

# Tab IV—Work Experience

## IV- 2: Application Developer, S

<b>Dates of employment (mm/yy)</b>		
From: 8/22/2009	To: 1/03/2015	Months on job: 64
Full-time? <input checked="" type="checkbox"/>		
Part-time? <input type="checkbox"/>	# of hrs/wk: 40	
<b>Exact title of position and rank:</b>		
ACME Designer, Senior		
<b>Name of employer (firm, organization, etc.) and address including Zip Code:</b>		
ACME and sons, xxxxx Woodward Ave, Royal Oak, MI 48073		
<b>Name and title of immediate supervisor:</b>		
Johnathan ACME, Owner and CEO.		
<b>Address of supervisor: xxxxx Middlebelt Rd, Livonia, MI 48154</b>		
<b>Phone #: ( 734 ) 555-1234</b>		

### STOP!

Before completing Parts A through C of this IV-tab form, look at the appropriate chart below to determine the number of potential credits you are eligible to receive for the learning you acquired in this position (if your self-assessment is effective). **For every 3 credits for which you are eligible, you will write a self-assessment of ONE competency.** For example, if you worked 45 months in this position and are eligible for 9 credits, then you will write a self-assessment for three (3) competencies and no more. If you worked more than 99 months and are eligible for 15 credits, include no more than five (5) competencies.

Undergraduate Credit for each position (IV tab)	
Months on Job	Max potential credit hours
0 - 9	0
10 - 12	1
13 - 15	2
16 - 18	3
19 - 22	4
23 - 28	5
29 - 33	6
34 - 38	7
39 - 43	8
44 - 50	9
51 - 57	10
58 - 64	11
65 - 71	12
72 - 80	13
81 - 89	14
90 - 99+	15

Graduate Credit for each position (IV tab)	
Months on job	Max potential credit hours per job
0 - 9	0
10 - 15	1
16 - 20	2
21 - 25	3
26 - 30	4
31 - 35	5
36 - 40	6
41 - 45	7
46 - 50	8
51 - 55	9
56 - 84+	10

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## Part A. Job Description:

Identify and give a full description of the responsibilities you had while in this position. Your description should relate to your official job title/rank and description.

ACME designer, Senior:

Work closely with clients, business analysts and team members on major projects to understand the business requirements that drive the analysis and design of quality units that align with business strategies and are in compliance with the organization's architectural standards. Provide support in the full systems life cycle that may span a broad range of units to ensure that each unit is delivered on time and within budget.

- Code ACME unit systems. Integrate solutions with other units and platforms outside the framework. Create products and reports from system based on requirements. Develop, execute, and document unit test plans. Support and/or execute all efforts across the life cycle.
- Identify requirements. Assist and review unit design specifications developed by junior levels.
- Lead the deployment of new unit upgrades and fixes to the production environment, as needed. Validate deployment.
- Evaluate unit packages and tools. Provide recommendations for solutions.
- Assist in production support. Troubleshoot existing units to identify errors or deficiencies and develops solutions.
- Evaluate existing ACME units and platforms and provides recommendations for improving units by identifying alternative solutions, and assisting in the scope of modifications.
- Document functions and changes to new or modified units and test activities/results. Assist in the development of user guides and training documentation for units.
- Participate in project planning processes. Develop work plan timelines and manages workflows to meet project timeframes, as needed.
- Adhere to standards and procedures; check for compliance. May assists in defining development guidelines and standards. Review units for quality assurance. Prepare and present formal training to staff, as needed.
- Provide leadership, coaching and mentoring to team members. Develop reports and presentations for senior management, as needed. Other duties may be assigned.

## Part B. Competencies and Self-Assessments

Using the chart on the previous page to determine of how many credits your months on the job are worth, complete a competency self-assessment sheets for *each 3-credit competency* you for which you are requesting credit. Do NOT submit more than five (5) competency self-assessment sheets, and do NOT submit more sheets than you are entitled to (e.g., if your number of months on the job is worth only 9 credits, then include no more than three (3) self-assessment sheets, one for each 3-credit competency).

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**Competency # 1** , Title: Evaluation, Coaching, and Mentoring

**What did you learn about this competency?** Provide a 750 to 1,000-word self-assessment of your learning, i.e., write an argument to support of your claim about what you learned. Be sure to provide specific examples and reasoning to support your claim about what you learned and how you applied what you learned. Do not just tell us what you *did*; tell us what you *learned* and how you applied it.

As the manager of 12 ACME designers, I have had to learn how to be a coach, mentor, and learn how to effectively evaluate my employees.

My coaching experience has included coaching several of my direct reports. I learned that there are many methods to coach an individual. I learned that the specific areas that need improvement vary with each individual person, and you have to coach to those very specific needs. I also learned that where a person is in their career will drive how you need to coach them.

I have a recent college graduate that spent her first year on my team as one of the most energetic workers and was very driven to exceed all expectations. She learned a lot this first year and managed to become an expert in one of our designer languages. She became disengaged in her second year. I learned that by having more structured coaching meetings with her to discuss the situation, both in her professional and personal life, we were able to figure out the issue. I learned that a person's personal life can have a great impact on professional results. We created an informal plan to put her back on track. This included more variety of assignments and changing the way my entire team gets credit for work. I learned that by listening to her concerns and ideas and paring that with my years of experience regarding my team, I was able to make changes that benefited the entire team. This person is again one of my best workers.

Another example is a person who is close to retirement. His work ethic consisted of just doing the minimum, and he was slipping on his yearly objectives. He was trending to a "Does Not Meet" for his yearly rating. Even though I was having weekly coaching meetings with him to discuss his progress on work assignments, this was not enough to motivate him. I learned that no matter what our discussion consisted of, he wasn't changing. I took a one-day class on coaching. I learned that there is a difference between people not doing their jobs based on skill versus will. This individual had the skill, he didn't have the will. I didn't want to fire him because he was a good technical resource to the lesser skilled team members. I put him on a Personal Improvement Plan (PIP - this is the formal procedure within our company for people who are not meeting their objectives). I worked with the Human Resources department and learned how to write the plan, I learned what was important to include in the plan. I learned that the items outlined in the plan had to be quantitative in nature so that the evaluation could be not subjective. I learned that I had to measure at least five aspects of his job. I thought this was going to be a difficult time for me as a leader and this person as a worker. I learned that writing the plan enabled me to be more focused on what I expected. I learned that presenting the plan was a good thing for both of us. I learned that for him, this was a positive step since he knew exactly what was expected for the three-month duration of the plan. I learned that this method of coaching is very effective for those who don't have the will. He was able to complete the plan and continues to be a productive member of the team.

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Competency # <sup>1</sup> , Title Evaluation, Coaching, and Mentoring continued.

Mentoring - I have participated in the summer intern mentoring program at my company for the last 4 years. I learned that college students are eager to learn about corporate life, how to network with people, and to share experiences about successes and failures. I learned that being a mentor can have a positive impact on another person and create excitement about joining the work force. I learned that college life and expectations have changed since my graduation more than 30 years ago. I learned that people need mentors they are comfortable with so that they are not afraid to ask tough questions and benefit from my experience. I also learned that the team leaders who report to me can benefit from a formal mentoring experience. This summer, one of my team leaders was invited to participate in the Next Top Designer program - he was paired with a manager in a different department within my division. They have been meeting weekly, have a plan to improve areas of focus from a 360-degree feedback survey about his leadership style and abilities. I learned that very honest feedback that I gave on his 360-degree feedback was crucial in making this program be effective for his leadership development.

Evaluation is a very important part of my position. Every year, we start with very specific and defined objectives for each of my 12 employees. My team leaders and I discuss improvements in setting these objectives. I learned to listen to both my team leaders and employees (see example one above) and consider this input in order to create stretch goals that are also fair and achievable with the right amount of challenge. I also learned that creating goals that are quantitative in nature are much easier to evaluate at the end of the year. One example is number of units that each designer has to complete in the year. We previously only defined a number - complete 4 for a bronze rating, 6 for a silver rating, 8 for an gold rating for example. This was an unfair counting method since some units take more time to develop. We changed to a milestone method - sections of the unit are time estimated on effort, and now my team has a number of milestones they need to complete for the different ratings. I learned that this is a much easier method of evaluation and easier to link the output of my team to the company's vision and annual goals.