Mission
The mission of Professional Development Services is to offer valuable learning experiences that empower staff members to maximize performance and achieve their full potential.

Vision
Our vision is to execute well-designed and responsive professional development programs and services to an engaged and knowledgeable staff community who …

- Amplify the talents and abilities of one another
- Expand the boundaries of achievement
- Optimally use resources
- Generously share ideas and support
- Demonstrate passion and enthusiasm in their roles

Values
Our core values serve as the guidepost for all of our efforts and establish the expectations we have of one another as we assume our role and responsibilities of serving the staff members of our campus community.

Be the Bridge
Build connections among information, concepts, resources and members of the campus community

Own It
Be responsible and accountable for the delivery of accurate information; deliver the best and promote responsibility and accountability of others

Take the Plunge
Create a spirit of adventure through the learning experiences we provide; generate enthusiasm, risk and reward throughout the learning process

Do the Right Things for the Right Reasons
Have integrity in our actions and the way in which we interact with the campus community; promote integrity through our learning opportunities

Seek, Find, Experience and Grow
Achieve mastery in our work and design programs and services that allow others to succeed

Find Our Place
Be responsive to the needs of our campus community; validate the investment in our staff community and their professional growth and development; promote a welcoming and diverse community that is rich with talent and experience
Program Outcomes
It is imperative the programs and services offered through our department have an impact on the success of the staff members we serve. It is also essential that our programs and services support and augment the greater missions of the institution.

Preparedness
- Participants should be able to acknowledge their position responsibilities, identify the training and development opportunities relevant to their position responsibilities and develop the skills and abilities to perform the duties of their position.

Resource Awareness—Networking
- Participants should understand the importance of establishing a resource network, have the ability to cultivate a resource network and effectively utilize their network relationships.

Resource Awareness—Campus and Position Resources
- Participants should be able to identify the resources needed to complete their position responsibilities, evaluate the resources available and utilize the most effective resources to their position in a reasonable manner.

Value and Investment
- Participants should understand the value of ongoing training and development, articulate how these programs support them in their role and articulate the value and investment the institution has demonstrated in support of their success.

The university has grown considerably in the past decade, both in size and complexity of operations. Combined with the increasing regulatory focus on internal controls and transparency, the university needs to ensure that its administrative workforce is appropriately staffed and trained. The university should implement a training program for all business/administrative personnel to ensure that the respective skill sets are current and resources can adequately support our educational and research initiatives.

Middle States Accreditation Report
CMU Recommendation Four
Professional Development Services—Supporting the Staff of Our World-Class Institution

**Program Components**

The Year One program is designed to facilitate the successful transition of new staff members into the university community. Program components include the following:

- Welcome email
- Welcome to the community packet which provides information about the Pittsburgh, Oakland and campus community
- New Hire Orientation, a monthly program that includes a comprehensive overview to the campus community, benefits and helpful university resources
- Quarterly newsletter that includes information about the campus, reminders on policies and resources, and ways to connect with others
- Networking sessions that allow new staff members to get to know one another
- Success Strategy sessions including University Overview, Transition Strategies and Communication and Culture
- Departmental outreach programs that provide departmental representatives with information about how to prepare for the arrival of new staff members, successful onboarding strategies and supportive ways to assist the arriving staff member
- Anniversary card at the end of the first year acknowledging the completion of this period along with a message on continuing professional development opportunities

Understanding the rules and regulations that comply with federal and state laws and mandates is critical for each member of the Carnegie Mellon workforce. Creating or identifying content that supports the delivery of this information in a clear and concise manner is crucial to the success of the information being integrated into the day to day actions of our staff members. Therefore, program services will be delivered and evaluated to ensure appropriate impact on participants. In addition, services that assist supervisors in monitoring compliance regulations, creating a positive environment of accountability and approaches to addressing performance issues will be established.
Staff members perform better and feel more positive about their work when they have mastered the skills needed to successfully complete their tasks. Although most skill development and job knowledge information will be provided at the department or division level, it is imperative that the program supports the department and division leaders with this task. “Train the Trainer,” “Enhancing Skill Development” and “Setting and Achieving Job Expectations” are a few examples of the types of programs that will be offered to support these leaders.

Identified initially by the information collected through the staff assessment tool, the first two years of programs will target the areas that represent the greatest need and were identified as having the greatest relevance to employee performance. Program topics could include any of the following:

<table>
<thead>
<tr>
<th>Communication</th>
<th>Legal components</th>
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<tr>
<td>Conflict resolution</td>
<td>Building rapport</td>
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<td>Microsoft Office</td>
<td>Setting expectations and accountability</td>
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<td>Time management</td>
<td>Effective communication</td>
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<td>Recruiting and staffing</td>
<td>Performance management</td>
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<td>Assessing organizational staff needs</td>
<td>Promoting cooperation and collaboration</td>
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<td>Developing position descriptions</td>
<td>Recognition and praise</td>
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<td>Effective marketing and attracting talent</td>
<td>Transition programs:</td>
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<td>Candidate communication</td>
<td>New to University (Year One Program)</td>
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<tr>
<td>Candidate review</td>
<td>New to a different position/department</td>
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<td>Search committee preparation and role</td>
<td>New to supervision and management</td>
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<td>Interviewing</td>
<td>New to a phase in life</td>
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<td>Selection</td>
<td>Business continuity</td>
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<td>First two weeks in role</td>
<td>Process documentation</td>
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<tr>
<td>What We Believe series:</td>
<td>Designing systems and workflow</td>
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<tr>
<td>Mission</td>
<td>Shadowing and cross training</td>
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<td>Global Community</td>
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<td>Sustainability</td>
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<td>Lived Experience of Students</td>
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<td>Intersection of Science and Art</td>
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<td>Innovation and Creativity</td>
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<td>Productivity</td>
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<td>Priority management</td>
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<td>Efficient work strategies</td>
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<td>Customer service</td>
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<td>Engaging with a Diverse Student Community</td>
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<td>Succession planning</td>
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<td>Attracting talent</td>
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<td>Identifying talent</td>
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<td>Assessing talent competencies</td>
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<td>Establishing talent development plan</td>
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<td>Streamlining development resources</td>
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<td>Assessing growth</td>
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<td>Identifying position opportunities</td>
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<td>Supervision</td>
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Aimed at developing high performing groups and organizations, this program area will support departmental leaders in understanding the following areas:

- Group dynamics
- Building cohesion and cooperation among group members
- Leadership
- Mission, vision and values
- Creating and implementing change
- Development of high performing groups
- Characteristics of effective groups
- Dealing with conflict
- Establishing positive group norms
- Problem solving within groups

Managing strategic planning and change is a challenging task for today’s leaders. With the responsibilities outlined by accreditation agencies and university leadership, developing a comprehensive strategic plan that reflects the mission, vision and values of the organization while establishing the future direction of a program has become a foundational expectation. Program topics in this area would include:

- Creating a strategic plan
- Components of a comprehensive strategic plan
- Completing a SWOT-E analysis
- Creating mission, vision and value statements
- Strategic plan timing and accountability
- Managing change
- Resource development

To create a viable, supportive, rewarding and collaborative environment that enables our faculty, students, alumni and staff to advance the university’s vision and mission.

Strategic Plan

Pillar 5-Carnegie Mellon Community Success
Instructional Design

Instructional Strategies

Innovative Instructional Framework
Utilizing a common framework in developing all of our programs and services will allow us to achieve a level of quality that is expected. It is our goal that every learning and professional development service offered through our program

- has intentional and relevant learning objectives
- is delivered with the highest quality and consistency
- executes the values of learning
- is modular and associative in its design allowing for relevant application by the staff member to his or her work

Course Learning Supplement
Quite often training and development programs offer workshops on interesting topics where the participants attend and are then sent on their way. We know this format is not the most effective way in which to learn or increase knowledge capacity within an organization. As a result, each workshop series will include a course supplement that provides the participants with information on how they can continue to develop their skills in the specific topic or competency area.

Achievement Series
Carnegie Mellon University attracts an exceptional caliber of staff members. In order to retain these individuals we need to be prepared to respond to their professional development needs in a meaningful way. The Achievement Series allows a staff member through content coursework, supervisor engagement, and project work and competency demonstrations to receive recognition of their mastery in a specific job task or competency area.
Delivery Strategies

A Blended Approach
Today’s learner receives and translates information in a variety of ways. Just as instruction in the classroom has changed, so has the delivery of information through training and development programs. Recent research has shown that leaning to one predominate delivery method does not effectively reach all learners. As a result, the desired outcomes of job knowledge proficiency, skill improvement and increased productivity are not achieved. Serving a diverse workforce presents its challenge when designing learning opportunities. It relies on the learner to know how he or she learns best and also a willingness of the learner to receive information in new and interesting ways. Providing a blended delivery format ensures the greatest success of meeting the needs of the campus community. Therefore, our programs and services will be delivered through the following methods:

- Workshop: Online
- Simulation: Off site
- “On Demand”: Retreat
- “Just In Time”: Institute or academy
- Customized: Schedule of events
- Certifications: CEU credit bearing (CPA, Legal, Research, AMA)
- Coaching: Varied campus locations
- Elibrary

Goal Setting and Development Planning

The Learning Portfolio
Providing staff members with a tool to establish goals for their position, track the completion of compliance or certification requirements and demonstrate competency capabilities is critical to engaging the staff member in owning his or her own professional growth.

The Learning Portfolio tool would allow the staff member to accomplish the following:

- Set and track position related goals
- Set and track professional development goals
- Track compliance and certification
- Record competency accomplishments
- Develop a career plan
- Access information on campus training and professional development opportunities
- Register for on campus training
- Track workshops and training completed
- Generate reports on any portfolio information
Learning through Community

The Learning Network
Carnegie Mellon University is a learning organization by the nature of its academic mission. Excellence, innovation and hard work are imbedded in our culture as a world-renowned university. Engaging staff members to take responsibility for their learning can be viewed as a directive from our institutional mission. Providing opportunities for this type of engagement and advancing a learning culture among our staff through the exchange of ideas, sharing of resources, collective problem-solving and the support of one another can achieve this goal. This program will identify individuals who are interested in this type of engagement and serve as a networking agent to promote the connections among staff.

Strategic Plan-Pillar 5 Carnegie Mellon Community Success

Based on a broad understanding of shared goals, we will sustain a climate of collaborative problem solving that invites diverse views, crossing organizational boundaries, and supports professional growth—all to produce outcomes that further the university’s growth and aspirations.

The Speaker’s Bureau
Utilizing the talents and providing a professional development opportunity for staff members is the impetus for this service. Individuals interested in sharing their expertise in a content area or who find their role to include a training component may volunteer to participate in this program. A series of workshops will be designed to review learning strategies along with presentation methods. Once completed, the individual may be listed as a member of the Speaker’s Bureau and may be called upon from time to time to facilitate a workshop or program.

Community of Advisors
In order to provide an exemplary program we must continually receive feedback from the individuals we serve. With the intent of gathering feedback from across the campus community, we will solicit this information from both formal and informal channels. Utilizing formal groups such as the Management Discussion Forum, Administrative Leadership Group and Staff Council, we can gain information from individuals who are informed and active in decision making on campus. Creating opportunities through “think tanks,” “open forums” and “target groups” will allow us to gain feedback from members of the campus community who may not be a part of a formal group but can also provide valuable input about our services.

Training Partners
Many individuals on campus are charged with the responsibility of sharing information with the campus community. Supporting these individuals and initiatives will create a lasting partnership that will result in the coordination of information, streamlining resources and improving information accessibility. The partners include but are not limited to the staff in the following areas:

| HR Services | Finance Training | Environmental Health and Safety |
| University Health Services | Student Affairs | Institutional Research and Analysis |
| Office of General Council | Office of Sponsored Projects | CIT Training |
| Tepper HR | Computing Services | Risk Initiatives |
| University Lecture Series | Green Practices | Regulatory Compliance |
Assessment and Outcomes Measurement

The key to our success is how effective we are in preparing our employees to meet the responsibilities of their positions both individually and in the organization to which they belong.

Therefore, it is critical that we develop a comprehensive approach to assessing the impact our program has and how successful we are in achieving our program outcomes.

In turn, we will be able to continually respond to the changing needs of our employees and the university.

With every program there is a financial impact as well; creating a metric for measuring the return on investment is difficult. However it is important that we work to collect the data that aids us in examining the following:

- Monies saved when establishing an informed and prepared work force thus mitigating risk
- Monies saved by training staff to be efficient and effective in their roles
- Monies saved by decreasing the number of turnovers especially in high turnover positions
- Performance impact on retaining qualified staff
- Performance impact on developing sound succession strategies
- Performance impact on creating work environments that promote teamwork, innovation and problem solving
- Employee satisfaction and loyalty
- Employee satisfaction and feeling a sense of value and investment
- Employee satisfaction and an increase in institutional commitment
**Professional Development Services-Fall 2013 and Beyond**

**Awareness of Resources**

*What We Believe Series*
Understanding our mission, vision and values is the beginning to understanding our university and what we are trying to achieve as an institution. The *What We Believe* series will be small group discussion sessions led by campus hosts around a book or article relevant to a specific topic. Topics will include:

- Innovation and Creativity
- Our Global Community
- At the Intersection of Science and the Arts
- The Lived Experience of Students
- Sustainability

*Position Specific Training Resources*
The information and training an individual needs is specific to his or her role and position responsibilities. We will assist departmental staff in identifying both the compliance requirements and competencies associated with a particular position and design a corresponding learning curriculum for that position. This will allow the staff member in a particular role to identify the information and gain the foundation he or she needs to adequately perform the duties related to his or her position and the frequency in which that training should occur. It will allow the supervisor to guide the individual staff member in a more effective manner along with managing the information related to the staff member’s completion of identified training.

*Training Collaborative*
Many individuals on campus are charged with the responsibility of providing crucial information to staff members to prepare them to meet their position responsibilities. Providing opportunities for these staff representatives to come together and discuss the programs and services they offer will be extremely valuable in increasing awareness. In addition, these individuals can share best practices, identify potential collaboration opportunities and promote one another’s programs to the relevant staff members.

Working collaboratively with these campus representatives, the staff in the Professional Development Services office can provide support in the form of workshop design, presenter training and program promotion. Ideally, a searchable database and central calendar with all training and professional development opportunities could be developed to increase the awareness by the staff members being served.

*Recruitment to Retirement*
In an effort to streamline the resources available through Human Resources, a discussion group was formed to identify the following:

- The different phases of an employee’s lifespan at Carnegie Mellon from beginning to end
- The needs and interests associated with those different phases
- The services, resources and programs available to the employee during those different phases
- The learning or professional development opportunities associated with a specific phase or service provided to the employee during that phase
- The means to streamline the information regarding the services, resources and programs in a way the staff member has knowledge of and provide access to the needed resources
Professional Development Resources
Working collaboratively with the University Libraries staff, the Professional Services Office staff will promote printed and electronic resources available to staff members through the use of the staff I.D. card. Library guides will be developed by the library staff to aid in ease of access to these materials. Reading guides will be developed for several books each year to be utilized by staff individually or as a tool for common read activities among staff members.

BUSINESS PROCESSES AND TECHNOLOGY

Management 101
In this program series, individuals who are responsible for managing multiple tasks or projects will be exposed to information on topics such as project planning, priority management, effective delegation, administrative strategies and more. Printed resources, workshops, simulations and self-guided modules will aid the staff member in developing skills to improve his or her ability to manage.

On Demand Business Bytes
Departmental representatives may select from a variety of session topics to be delivered during a staff meeting or for a targeted group of staff members. These sessions will be 45 minutes or less and provide specific takeaways for staff to use to improve a business or technical aspect of their work. Topics might include time management, priority management, business etiquette, customer service, etc.

Become Friends with Lynda
Lynda.com is the technology resource available to Carnegie Mellon staff members through the Division of Computing Services. Working in concert with staff members in Computing Services, the Professional Development Services staff will offer resource sessions where a staff member can learn how other staff members on campus might be using a specific technology or software tool. Participants will also have the opportunity to bring in job or task specific questions related to the session topic and gain information applicable to their situation.

COMMUNICATION

A “Communication Toolbox” will be created as a resource for staff and their organizations. The toolbox will contain information on all aspects of communication in the workplace to include oral and written communication, listening skills, comprehension strategies and communicating in groups. The delivery of content will be varied including newsletters and printed resources, workshops, simulations and self-guided modules.

In addition, a communication certificate program will be developed for individuals wanting to gain mastery in this competency area.

COMPLIANCE REQUIREMENTS AND POLICIES

Because of the specialized and complex nature of the various compliance rules and regulations, Professional Development Services will lead a coordinated effort to ensure that the appropriate training and performance expectations are communicated to staff. The staff in the Professional Development Services office will continue its needs assessment efforts in order so that it can develop a process for identifying specific areas requiring compliance oversight and then ensuring regular training delivery and participation and progress tracking. Beginning in mid-2014, we will be able to use Workday to create compliance profiles by position and in turn enable accurate, efficient tracking and reporting. In addition, our staff can provide support to supervisors who are managing staff with compliance responsibilities.
MANAGING TRANSITIONS

Ready, Set, Go!
Carnegie Mellon is a dynamic place. Innovation, creativity and discovery are a part of our everyday culture. This program provides participants with information on how to be successful in such a remarkable place. Participants will learn strategies for integrating innovation and discovery in their workplace.

Year One Program
The Year One program is designed to welcome new employees to the university and provide them with the information necessary to ensure a successful transition into their campus role. Components of the program will focus on imparting pivotal knowledge to new employees, introducing new employees to the resources available to them, providing opportunities for new employees to interact with one another and acquainting new employees with both campus and community events throughout the year. The Year One program will also support campus employers through education on employee transitions and onboarding efforts in addition to the resources available to enrich the new employee experience.

Bring It On!
This program will provide participants with information and strategies on how to prepare for a transition. Staff members will be provided transition planning templates that can be utilized to respond to a variety of work situations.

On Demand Transition Programs
Restructuring an organization, having a new leader step into a role within an organization or having a staff member transition into a supervisory role can all have an impact on the staff members within an organization. The staff in the Professional Development Services office will work with departmental representatives to provide targeted transition planning sessions that will help prepare an individual or organization for an anticipated change.

SUPERVISION

Supervisor Training
Employee Success: It Starts With Me will be a structured set of learning opportunities for supervisors to complete. The series will include workshops and discussion groups focused on the following:

- Legal and compliance issues related to supervision
- Self-assessment on supervision strengths and areas for improvement
- Recruiting, staffing and onboarding
- Setting expectations and providing clear direction
- Maximizing performance and achieving success through supervision
- Problem-solving in supervision
- Group dynamics and organizational effectiveness
- Performance management
- Recognition and support
Supervising Students
This program will provide participants with the opportunity to gain valuable information on how to recruit, train and support the student workers in their department. Participants will be able to exchange ideas with each other on how they utilize student employees in the workplace while providing an outstanding work experience for the student.

We will foster mutual responsibility and respect in collegial and managerial interactions and processes.

Strategic Plan, Pillar 5-Carnegie Mellon Community Success

WORKING WITH OTHERS

Organizational Coaching Program
Engaging staff members who have an interest in working with groups or have specific responsibilities leading teams, this program will include printed resources, workshops, simulations and self-guided modules that will aid the individual in facilitating the development of high performing groups.

Understanding, Resolving and Utilizing Conflict
This program will provide participants with information about conflict in the workplace, the different ways in which people approach conflict, strategies to resolve conflict and the ways in which conflict can be beneficial to an organization when it is managed effectively.

On Demand Team Building
Having an objective perspective, sometimes an outsider can better aid a group in its development through team building or structured group experiences. The staff in the Professional Development Services office is available to work with department representatives to develop activities tailored to a specific group or need.