



# **Association of Corporate Counsel National Capital Region**

## **Strategically Advancing Your Career: Creating Your Individual Plan**

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**Presented by: Lisa B. Horowitz, JD, MSOD**  
***Attorney Talent Strategy Group, LLC***  
**[www.atalentstrategy.com](http://www.atalentstrategy.com)**



# Introduction

*“Leadership means not only having a dream but claiming that dream and the role you want to play in it.”*

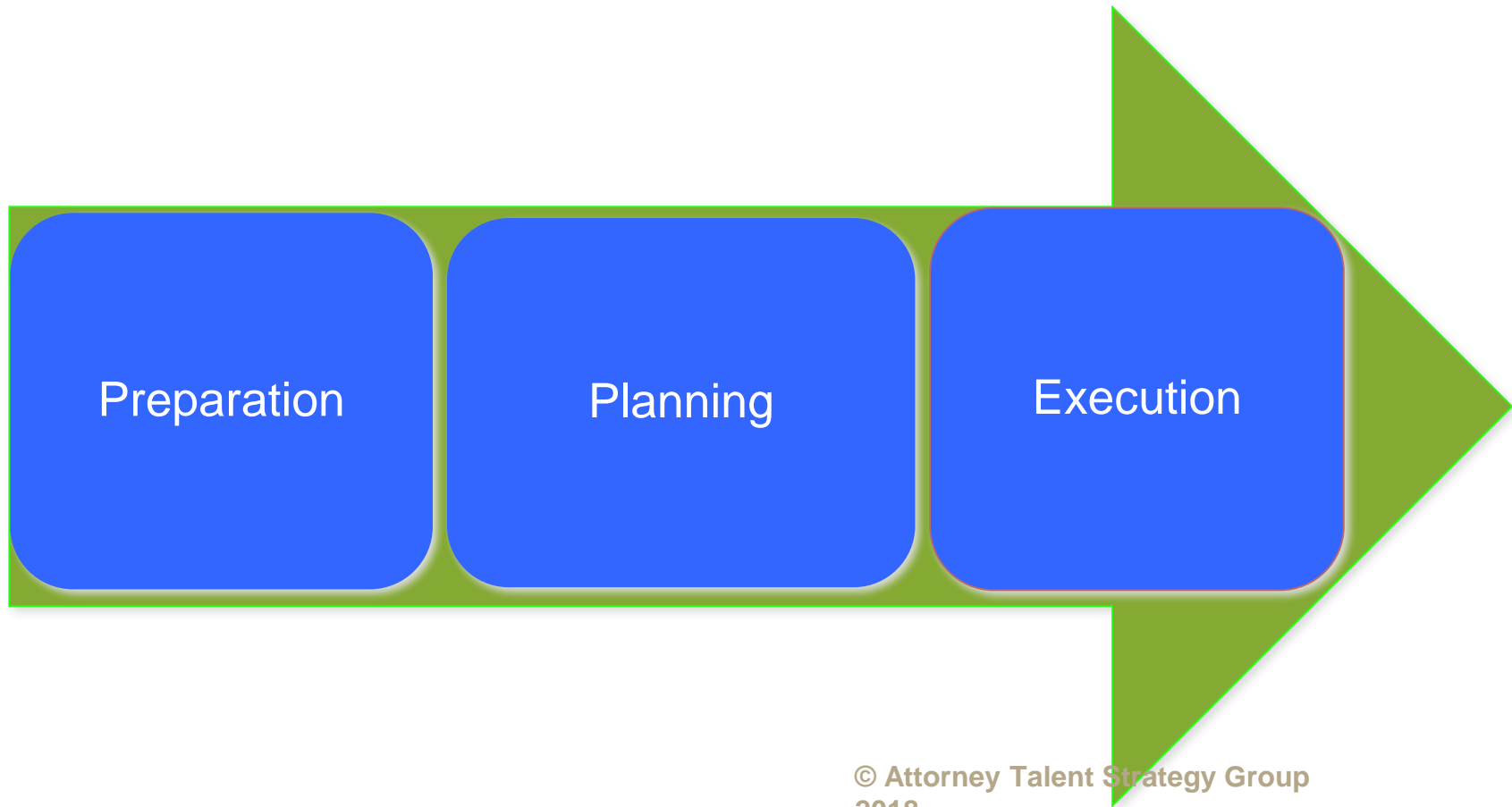
✕ Bennis and Goldsmith, Learning to Lead



# It's Your Career

- × *You must own it*
- × *It is a long-term investment*
- × *It evolves*
- × *Take charge or just let it happen to you*

# Elements of Strategic Career Planning Process



# Step I: Preparation—Where are you?

- × Life? Career?
- × What are your values, motivators, passions, fears....?
- × What are your professional strengths, areas for growth, opportunities, threats?
- × ***Self-Reflection/Self-Assessment***
- × **Tools & Resources**
  - ▲ Values Assessment
  - ▲ SWOT Analysis
  - ▲ Competency Frameworks
  - ▲ Online- Self-Assessments
  - ▲ Feedback
  - ▲ Performance Evaluation
  - ▲ Other?

# Step I: Preparation

## × Self-Assessments

### ▲ Strengthsfinders

[www.gallupstrengthscener.com/Purchase/en-US/](http://www.gallupstrengthscener.com/Purchase/en-US/Index)  
Index --\$15.00

### ▲ GRIT

[http://sasupenn.qualtrics.com/SE/?](http://sasupenn.qualtrics.com/SE/?SID=SV_06f6QSOS2pZW9qR)  
[SID=SV\\_06f6QSOS2pZW9qR](http://sasupenn.qualtrics.com/SE/?SID=SV_06f6QSOS2pZW9qR)

### ▲ EI

[http://atrium.haygroup.com/us/quizzes/emotional-](http://atrium.haygroup.com/us/quizzes/emotional-intelligence-quiz.aspx)  
[intelligence-quiz.aspx](http://atrium.haygroup.com/us/quizzes/emotional-intelligence-quiz.aspx)

### ▲ Growth Mindset

<http://mindsetonline.com/testyourmindset/results.php>

# SWOT Analysis

Strengths	Opportunities
Weaknesses	Threats

# Step I: Preparation—Vision/*Versions*

- × ***Where do you want to be?***
- × ***What is your next step in your career?***
  - × Founded on your values, sense of purpose, passions
  - × Drives your goals
  - × Gives you courage to face challenges, take risks and lea





# Step I: Preparation—Vision(s)/Versions

## × **Consider the following:**

- ▲ Where do you want to be in 1, 3, 5 years?
- ▲ We have multiple possible ways to live our lives
- ▲ Most lives are actually lived as a series of (two to four year) segments strung together
- ▲ **Multiple “Odyssey plans”/Design Thinking:**
  - × Imagine multiple ways that you could live next 5 years of your life
  - × Rank and then explore alternatives

Source: Burnett, Bill & Evans, Dave: **Designing Your Life**

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# Exercise: Articulate your Vision/*Versions*

**1 Year:** \_\_\_\_\_

**3 Years:** \_\_\_\_\_

**5 Years:** \_\_\_\_\_



# Exercise: Articulate your Vision/*Versions*

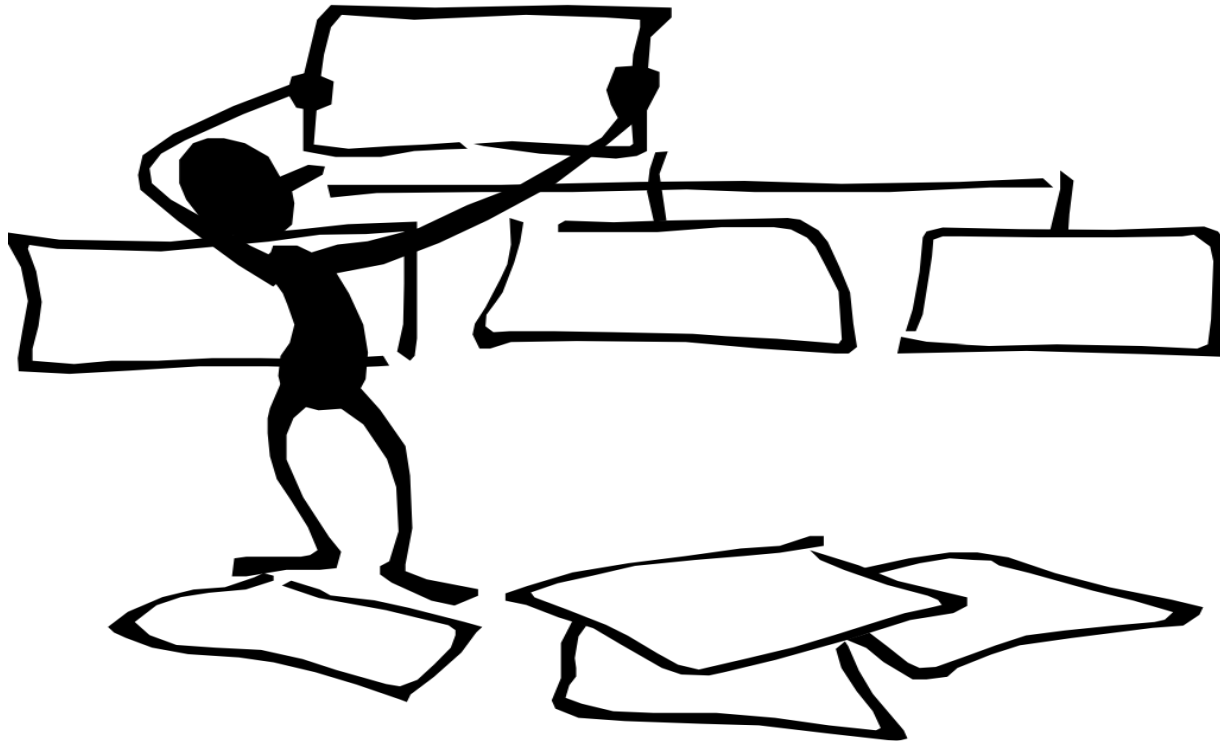
**Version 1:** \_\_\_\_\_

**Version 2:** \_\_\_\_\_

**Version 3:** \_\_\_\_\_

## Step 2: Planning

- × Why develop an individual strategic plan?



# Your Plan is your ROADMAP



# Step 2: Planning—Got Goals!

## × **Why set goals?**

- × Establish direction for your career
- × Challenge your growth
- × Raise your confidence
- × Raise levels of achievement and accomplishment
- × Make vision happen

# Effective Goals are SMART

- × **S**pecific
- × **M**easurable
- × **A**cceptable
- × **R**ealistic/**R**esults-Oriented
- × **T**ime-Bound





# Measurable

- × Goal should incorporate concrete criteria to determine success or failure
- × Targets keep you on track
- × Reflect tangible evidence of completion



# Acceptable

- × **YOU** must **OWN** your goals
- × **Goals must be “heartfelt”**
- × **You know your strengths and weaknesses**



# Realistic

- × A goal must represent an objective toward which you are both *willing* and *able* to work
- × You decide how high your goal should be
- × Plan to do things you are likely to do

# Timeframe

- × Determine when you plan to work on your goal
- × Limit timeframe

*A goal is a dream with a deadline*



## Step 2: Planning—Got Goals!

- × Exercise: Write down 3 SMART goals  
(**Template--attached**)

# Examples of SMART goals?

- × By July 1, I will have done a Values Assessment and SWOT analysis.
- × By August 1, I will have identified three potential “next step” career versions.”
- × By August 15, I will identify/contact 4 people to discuss my next steps/options.
- × By October 1, I will have identified one career option to further action step.
- × OTHER?

## Step 3: Execution—Action Steps

- × Identify **specific action steps** for achieving your goals:
- × Include time frame and resources
- × Consider obstacles and alternatives
- × **REMEMBER:** Skills are best developed experientially--by engaging in activities



## Step 3: Execution—Action Steps

- × Exercise: Action plan your goals

# Template

<b>Goals</b> (what)	<b>Action Steps</b> (how)	<b>Time Frame</b> (when) (where)	<b>Resources</b> (who can help) <b>Benefits</b> (why) <b>Obstacles</b>
Identify/contact 3 people to help me identify/explore my career next steps/options		8/15	



# Step 3: Execution-Action Steps

- × Identify Resources: Who can help you?
  - ▲ Informational “Interviews”
    - × Network—Friends, Family, Business Colleagues, Professors
  - ▲ Board of Advisors
  - ▲ Mentor—Sponsor
  - ▲ Stakeholders
- × Communicate your plan
- × Monitor/Update
- × Persevere
- × Transition

# Step 3: Execution—Resources

## Board of Advisors

### × Board of Advisors

▲ Definition: diverse core group of individuals (advisors, mentors, sponsors, role models, leaders, influencers) who in varying ways and degrees:

- × take an active interest in their protégée and take action to advance their professional and personal growth, success and well being
- × provide professional and psychosocial support through varying types of interaction (frequency/closeness)
- × bring diverse strengths and perspectives
- × inspire, challenge and motivate
- × provide critical information and support at defining moments

× **Source: Shen, Y., Cotton, R., Kram, K, *Assembling Your Personal Board of Advisors*, MIT Sloan Management Review (Spring 2015)**

# Step 3: Execution—Resources

## Stakeholders

- × Stakeholder identification & engagement
  - ▲ *Key element of your action plan*
  - ▲ Process by which you **identify** your key stakeholders, **analyze** their “interest” and **gain** their support
  - ▲ Stakeholder **identification/analysis**
    - × Who is affected by your plan, who has influence/power over it, interest in its successful or unsuccessful conclusions
    - × Where do they each stand?
    - × What is their opinion of your work? Of you? motivates them? Who influences them?
  - ▲ Stakeholder **engagement/support**
    - × How can you engage, inspire, gain commitment of key stakeholders (**influence**)

# Step 3: Execution—Resources

## Sponsors

× Sponsorship has been defined as:

*“active support by someone appropriately placed in the organization who has significant influence on decision-making processes or structures and who is advocating for, protecting and fighting for the career advancement of an individual”*

**Source: Catalyst: Sponsoring Women to Success; HBR: Why Men Still Get More Promotions Than Women.**

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# Step 3: Execution—Resources

## Sponsors

### × Qualities of an Effective Sponsor

- ▲ A senior leader with capital and clout
- ▲ Aware of protégée's skills and accomplishments
- ▲ Can benefit from the protégée's success

### × Securing a Sponsor

- ▲ Commit: Get on radar screen
- ▲ Make yourself known (internally and externally)
  - × Engagement strategy with strategic networking goals
  - × Join organizations, committees (and be active) likely to include potential sponsors
- ▲ Be proactive
- ▲ Consider multiple sponsors
- ▲ ASK

### × Sustaining a Sponsor

- ▲ Protégée must continually nurture and refresh the relationship

Source: Hewlett, S., Forget a Mentor, Find a Sponsor

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# Step 3: Execution— Communicate Your Plan

- × Share your plan and seek feedback
  - Create a communication “plan”—make communication of your plan with key stakeholders and obtaining their support a **SMART goal**—action plan it
  - Discuss plan with your stakeholders, mentors, personal Board of Advisors; Others?
  - Seek input and feedback



## Step 3: Execution— Monitor Your Progress

- × Monitor progress monthly/bi-monthly
- × Make adjustments

# Step 3: Execution—Perseverance

## × **Confidence, Courage & GRIT**

- ▲ Confidence has been called “life’s enabler”—“that belief in yourself that you can succeed at things and make them happen.”
- ▲ Other traits—combined with confidence-- drive you towards action in particular situations
  - × Courage drives you when risk involved
  - × GRIT and Growth Mindset drive you when faced with a difficult task or disappointment





Remember when  
we were so  
confident, we  
thought we  
could do  
anything?

# Step 3: Execution—Transition

## × Internal transition

- ***Ending***

- × Letting go of where you were

- ***Neutral zone***

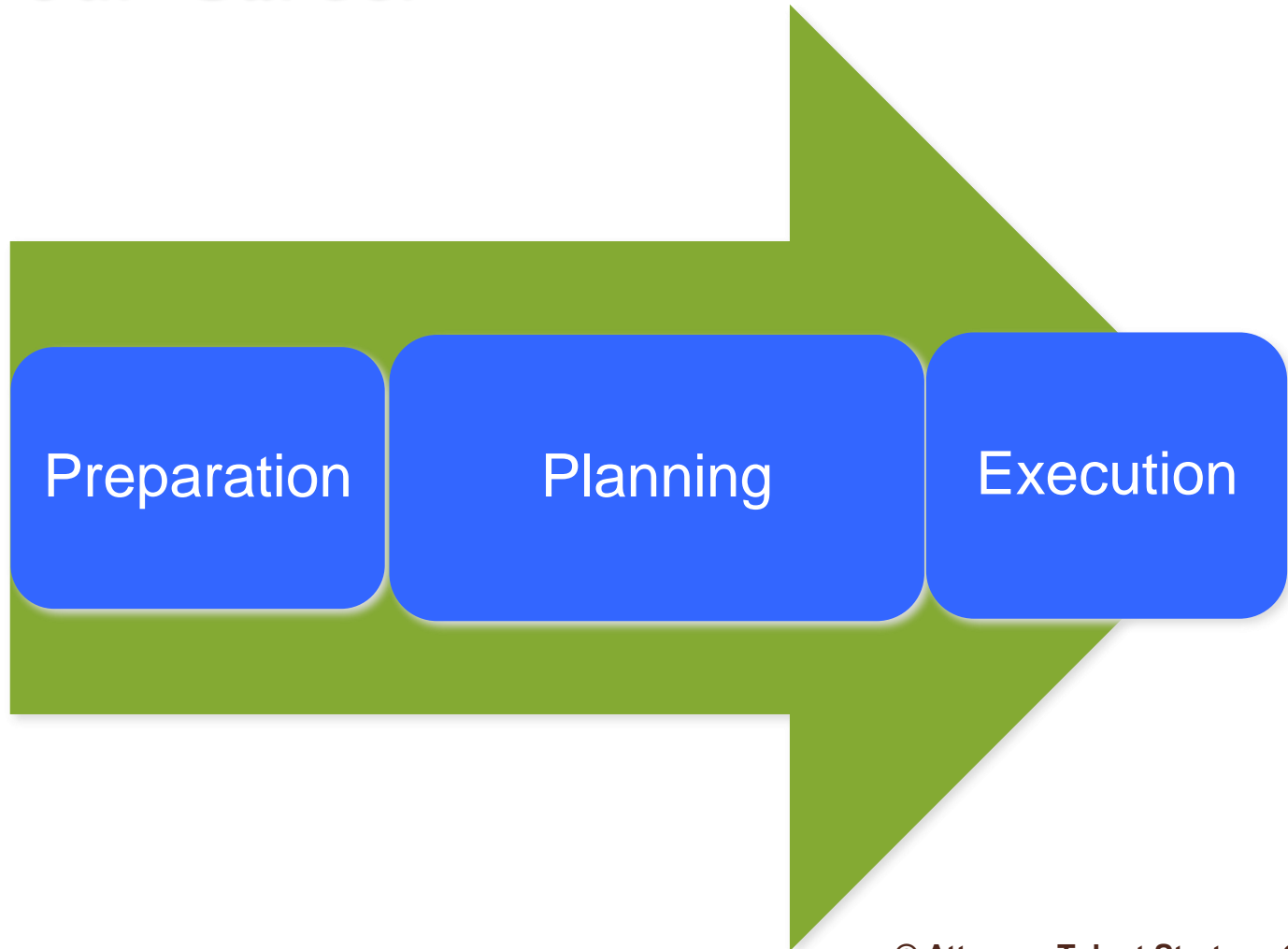
- × “In-between/limbo” zone

- ***New Beginnings***

- × New identity, roles and responsibilities

Source: **William Bridges, Transitions**

# Conclusion: Strategically Advancing Your Career



# Questions?



**Lisa B. Horowitz, JD, MSOD**  
**Founder and Chief Strategist**

[lbhorowitz@gmail.com](mailto:lbhorowitz@gmail.com)

[www.atalentstrategy.com](http://www.atalentstrategy.com)

[202-294-6709](tel:202-294-6709)