LEARNING FRAMEWORK GUIDE

College and University Professional Association for Human Resources

www.cupahr.org/framework

Individual Action Planning

The CUPA-HR Learning Framework supports professional development planning by illustrating dynamic higher ed HR competencies and creating a foundation for discussion and measurement of those competencies.

The framework is:

- Designed around HR expertise and professional competencies
- Compatible with current HR practices
- Tailored to the development of essential higher ed HR skills
- A basis for consistent higher ed HR discourse and expectations

Getting Started: First Things First

1. What competencies are necessary to do your job now? Where should you be a year from now? Three years from now?
2. What are your greatest professional strengths and weaknesses?
3. What is most important to you for your career now? A year from now? Three years from now?

Next Step: Self-Assessment

The table on pages 2 and 3 will help you to assess how important each competency is to you and what level you would like to achieve. Use the following importance scale and proficiency levels to assist in completing the assessment.

Level of importance:

0 = not applicable; 1 = not important; 2 = somewhat important; 3 = important; and 4 = very important

Proficiency:

Awareness = Able to recognize the common knowledge or understanding of a competency. The individual has the level of experience acquired by fundamental training, formal education and experiential learning.

Application = Able to successfully complete tasks as requested and without assistance. On most occasions, the competency is performed independently. Occasionally, the individual initiates action or makes rudimentary improvements without being prompted.

Mastery = Able to provide guidance, troubleshoot and answer questions related to this area of expertise and the field where the skill is used.

Influence = Able to look beyond circumstances or title to spark change in actions, behavior, processes and relationships to achieve a common goal that is strengthened by trust (ex. demonstrates exemplary leadership by modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart).

Core (Experiential. Achieving specific higher ed HR skills from experience or learning)	Level of Importance (use scale of 0-4)	Current Proficiency Level (list a proficiency)	Target Proficiency Level (list a proficiency)	Prioritize Competency Work (use 1st, 2nd, 3rd, etc.)	Time to Achieve Target Level (3 mos, 6 mos, 1 year, other)
Benefits					
Compensation					
Recruitment					
Employee/Labor Relations					
Employee Development					
HR Data, Systems and Analytics					
Risk Management, Compliance and Public Policy					
Organizational Development and Planning					
Budget and Finance					
Project Management					
Building Capabilities (Operational. Overseeing the functioning and activities of teams, departments or divisions)	**Level of Importance** (use scale of 0-4)	**Current Proficiency Level** (list a proficiency)	**Target Proficiency Level** (list a proficiency)	**Prioritize Competency Work** (use 1st, 2nd, 3rd, etc.)	**Time to Achieve Target Level** (3 mos, 6 mos, 1 year, other)
Identify, Recruit and Onboard Talent					
Performance Management					
Succession Planning					
Cultural Architect and Steward					
Change Management					
HR Operations					

Engagement (Relational. A strong culture that places importance on relationships, connections and care throughout the entire institution)	Level of Importance (use scale of 0-4)	Current Proficiency Level (list a proficiency)	Target Proficiency Level (list a proficiency)	Prioritize Competency Work (use 1st, 2nd, 3rd, etc.)	Time to Achieve Target Level (3 mos, 6 mos, 1 year, other)
Building Trust					
Team Building					
Self-Awareness and Accountability					
Relationship Management					
Constructive Inquiry					
Collaboration					
Ethics					
Communications					
Cultural Competence/ DEI					
Credibility					
Coaching					
Mentoring					
Strategic Leadership (Influential. Having great influence on work, direction of work and rapport)	Level of Importance (use scale of 0-4)	Current Proficiency Level (list a proficiency)	Target Proficiency Level (list a proficiency)	Prioritize Competency Work (use 1st, 2nd, 3rd, etc.)	Time to Achieve Target Level (3 mos, 6 mos, 1 year, other)
Leading the Higher Ed Business Model					
Strategic Positioner					
Continuous Improvement					
Planning					
Critical Thinking					
Influence					

Final Step: Conversation Process

Inspiring our staff, our teams and ourselves to grow is essential to any institution's success. Growth can be nurtured through meaningful conversations that go well beyond formalized performance reviews and evaluations. To help facilitate ongoing professional development conversations, use the following questions or identify a few additional ones that aid in encouraging development:

- What do you like about your role? What don't you like about it?
- After completing the assessment, describe what you learned about your competency strengths and weaknesses?
- Which competencies do you want to improve immediately?
- How would you identify your current competency proficiency level? How do you think others would describe your proficiency level?
- What gaps do you see in your current proficiency level and the ability to achieve your goal(s)?
- How is the institution's culture getting in the way of your success? (ex. "this is how we've always done it.")
- What is getting in your way of enjoying what you do?
- How do you want to contribute to the team, the institution?
- What can I do to help you throughout your professional development pursuits?
- What questions do you have for me?

Working on your own development:

Once the handout is complete, who will you identify to tackle some or all of the above questions? Have you identified more than one person? Be sure to schedule a meeting within 30 days of completing the assessment. The longer you wait, the less likely you'll have the conversation. Once you've had time to meet with someone, what additional goals will you set for yourself? What resources will you need to achieve them? Have you asked the person(s) you involved in the process to hold you accountable (ex. set target dates, follow-up plans, etc.)?

What if you are the only person in your department – who do you identify to discuss the assessment? Sometimes asking someone outside your department can offer a different perspective about responsibilities and development. Contact someone you collaborate with on campus. Or locate a peer at another institution and discuss what types of competencies are most important, and ones you'd like to improve. Don't forget to set goals, and be sure to take steps to remain accountable.

Working with someone else's development:

Once this handout is complete, confirm the employee feels clear about next steps, which could include learning by experience, from others, or through additional education. Be sure to follow up and have the employee set reasonable goals.

Resources

Some other resources to help with your professional development journey:

- Website: Learning Framework Landing Page
- Course: Creating Your Individual Development Plan
- Course: CUPA-HR Boot Camp
- Course: Understanding Higher Education
- Essentials: Developing Leadership Competencies in Higher Education
- Knowledge Center: Performance Management Toolkit

Notes

cupa·hr™ LEARNING FRAMEWORK

Application

Awareness

Mastery

Influence

IMPACTING HIGHER EDUCATION

Core
(Experiential) Achieving specific higher ed HR skills from experience or learning

Building Capabilities
(Operational) Overseeing the functioning and activities of teams, departments or divisions

Engagement
(Relational) A strong culture that places importance on relationships, connections and care throughout the entire institution

Strategic Leadership
(Influential) Having great influence on work, direction of work and rapport

Core / Application list:
- Benefits
- Compensation
- Recruitment
- Employee/Labor Relations
- Employee Development
- HR Data, Systems and Analytics
- Risk Management, Compliance and Public Policy
- Organizational Development and Planning
- Budget and Finance
- Project Management

Building Capabilities / Mastery list:
- Identify, Recruit and Onboard Talent
- Performance Management
- Succession Planning
- Cultural Architect and Steward
- Change Management
- HR Operations

Engagement / Awareness list:
- Building Trust
- Team Building
- Self-Awareness and Accountability
- Relationship Management
- Constructive Inquiry
- Collaboration
- Ethics
- Communications
- Cultural Competence/DEI
- Credibility
- Coaching
- Mentoring

Strategic Leadership / Influence list:
- Leading the Higher Ed Business Model
- Strategic Positioner
- Continuous Improvement
- Planning
- Critical Thinking
- Influence