

EMPOWERING GROWTH

Leader Resource Series
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UCI Human Resources
Empower People Success

AGENDA

1. Why empowering growth matters
2. Understanding the disconnect between expectations and reality
3. Practical application
4. Implementation and next steps



KEY DRIVERS OF ENGAGEMENT



A CARING MANAGER



FOCUS ON STRENGTHS



PURPOSE



DEVELOPMENT



ON-GOING
CONVERSATIONS

EMPOWERING GROWTH

- The What

EMPOWERING GROWTH

WHAT DOES EMPOWERING GROWTH MEAN?

- Actively creating conditions for individuals to learn, develop, and reach their potential while contributing to team and organizational success.
- Fostering confidence, ownership, and opportunities for advancement.

GOES BEYOND SKILL DEVELOPMENT

- Building trust and autonomy
- Providing constructive feedback
- Giving recognition and support
- Creating an environment where team members feel safe to share ideas, ask questions and take risks.



CREATING GROWTH & DEVELOPMENT CULTURE

- Creating a development culture starts with leaders modeling a growth mindset vs. a fixed mindset.
 - Belief that abilities, intelligence, and skills can be developed over time through effort, learning, and feedback.
 - Challenges seen as opportunities and setbacks are part of the learning process; rather than fixed indicators of ability.
- More exposure to new skills, new experiences, networks, and new opportunities.
- Team members should feel that they can trace part of their success back to their relationship with you.

GROWTH AND FIXED MINDSETS IN ACTION

SCENARIO EXERCISE: “THE STRUGGLING TEAM MEMBER”

You have a team member, Alex, who was recently given responsibility for leading a high-visibility project. Halfway through, Alex misses a key deadline and admits they're overwhelmed. You notice their confidence slipping, and they express doubt about being ready for leadership responsibilities.

DISCUSSION QUESTIONS FOR LEADERS:

- If you approach this with a **fixed mindset**, how might you respond to Alex?
- If you approach this with a **growth mindset**, how might you respond instead?
- What specific language or behaviors can you use to reinforce growth, learning, and resilience?
- How could you create a safe environment for Alex to take risks, learn, and bounce back?

GROWTH MINDSET VS. FIXED

FEEDBACK

- **Fixed Mindset:** “You’re either good at this or not.”
- **Growth Mindset:** “Here’s what you did well, and here’s how you can improve next time.”

MISTAKES

- **Fixed Mindset:** “Failure shows you don’t have the ability.”
- **Growth Mindset:** “Mistakes are learning opportunities—what did we discover from this?”

TALENT

- **Fixed Mindset:** “Some people just have it, others don’t.”
- **Growth Mindset:** “Skills can be developed with effort, feedback, and practice.”

CHALLENGES

- **Fixed Mindset:** “This is too difficult, let’s avoid it.”
- **Growth Mindset:** “This will be tough, but it’s a chance to grow our skills.”

EMPOWERING GROWTH

- The Why

WHY EMPOWERING GROWTH MATTERS

Boosts
engagement
and motivation

Builds team
capabilities

Enhances
innovation and
problem-solving

Strengthens
trust and
morale

Increases
retention

Develops future
leaders



**When co-workers feel supported, they
are 61% more likely to be
engaged and 39% more likely to
be high performers.**

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**A GROWTH MINDSET SOUNDS
GREAT.....WHAT IS THE PROBLEM?**

OVERCOMING THE DEVELOPMENT DISCONNECT

- Lou Gill

THE DEVELOPMENT DISCONNECT

One of the biggest challenges for supervisors in developing meaningful professional development opportunities is typically the **disconnect between individual co-worker aspirations and organizational constraints**.

The Core Problem:

- **Co-workers want:** Career advancement, new skills, interesting challenges, and growth that aligns with their personal goals
- **Organizational Limitations:** Limited budgets, role definitions, immediate business needs, and standardized training programs

EXAMPLES

Supervisor thinking: "I'll create stretch assignments to challenge them!"

• **co-worker thinking:** "Ah yes, 'stretch assignment' - corporate speak for 'do your job plus someone else's job for the same pay.'"

Supervisor thinking: "I'll send them to that expensive leadership conference!"

• **co-worker thinking:** "Great, another day of networking with people who want to sell me software while I miss my actual deadlines."

Supervisor thinking: "I'll give them more autonomy and decision-making power!"

• **co-worker thinking:** "Cool, so now when things go wrong, it's MY fault instead of yours. Thanks for the 'opportunity.'"

Well intentioned supervisors often **default to generic solutions:** (mandatory trainings, lunch and learns, stretch assignments) that **feel disconnected** from what the co-workers **want or need** for their careers.

Closing Gaps Works To Address Big Issues

Key Career Growth Issue	Mismatch Between Co-workers' Expectations and What Organizations Can Deliver	Co-workers Unaware of What Activities To Take to Grow as Desired	Co-workers Assume Growth Will Be Faster/Easier than It Is
Closing Gap Approach to Address Issue	Identify What Co-workers Value In and Out of Work	Help Co-workers Navigate All Possible Growth Options	Transparently Communicate What Is Feasible
Why It Works	It enables organizations to find opportunities that match what co-workers want	It helps co-workers see the precise steps that will take them to their desired outcomes	It prevents disappointing co-workers and builds trust, even if things are not how co-workers would like them to be

MOVING TO SUCCESS – KEY MINDSET SHIFTS



The most successful supervisors overcome this by **having regular, honest conversations** with each co-worker about their **individual goals** and then creatively **work within constraints** to find personalized solutions.



The Key Supervisor Mindset Shift:

Move from "What development can I provide?" **to** "What development does this specific person need, and how can I creatively make that happen within my constraints?"



This approach takes more effort upfront but creates much more meaningful and effective development experiences



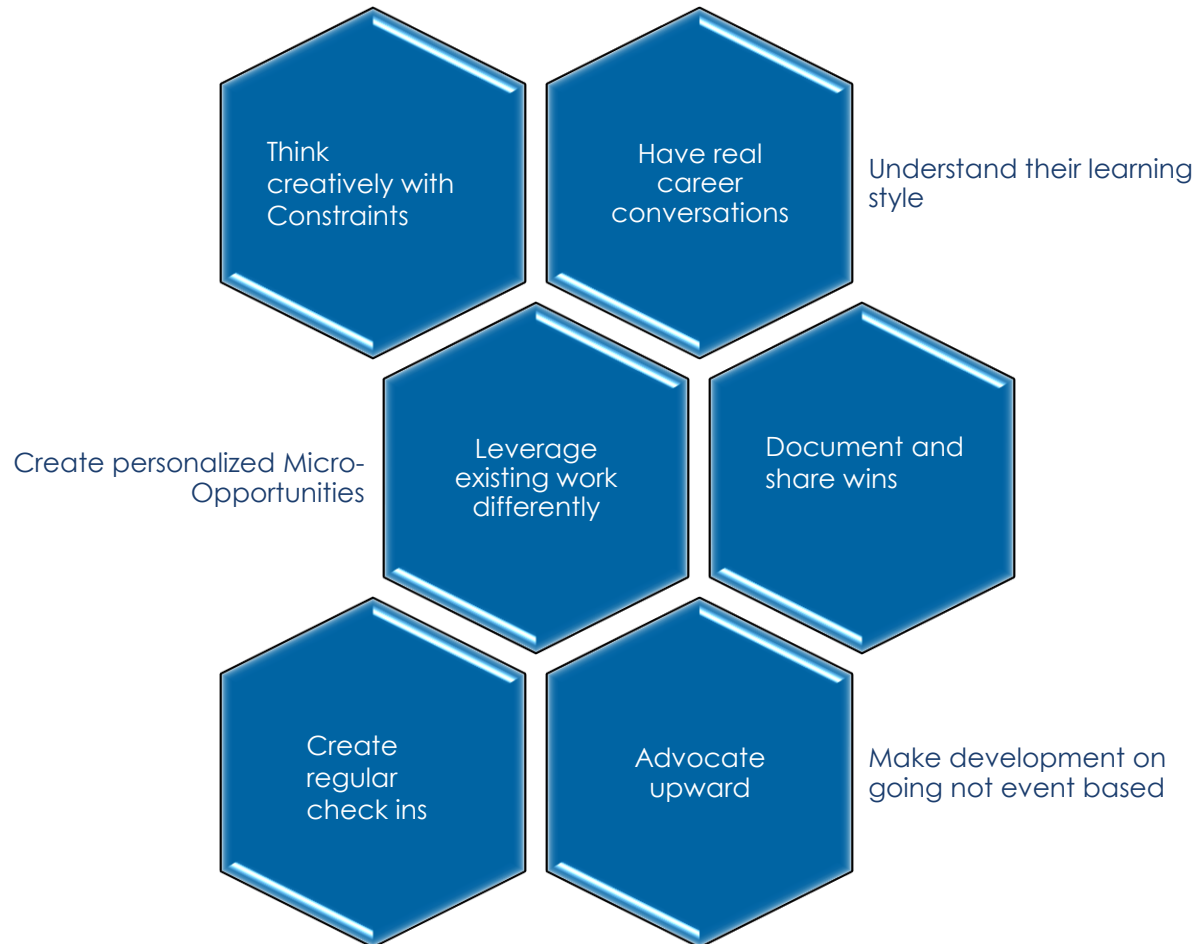
The Key co-worker Mindset Shift:

Move from "What will you do for my development?" **to** "Here's what I want to achieve - how can we work together to make it happen?"



When co-workers come prepared, communicate clearly, and actively participate in their development, it makes the supervisor's job much easier and the outcomes much better for everyone.

WHAT A SUPERVISOR CAN DO



**Start with
individual
discovery**

QUESTIONS MANAGERS CAN ASK THEMSELVES

TO ENSURE THEY ARE SUPPORTING CO-WORKER DEVELOPMENT

- Do I understand which development opportunities are most important to each co-worker?
- Do I understand which opportunities are most relevant to each co-worker's career growth?
- Have I created shared goals and established expectations with my team?
- Do I regularly celebrate my team members' successes and achievements?
- How often do I meet with my team members to discuss their goals and plans?

QUESTIONS TO ASK TEAM MEMBERS

- What do you enjoy most about your work?
- What do you want to accomplish in the next six months?
- Is there a particular skill or area that you would like to learn?
- How can I help hold you accountable for your development goals?
- How do you track your individual performance or goals?
- Is there a particular skill you'd like to learn that would help you do your job better?
- How can I best support your professional development?

EXAMPLES OF GROWTH

JENNIFER'S STORY

1. Co-worker empowerment/supervisor support
2. Clear goals
3. Retention
4. Win-win

LOU'S STORY

1. Supervisor support
2. co-worker enthusiasm
3. Unique opportunity

BRUCE'S STORY

1. Departmental support and benefit
2. Enhancing/showcasing co-worker skills
3. Advocating upwards



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When have you supported a team member in their growth?

What was the outcome?

GROWTH RESOURCES

- Free and easily accessible

MY UC CAREER

Grow Your Career

Explore our best features for growing your career



Action Plan



Identify Skill Gaps



Grow Your Skills



Perfect Your Pitch

Acquire new skills

View our catalog of courses & certifications

Customized Guides for Growth

How to put yourself in the right position for career growth

<https://uc.yournextstep.com/>

FINANCIAL SUPPORT

MIKE PURITZ CAREER ENHANCEMENT SCHOLARSHIP PROGRAM(STAFF ASSEMBLY)

Designed for UCI career staff (full-time or part-time after probation), this scholarship offers:

- Up to \$890 toward a DCE course, or
- Up to \$500 reimbursement for qualifying other professional development
- <https://www.staffassembly.uci.edu/scholarship-program/>

DIVISION OF CONTINUING EDUCATION DISCOUNTED COURSES

- Eligible UCI and UCI Health co-workers receive a 50% discount on DCE course fees on a space-available basis
- https://ce.uci.edu/uci/media/Documents/reduced_fee_app.pdf

UCI TUITION FEE REDUCTIONS:

- If you're a UCI career co-worker enrolled in degree-credit courses, you may be eligible for a **two-thirds waiver** on tuition and fees (up to 9 units or three courses per quarter).
- <https://www.reg.uci.edu/fees/staff.html>

INDIVIDUAL DEVELOPMENT PLAN

Individual Development Plan Overview

An Individual development plan (IDP) is a planning tool that targets performance gaps that if closed, would result in increased job mastery and higher performance of current job duties. IDP's can also be used for building mastery necessary for achieving future career aspirations.



The Components of Individual Development Planning

Input Through Conversations	Have Conversations – Employees and leaders should use regular 1 on 1s and ACHIEVE Check-Ins to jointly identify areas of developmental opportunities. The progress towards performance goals, gaps between current and future performance, reframing current challenges, or discussing career aspirations are good ways to identify opportunities for development.				
	Performance Goal Achievement & Performance Gaps	<ul style="list-style-type: none">Employees and their supervisor discuss the progress made on performance goals and identify areas where development would enable the successful achievement of the goal. (Hint: Reference ACHIEVE goal progress and check-in question #3 about Job Mastery)Gaps determined through comparisons between current and future performance expectations and their impact on results help prioritize opportunities. (Hint: Reference ACHIEVE check-in question #3 about Job Mastery)			
	Career Aspirations	<ul style="list-style-type: none">Capabilities and experiences that would prepare employees for future roles that are in line with their career aspirations.			
	Key Strengths	<ul style="list-style-type: none">Identifying areas of strength provides insight into how these strengths can be leveraged for different purposes within multiple settings and further developed to aid in the performance of current and future responsibilities. (Hint: Reference ACHIEVE check-in question #3 about Job Mastery)			
Objectives	Set Objectives – Objectives that clearly articulate what is to be developed.				
	• Performance • Career	<ul style="list-style-type: none">Statement of what needs to be developed in order to demonstrate job mastery in a particular area. (Ex. Learn to create pivot tables in Excel)			
	Outcomes	<ul style="list-style-type: none">Statement of performance that articulates expected results and supports higher level business outcomes. (Ex. Create weekly business reports that facilitate user's ability to make informed and timely financial decisions.)			
	Time Frame	<ul style="list-style-type: none">Defined time frames for accomplishing objectives. (Ex. By the end of Q3)			
Actions	Plan Action – The components for planning development activities and experiences for goal accomplishment. Document the following within the IDP:				
	Objectives	Outcomes	Planned actions and activities	Responsible parties	Time frames
	What is to be achieved?	What outcomes are expected?	What actions will achieve the objective?	Who is accountable for what?	When does the objective need to be completed?

Name		Position		Overall Time Frame		
#	Development for Performance (P) or Career (C)	Objective What is to be achieved	Results What outcomes are expected?	Planned Actions and Activities What actions will achieve the objective?	Responsible Party Who is accountable for what?	Time Frame When does the objective need to be completed?

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**What is one way you can
encourage growth with a team
member this month?**

KEY TAKEAWAYS

FOSTERING GROWTH MUST BE

1. Intentional
2. Individualized
3. Ongoing

GROWTH IS A TWO-WAY STREET REQUIRING

1. Resources
2. Co-worker ownership
3. Transparency about what's possible



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QUESTIONS/COMMENTS?

ONE CENTRAL PLACE FOR RESOURCES

- Leader Resource Series Webpage

LEADER RESOURCES

- Leader Resource Series webpage dedicated to housing resources for driving engagement
- Resources added after each session
- Always available and organized with busy manager in mind
- <https://hr.uci.edu/partnership/empowered/engagement-moments/index.php>

UCI Human Resources


EMPOWERED
TO MAKE A DIFFERENCE

Home • How We Measure Engagement • Training Opportunities • Program & Events • Leader Resources

LEADER RESOURCE SERIES
Easy Solutions for Driving Engagement

The Leader Resource Series is a solution created in alignment with UC Irvine's and UCI Health's engagement goals of enhancing leadership capabilities and creating opportunities for professional growth and development. The series will help people leaders foster team engagement in easy and impactful ways.

The series includes five one-hour training sessions that focus on the main drivers of engagement, and how to use them to enhance engagement during the moments that matter most to co-workers. Attendance in the training sessions is optional but encouraged.

Each session in this series will be accompanied by resources that leaders can access anytime to drive engagement – both in everyday interactions, and during those pivotal moments that matter most.

THE 5 KEY DRIVERS OF ENGAGEMENT


PURPOSE


DEVELOPMENT


A CARING MANAGER


ON-GOING CONVERSATIONS


A FOCUS ON STRENGTHS

THE ENGAGEMENT TEAM



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