Learning Framework Template: Workshop Agenda (Individuals)

For facilitating a learning framework workshop focused on individual development:

Resources Needed

- Computer, projector and screen

- Optional: Flip chart and markers

- Copies of the Individual Planning Guide

- Internet access

    - CUPA-HR Learning Framework site
        - Review overall site
        - Refer to each framework area
        - Refer to proficiency levels

    - CUPA-HR Essentials videos site – Higher Ed HR Competencies section

    - Free CUPA-HR Creating Your Individual Development Plan course

- Agenda (below)

Workshop Agenda

- Running Time: **Approximately 3 or 4 hours** (depending on time spent covering the learning framework)

    - *Note: Adjust the length of the workshop, as needed, by choosing the activities that will be most beneficial to your team.*

- Be sure to to fill in times you want to have an extended break (15 minutes); wellness break (stand and stretch); or one-function break (typically 5 minutes).

- Objectives: After today's workshop, the attendees will be able to

    - Identify the learning framework areas, center, competencies, and proficiency levels;

    - Determine which competencies they use, and the ones they'd like to learn more about or increase their proficiency level in;

    - Recognize that just as certain competencies are dependent upon one another to be successful, so are individuals who work as part of the HR team; and

    - Develop a commitment statement that aids in future competency development

KNOWLEDGE | RESOURCES | ADVOCACY | CONNECTIONS

1. Welcome and Introduction (20 minutes)

a. Share the intent of today's workshop.

b. Have everyone introduce themselves and share.

c. **Sample Intro Activity**
If you were to think of one song that captures what HR does, what song would it be?
   i. Debrief – share song choices. Ask why that song seems to echo the work HR does?
   ii. Action – consider making a team HR mix tape!

2. Review the Learning Framework (Time*)

Emphasize the competencies that higher ed HR fulfills daily. Each competency represents work and relationships paramount to HR – and the songs that were mentioned earlier, in some way, tell the story!

a. Walk through the [framework site](#) identifying the framework center, areas, competencies, and proficiency levels.

b. **Sample Activity**
Divide into groups (four, if you can) and divide the four framework areas among them. Have the groups review some or all of the competencies and competency definitions in their assigned areas. Then have each report out on those definitions and how the team might tailor them to fit the work that is done in your HR department.

c. Watch the [Essentials video "The What and Why of the CUPA-HR Learning Framework"](#) (in the Higher Ed Competencies section) to recap.

Time will depend on how long you want/need to spend on the framework based on everyone's knowledge of it.

3. Review the Individual Planning Guide (30 minutes)

a. **Sample Activity**
Go back to the framework site, and access the [proficiency levels section](#) of the framework site. Divide into groups (four, if you can) and have each group review one of the proficiency levels. Have each group report out how each competency is defined, and how might the team tailor the definition to fit the proficiency needed for the work that is done. Document results on flip chart for everyone to see.

b. **Sample Activity (1 hour)**
Distribute the [Individual Planning Guide](#) handouts. Ask participants to take 30-45 minutes (up to an hour) to complete the handout on their own. Have them pick a spot in the department (or on campus) or where the workshop is being held to complete it.
   i. Come back to have them share their results.
   ii. Discuss how there is overlap in the work that they do.

      iii. Discuss how important it is to create a bridge in communications and possibly with department processes in order to successfully complete the work and strengthen relationships.

1. Where have there been disconnects in the current work, and how can it be re-connected?

2. How can department processes be improved in procedural documents and through communications with one another?

3. If they were to choose one process improvement they wish to see in their daily work, what would it be and why? Have them write it down.

Emphasize here: This activity is not to figure out performance levels. Rather, it identifies where certain gaps in processes are and how certain skills (competencies) can aid in process improvements. More important, this exercise helps in the discovery of competency development for each team member.

4. Final Sample Activity (15 min)

Have them identify the top three competencies they'd like to improve upon over the next few months (provide a specific date). Give them enough time (10 minutes) to draft their ideas – they may not be ready to commit to the actual competencies at this time, so this is their first attempt to select their choices.

a. What skills do they hope to improve upon?

b. What resources will they need during this time of improvement?

c. How will they commit to doing this work over the next few months?

      i. Have each person create a commitment statement (similar to a personal mission statement) to sign in order to sustain personal accountability. For example: "Over the next several months and until _____ [date – ex. the next staff retreat, or time with mentor/supervisor], I will take steps to improve upon these competencies _____ [list] and seek guidance from the following resources _____ [list]."

        They may not immediately know what they want to include, so give them a specific time (a week) to complete it. They can share with their supervisor in writing or through discussions.

5. Summarize the Overall Workshop (10 minutes)

a. Summarize the main agenda elements.

b. Share some of the activity results.

c. Share that there will be a follow-up with their commitment statement based on the date provided.*

d. Remember, this is not about performance management or evaluation, this about growth and development opportunities for everyone!

e. Don't forget the free Creating an Individual Development Plan course they can use as an additional development resource!

Leaders, be sure to provide time for individuals to share successes and opportunities to continue to flourish. Do this in individual meetings as well as during team activities (ex. during a team meeting, retreat, discussions with leader, etc.).