EXPLAIN  Let’s expand our thinking — and our pool of possible questions. |

|  |  |
| --- | --- |
|  | EXPLAIN  Here’s how this will work. In a moment:   * I’ll share a question I might ask Nicole to better understand her motivation. * Then, I’ll throw the virtual ball to one of you by calling out your name from the participant list. * The person who is named will catch the virtual ball and share one question that they identified. * They’ll throw the virtual ball to another participant by calling out the person’s name from the participant list. * If your questions have already be asked, just take a pass, and throw the ball to someone else.   One last instruction: Use the space at the bottom of the page to capture questions you might want to use in the future. While Nicole’s situation may be unique, you’ll likely find some general approaches that will be helpful with your employees. |
| Key_Concept_Question.png | **ASK**   * What questions do you have about what we’ll be doing?   *Acknowledge and answer any questions*. |

|  |  |
| --- | --- |
|  | *Note: Begin by offering an example question like:*   * *What excites you about another role?* * *What kind of work do you look forward to doing?* * *What might you do in another role that you can’t or don’t do in your current one?*   *Then, call out the name of the person you are going to throw the ball to. Add a spirit of fun by exaggerating the motion of throwing the ball to the virtual participant.* |
|  | INVITE the participant to share a question, then to ‘throw the ball’ to the next participant by calling out a name from the participant list. |
|  | *Notes:*   * *Continue the process as time permits (usually less than 5 rounds) or until the questions have run out.* * *Acknowledge each participant’s answer, coaching if needed.* * *Make it safe to say ‘pass’ if a participant has nothing new to add.* * *Encourage a round of applause when the last question has been shared.* |

|  |  |
| --- | --- |
|  | EXPLAIN  You’ve generated quite an assortment of questions to ask Nicole — questions that will help you (and in some cases the employee) better understand what’s motivating the desire to climb. And if we, as managers, fully understand the motivation, there may be ways to bring the experience employees are looking for into their current role.  This understanding may also offer some insight into how to leverage the other dimensions as a means toward the employee’s end goal. |
| Key_Concept_Question.png | **ASK**   * Who’s curious about how Nicole might have responded to some of the questions you generated? |
|  | INVITE participants to ‘raise their hands’ if the answer is yes. |
|  | SHOW slide, Exploring Nicole’s Motivation. |

|  |  |
| --- | --- |
|  | EXPLAIN  Let’s learn more about Nicole’s motivation through the answers to some of our questions. |
|  | *Note: Click the selected question to hear Nicole’s response. Click again to close that response. Invite a different participant to select another question. Repeat until all answers have been revealed.* |
| Key_Concept_Question.png | **ASK**   * What have we learned about Nicole’s motivation? |
|  | INVITE 2-3 participants to unmute and share their observations. |
|  | EXPLAIN  So, we’ve learned a lot about Nicole’s climb-related motivation, and we also know that her second and third most interesting dimensions are Challenge and Choice. This is a lot of fuel for generating some meaningful opportunities for development and greater engagement in her current role — which is what we’ll do next. |
|  | SHOW slide, Individual Activity: Working with Nicole’s Desire to Climb. |
|  | HAVE participants turn to Working with Nicole’s Desire to Climb. |
|  | EXPLAIN  Take the next 5 minutes to consider the ideas, experiences, and opportunities that might exist for Nicole to develop in her current role. Consider what we’ve learned about her motivation. Review her answers to the reflection questions within her personalized report on the following page of your companion guide.  You can also access her full feedback report if desired by clicking on her photo on the website.  And don’t forget that you can consult the relevant chapters in *Promotions Are SO Yesterday.* |
|  | *Note: Post the link to the team’s webpage in chat.* |
|  | EXPLAIN  Be prepared to share your top 2-3 ideas via chat in 5 minutes. |
| Key_Concept_Question.png | **ASK**   * What questions do you have?   *Acknowledge and answer any questions*. |
|  | ALLOW 5 minutes for individual work. |
|  | INVITE participants to type their top 2-3 ideas in chat. |
|  | ALLOW 1-2 minutes for participants to type their responses, commenting on patterns and interesting reponses as they appear. |
|  | *Sample responses:*   * *Share examples of positive results Nicole has achieved to executives and engineering team.* * *Offer just-in-time feedback to Nicole when you hear comments directed to her that sound patronizing, and brainstorm together how she might respond constructively.* |
|  | * *Coach Nicole on how to ask for feedback from a few engineering employees.* * *Help Nicole raise her profile by inviting her to attend executive-level meetings when appropriate.* * *Encourage Nicole to connect with someone who will serve as a leadership mentor.* * *Work with her to identify a strategic project that she could participate in that would help fill some engineering skill/knowledge gaps.* |
|  | INVITE 2-3 participants to unmute and expand on their responses as time allows. |
|  | EXPLAIN  When we understand the motivation behind the desire to Climb and consider the other dimensions of interest, we have a jumping-off point for a rich conversation that helps employees think more deeply about what they want and allows us to collaborate with them toward meaningful development. |
|  | SHOW slide, Leverage the Other Dimensions, and review. |
|  | EXPLAIN  The good news is that the alternate seven dimensions offer you a range of strategies for tapping the motivation of employees and helping them use the here-and-now to enhance engagement today while preparing for the possibilities of the future.  The Multidimensional Career Framework is not a panacea or a quick fix. It is, however, a tool you can use to help employees grow, even if you can’t offer them the promotion, title, or role they might be looking for.  During this workshop, you’ve repeatedly generated significant insights and ideas for imaginary team members in a brief period of time. Imagine what you could do with real employees if you invested that same short amount of preparation time! |
|  | HAVE participants turn to Multidimensional Career Conversations – A Template for Dialogue That Is Deep, Dynamic, and Doable. |
|  | EXPLAIN  That’s why we’ve included this conversation template with suggested questions you can use flexibly to prepare and plan the approach you’ll take with your employees — regardless of their dimension of greatest interest. You’ll notice it aligns with Western & Southern’s 4 Cs approach to coaching.  At the top of the page, you’ll find a link to the complimentary online Multidimensional Career Self-Assessment that you can invite employees to complete just as you did.  When employees prepare by completing the assessment, reviewing the results, and considering the reflection questions, and when you prepare by completing the conversation template and accessing the strategies in the relevant chapters of *Promotions Are SO Yesterday*, you will together be redefining career development and dramatically expanding what’s possible. |
|  | TRANSITION  With these tools in hand, you’re likely already thinking about how you’ll bring all of this back to your own teams. So, let’s begin that translation from the workshop to real-life now. |

Reflect and Take Action

Time: 15 minutes

|  |  |
| --- | --- |
|  | EXPLAIN  Let’s take a few minutes to review where we’ve been and where we’ll go from here. |
|  | SHOW slide, Agenda. |
|  | EXPLAIN  We began by considering what career development means to you and how the definition continues to evolve.  We explored the Multidimensional Career Framework and how the dimensions open up a world of possibilities where everyone can grow — even without promotions or positions.  You worked through how the dimensions can be put into practice through conversation and action as you applied the framework to your BEST team. In the process, you practiced the Conversation Catalysts in preparation for using them with your own employees.  Now it’s up to you to reflect and take action. |
|  | SHOW slide, Are You Ready? |
|  | HAVE participants turn to Are You Ready? |
|  | EXPLAIN  Are you ready to make a development difference for employees, yourselves, and your organization?  This page offers you a series of reflection questions that will allow you to identify your most significant takeaways from this workshop as well as what you’ll do to make a development difference.  You’ll want to take some additional time with this after the workshop; but let’s get started by taking 3 minutes now to capture some high points and identify one idea to share with the group. |
|  | ALLOW 3 minutes for indivdual work. |
|  | INVITE participants to type a meaningful insight, takeaway, or action they commit to take in chat. |
|  | ALLOW 1-2 minutes for participants to type their responses, commenting on patterns and interesting reponses as they appear. |
|  | INVITE 4-5 participants to unmute and expand on their responses as time allows. |
|  | HAVE participants turn to Take Action. |
|  | EXPLAIN  This page offers some important ways to extend what you’ve learned here and ensure that your insights translate into sustainable action that will support the development, engagement, and retention of your most important resource — your talent. I’d encourage you to take a few minutes within the next 24 hours to commit to one or two actions. This will optimize the investment you’ve made in today’s workshop. |
|  | SHOW slide, Beyond, Between, and Besides… |
|  | READ the quote aloud to the group. |
|  | *Note: The quote is included here for easy reference. “Beyond, between, and besides the upward climb to promotions and positions, there are so many more ways that employees want to grow… if we’re willing to reimagine career development.”* |
|  | EXPLAIN  So that’s my challenge to you — to expand and reimagine what career development means and help others do the same so we can create the kind of learning sandbox where everyone is growing, engaged, and thriving.  I appreciate your time and attention today and wish you much success in applying what you’ve learned to make a development difference in your organization. |
|  | THANK participants and close the workshop. |

Pre-Session Correspondence

Dear

Thank you for registering for the upcoming [LIVE/VIRTUAL] workshop, Developing Multidimensional Careers: Beyond, Between, and Besides Promotions, scheduled for [DATE] from [XX to XX].

We are offering this workshop because [ORGANIZATIONAL RATIONALE]. It’s designed to update your approach to career development so you can offer the meaningful opportunities for growth that employees want. You’ll leave with personal insights about your own development as well as new strategies and tools that you can immediately put into practice with your team.

To get the most from this workshop, please commit less than 15 minutes to a short pre-work assignment. Simply complete the self-assessment that you can find at <https://www.juliewinklegiulioni.com/book/promotions/assessment/> and review the emailed results. Be sure to bring your report to the workshop.

Thank you in advance for being part of this exciting learning opportunity. If you have questions or concerns, please contact: DETAILS

**Session Description**

The time-honored tradition of defining career development exclusively in terms of promotions, moves, and title changes is dead. What lives on, however, are unrealistic expectations from this outdated mindset, leaving employees disengaged, managers disempowered, and organizations disadvantaged as they struggle to retain talent. The time has come to finally shed yesterday’s limited view of career development and find ways to enable the growth people and organizations need today.

The good news is that beyond, between, and besides the climb up the corporate ladder, there are countless other ways that employees want to grow. This session focuses an easy-to-apply, research-based multidimensional career framework. This updated framework features seven alternatives to promotions — contribution, competence, connection, confidence, challenge, contentment, and choice — all of which offer powerful ways to grow that, unlike promotions, are completely within your control as a manager.

By attending this session, you’ll expand how you define career development and help others do the same thing, moving beyond old one- and two-dimensional views to embrace a possibility-filled multidimensional approach to career development.

**What You’ll Learn**

* The causes and implications of today’s most confounding career development disconnect
* Seven viable and valuable alternatives to growth beyond promotions/positions
* Your own personal interests and priority development dimensions
* How to cultivate career conversations that promote relevant, available development
* Creative, cost-effective, and reality-based experiences that help employees address development dimensions of interest
* How to work with employees who remain focused on promotions