

Staff PDP Overview

Wednesday, July 19, 2023 12:07 PM



STAFF PROFESSIONAL DEVELOPMENT PROJECT

Goals

- To enrich an individual's skill set while elevating the greater school community and culture in the process.
- To help all employees feel the power of the mission and the vision in action.
- Through a team framework, provide a wider view of the school community beyond day-to-day responsibilities.

Who is eligible?

Participation in the staff PDP is optional. Any staff member who has been at EPS a minimum of two years is eligible to participate in the PDP. This allows time for staff members to learn their job (year 1) and to serve on a team (year 2). The eventual goal is that every candidate will have already served on a PDP team.

After the first two years (see notes on process), any staff member who has served on a PDP team is eligible to be a candidate. The Staff PDP Advisory (SPA) Group, in consultation with the possible candidate's direct supervisor, will determine who will participate each year. This will help ensure a sufficient number of staff to serve on teams and that multiple staff members in a particular area do not participate in the same year. Staff members who complete the staff PDP process will be eligible to complete it again in five years, if they choose to do so.

Cohort Structure

Candidates | Direct Supervisor | Facilitator | Team member 1 | Team member 2

When a candidate is identified and has agreed to be part of the process, their direct supervisor automatically becomes a part of their PDP Team. The candidate will then be asked to provide names of 4-5 colleagues to serve on their PDP Team. Those colleagues can be from inside or outside of their own domain and may include faculty member(s) as well as staff. In identifying possible team members, candidates will be asked to consider colleagues who understand their work, know them as a person, and are able to have candid, potentially difficult conversations. The SPA Group identifies the team members from that list and chooses the facilitator from among those team members. The SPA Group helps to ensure that the process and outcomes are meaningful for both the institution and the employee.

Selection Process

Because this process is new, it is anticipated that adjustments will be made to the Staff PDP during the first two years based on feedback from the initial candidates. A survey will be provided each year to staff to indicate their interest in being a candidate or in being part of a team. To ensure the success of the first candidates and to provide the greatest amount of feedback, the SPA Group will choose 2-4 candidates to complete the process in years 1 and 2 based on the survey data and in consultation with the staff members' supervisors.

Staff PDP Benefits

Unlike the faculty process (which includes moving from instructor to faculty, etc.), the staff PDP will be more individually tailored through goal setting at the start of the process. The supervisor can encourage the staff member to use the PDP as an opportunity to express what they already know and to learn more about their work and efforts. Candidates who complete the process become eligible to receive a 3% salary increase (in addition to any annual cost of living adjustments).

Staff PDP Process in Action

All Staff PDP candidates will complete the entire three domains of the process within a one-year timeframe. The three domains are organized around the principle that once a staff member is secure in their core competencies, they will have the bandwidth to focus on cultivating team culture within their key working relationships at EPS, and from there, embody our community values. As an organizing principle to how candidates will reflect on each domain, there is a program segment for them to complete, starting with self-reflection, then building evidence/support, then inviting in team feedback. Candidates can choose their preferred medium for presenting their efforts (for instance video or written work). Whichever medium is chosen, the expectation is that the final product will provide clear examples and supporting evidence of the candidate's efforts and work. From there, candidates can set goals indicating how they want to change, augment their efforts, or grow in a particular indicator, followed by an analysis of how this process went.

Program Segment	Actions
What do I do?	Self-reflect on each indicator (writing, video)
How do I know?	Evidence/support to document (feedback from others)
How can I grow?	Change actions/projects, goal setting
How did I do?	Analysis

Timeline

- April/May – identify candidates & team members
- May/June – initial Team
- June-May – process begins/Team meetings
- May/June – completion of process

Staff members can begin their PDP process in May/June of an academic year. This allows PDP candidates to meet with their team and begin identifying work to be done, some of which can happen during the summer (when many – but not all – staff have a lighter schedule). The process will be completed no later than the following May/June, at which point candidates will share out their experience to the wider EPS community.

Staff PDP Domains and Indicators

DOMAIN: CORE COMPETENCIES
Indicators:
Gains subject area/domain expertise and knowledge
Manages and prioritizes professional tasks and responsibilities
Communicates and responds to different constituent groups (EPS community, external community) in a timely and constructive manner
Develops from a problem identifier to a problem solver
Progresses from a project participant to a project manager
Receives feedback effectively, approaching recommendations for improvement receptively and positively

Identifies and pursues professional development opportunities appropriate to enhancing effectiveness and knowledge (professional certifications, conferences, visiting peer schools, classes, networking with professional peers)

DOMAIN: TEAM CULTURE

Indicators:

Develops mutually respectful relationships with team members

Participates actively and constructively in team collaborations and meetings

Seeks out diverse opinions of others for guidance

Presents/shares knowledge during staff meetings and conferences

Takes advantage of professional development offered by the school (i.e., PDDs)

DOMAIN: COMMUNITY VALUES

Indicators:

Engages with compassion and trust, developing respectful and productive relationships with community members

Fosters true belonging of all community members, leading with understanding and grace

Understands and incorporates the school's mission and vision

Partners consistently with colleagues on projects outside of team responsibilities

Effectively communicates the function of the position/work to be accomplished to other constituencies, engaging in mentorship (both formal and informal)

Participates in the life of the school as able (i.e. school events and student performances)

Acts as a strong and positive ambassador for EPS in the wider community

Communicates and models behavioral expectations that are appropriate

Acknowledges and resolves conflict effectively

Staff PDP Calendar

Wednesday, July 19, 2023 7:03 PM

Staff PDP Calendar

Timing	Meeting	Purpose	Attendees
Opening Week	Team Meetings	Identify role of the team within the Staff PDP process	Team members, Spa Group
Opening Week	Individual Team meetings		Candidate, Supervisor, Facilitator, Team members
Week of October 1	1/2 hour Check-in	Plan agenda for next meeting	Facilitator and candidate
Mid-October	1 hour Team Meeting	Provide feedback on work to date and upcoming efforts	Full Team
Last week of November	1/2 hour Check in	Plan agenda for next meeting	Facilitator and candidate
First week of December	1 hour Team meeting	Provide feedback on work to date and upcoming efforts	Full Team
Second week of January	1/2 hour Check in	Plan agenda for next meeting	Facilitator and candidate
Third week of January	1 hour Team meeting	Provide feedback on work to date and upcoming efforts	Full Team
First week of February	1 hour check-in meeting	Provide feedback on how things are going	SU and facilitators and supervisors
Final week of February	1/2 hour Check in	Plan agenda for next meeting	Facilitator and candidate
First week of March	1 hour Team meeting	Provide feedback on work to date and upcoming efforts	Full Team
First week of April	1/2 hour Check in	Plan agenda for next meeting	Facilitator and candidate
Third week of April	1 hour Team meeting	Provide feedback on work to date and upcoming efforts	Full Team
Second week of May	1/2 hour Check in	Plan agenda for next meeting	Facilitator and candidate
Third week of May	1 hour Team Meeting	Provide feedback on work to date and upcoming efforts	Full Team
Final PDD of June	Candidate panel	Candidates respond to pre-set prompts and questions from community	All community invited - the panel will be both faculty and staff PDP candidates

Core Competency Indicators:

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DOMAIN: CORE COMPETENCIES	
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Core Competencies

Wednesday, July 19, 2023 12:10 PM

DOMAIN: CORE COMPETENCIES	
Indicators:	
Gains subject area/domain expertise and knowledge	
Manages and prioritizes professional tasks and responsibilities	
Communicates and responds to different constituent groups (EPS community, external community) in a timely and constructive manner	
Develops from a problem identifier to a problem solver	
Progresses from a project participant to a project manager	
Receives feedback effectively, approaching recommendations for improvement receptively and positively	
Identifies and pursues professional development opportunities appropriate to enhancing effectiveness and knowledge (professional certifications, conferences, visiting peer schools, classes, networking with professional peers)	

Team Culture Indicators:

Wednesday, July 19, 2023 12:08 PM

DOMAIN: TEAM CULTURE	
Indicators:	
Develops mutually respectful relationships with team members	
Participates actively and constructively in team collaborations and meetings	
Seeks out diverse opinions of others for guidance	
Presents/shares knowledge during staff meetings and conferences	
Takes advantage of professional development offered by the school (i.e., PDDs)	

Community Value Indicators:

Wednesday, July 19, 2023 12:09 PM

DOMAIN: COMMUNITY VALUES	
Indicators:	
Engages with compassion and trust, developing respectful and productive relationships with community members	
Fosters true belonging of all community members, leading with understanding and grace	
Understands and incorporates the school's mission and vision	
Partners consistently with colleagues on projects outside of team responsibilities	
Effectively communicates the function of the position/work to be accomplished to other constituencies, engaging in mentorship (both formal and informal)	
Participates in the life of the school as able (i.e. school events and student performances)	
Acts as a strong and positive ambassador for EPS in the wider community	
Communicates and models behavioral expectations that are appropriate	
Acknowledges and resolves conflict effectively	

2023.9.12

Monday, October 9, 2023 8:57 AM

Goals meeting with Angie, Kim, Cheryl

Timing: midday / late lunch timing (LPC 102) 12:30 - 1:30 PM

Tone: movement opportunities

Observation opportunities: pre-game observations, early season activities, ironing on numbers (Angie to offer 5 or so opportunities)

Next steps: 1-2 indicators max to test the waters

Also, pedicures.

2023.10.09

Monday, October 9, 2023 8:58 AM

1:1 Meeting with Cheryl and Angie - prep for first group meeting in October

Question for self (Angie): Am I making things too complicated?

Mindset shift-- to not do things I don't need to do.

Everything is intentional and thought-out, but HARD.

What matters, what doesn't. Need to sift through that.

What could a more sustainable approach to this work look like?

How can the team support Angie in this work

'I've created my own monster, but how do I tell you guys about this monster' - without handing over my procedures book verbatim. I think about things very granularly. How can I approach the work differently?

Angie will benefit more from holistic approach than a granular, thorough deliverable.

In a place that celebrates personal best and innovation, how do we foster a culture of well-being?

2023.12.14

Thursday, December 14, 2023 12:29 PM

People that I talk to about my job (besides Kim)

Procedure manual: looking at what I do through the lens of the indicators - there should be some direct tie.

Spirit of the conversation: One meeting on each domain, to have that be the theme and lens.

Output would be the meeting notes: a conceptual sort of approach.

Job creep: All-school TeamSnap - tool to have organizational admins - turning over Student Life to Kim Richards. I'm seeing that the core, the things outside of the core, I was able to identify.

12.15.2023 Vision Board Sharing

Procedure manual.

Decide on next three to four meetings and themes

Allocating time for rest and recharge. Accountability partnership. Situational and sustainable means.

2023.10.18

Wednesday, October 18, 2023 2:00 PM

Agenda

Logistics	confirming OneNote access for all
Arriving to/being present in the space	3-minute physical warm-up
Tone-setting	Review of PDP Process and Goals
Supportive conversation	Guiding questions: What does it look like to execute my work sustainably? In a place that celebrates personal best and innovation, how do we foster a culture of well-being?

2023.10.18 Team Meeting Notes

Wednesday, October 18, 2023 4:59 PM

MC: We work hard to make sure students hear 'take care of yourself, to rest & recover.' This is fraught -- because it's a 'do as I say, not as I do' thing.

AS: Reflections on the recent two 'mistakes' that caused me to think "maybe I can't do this job". But maybe it's because I've created this monster. So what can I improve? "It's hard for me to see the core because everything's important to me." Yet, I'm getting buried.

KB: They weren't mistakes because you fixed them before the impact was known/felt! Boundaries on personal performance expectations.

Angie expectations are that the kid experience is good/amazing/flawless. But the extra and the core, what is the difference?

MC: It's easy for us on the outside to be telling you something about your performance and how you could down-shift. But you have to be comfortable with what you put your name behind. What is the norm experience of other area independent schools athletics office? Who is doing this role well? And if somebody needed to swoop in some day and replace you for some/any reason, what is the 'replaceability' factor?

AS: When I committed to the PDP in the spring, my initial goal was to create a Guidebook of all the complex processes and procedures in nearly six years of learning. But that goal has shifted to refine my processes, not complete the exhaustive guidebook.

MC: What is your midterm goal?

AS: In three years or less, the revised processes should refine my workload to become manageable, to identify what I don't have to do.

CS: If the program is now at peak or nearly peak utilization (number of teams, number of players), then this is a good time to look and assess what a realistic recommendation would be to make this work more sustainable.

(group discussion of various schools' employee configurations with their athletics offices) - sounds like Lisa at Bush is most similar to Angie in terms of role/scope

AS: "I can do a book report" but I need help to clarify what's core

KB: Vision board - w/o words. Could be (1) whole life vision board or (1) Angie as a person and (2) the work/the role. KB/MC/CS will assemble a vision board kit for Angie to work on this as first deliverable to help get out of the cerebral/words/documents paradigm!

2023.12.15

Friday, December 15, 2023 12:46 PM

Vision board

Vision board box from Kristine: "If I was a crier, I would have cried."

Original idea: Procedure guide "It's never going to be done" - can always be an evolution of itself, integration of lessons learned. 127 pages!! Hyperlinked!!

Didn't utilize any online resources, used resources provided (National Geographics provided by Monica). Work self realm, personal self realm, and some things cross over.

Building: from scratch things, and also systems and processes.

It's like the yin and yang. It's very opposite. But then it means I can lead a balanced life.

I like: ideas, creativity, pushing the boundaries; I like data, humor. If we slow down and just look at the little things...

I love: animals, wildlife, nature, family. I like being grounded.

What surprised you the most (KB)?

Difference between being bare bones in touch with nature versus pushing the boundaries of data systems. But both of those are me. That's why I should carve out time to find balance for me.

One integration: I'm the leader of Yellowstone EBC now. In line with my passions. I've never worked in a place before where people knew about my life. And Kim and I are friends. (KB: I never would have guessed that). I would just work and not really socialize with anyone. (Backstory of how Kim and Angie didn't come as a pair from FRSSH). "I think of Angie as my partner in crime."

"this is the first time that I've had connections between my work and personal life."

KE: "This is so you."

AS: "I just wanted to take care of animals. Elk come into our yard, they are just magical."

Grew up in a very fundamentalist, strict family. So as an adult I wanted to just go against that.

Spirituality: There's something out there that's infiinty, nature is part of that. When I sit in nature, I'm surrounded by this concept of something that's bigger than I understand."

Why this job then (KE)?

I really like art, but I really prefer designing systems. All of the tools are there are my disposal. I can create all of what I need. Less about athletics, more about systems. I have the freedom to get stuff done. It can evolve and grow, be what I want to be.

MC: I love the integration of the practical and aspirational aspects of things. "When it's the right note, it sings."

Very first vision board. Read the Oprah article, but that was it. Didn't look at examples. Didn't ChatGPT :)

The words that are elevated: are they purposeful?

Started with base layer of textures and backgrounds (e.g. Energizer bunny), I set the important things

aside:
Precisely in tune
Achieve greater
Unlimited potential
Harmony
Escape
Freedom
Elevating Family

When I was cutting out the antlers, the coyote was outside!

MC: Color differential between sides.

KE: Feeling is very positive and energized. "I love what I do"

Where are the seasonal swings for you (MC)?

Fall: super hard, kicks my butt every year. We don't have a field, so transportation.

Winter: time to catch my breath.

Spring: Busy but doesn't feel as hectic (all the teams need to be done by 6).

Summer: Ideas come but implementation gets pushed to late August. And the school year launch creates pressure.

--There are things we can cherry-pick to relieve some little clogs.

What are the top moments of elation and celebration in your work (MC)?

-When all of my imports are done (e.g. TeamSnap, rosters, etc.)

-Once all of that is built and running, there's a relief.

-When I have uniforms all distributed (e.g. 720 pieces this fall, 225 athletes). "Funny" sizes are sometimes listed.

-When all of our games are scheduled.

Elation comes after the big milestones. (KB: "Task completion" - AS: "A lot of times I will create a list just to check things off.")

KB: Systems thinking and design versus 'doing.' Aptitude for creating file systems, but I don't like to file.

The FUN part is creating the systems. Wizardry: imports only work when all of the details have been thought through. Spreadsheet fitting like a puzzle piece with the FMX import.

KE: In-the-shower brainstorm with spreadsheets! And Kim gets excited, too.

If you were queen of the world and create your own job here, what task would you give away (KE)?

Uniforms -- that's all filing. The immense volume - and the time pressure of it. Changing sizes out.

Ironing on a QR code to each piece, especially when we get a whole set of new uniforms. It can be like pulling teeth to get back pieces. Fines, and then missing pieces.

Spreadsheet: I only input data one place, and then things calculate and feed off of that. We call it "The Bible"

Has it helped (CS)?

TeamSnap: giving student life teams to Kim R/Paul

Academic teams should go to ???

Things like that have already surfaced and are moving

Kim: "You can officially die, I've got it now?"

KB: Uniforms?

Distillation

Thursday, October 19, 2023 9:10 AM

RICE

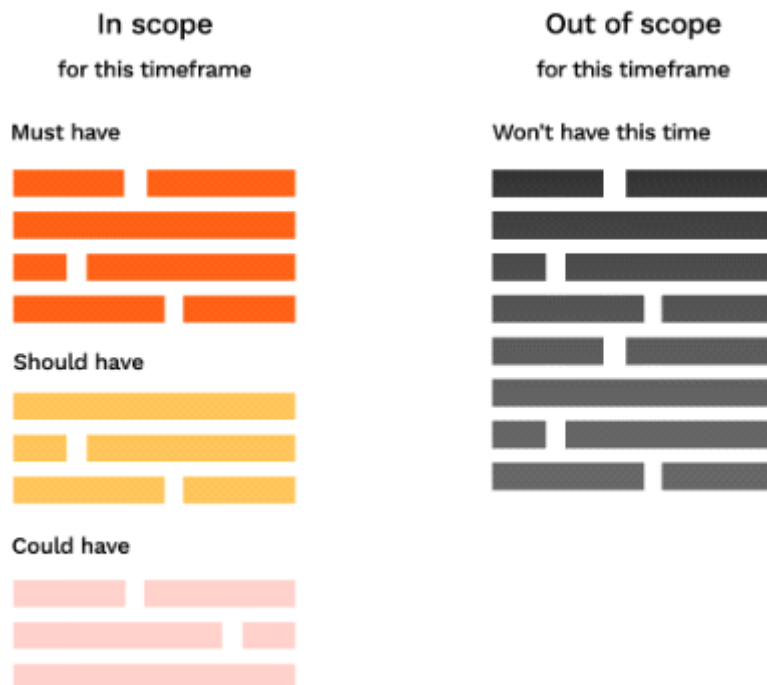
<https://www.intercom.com/blog/rice-simple-prioritization-for-product-managers/>



The diagram shows the RICE formula:
$$\frac{\text{Reach} \times \text{Impact} \times \text{Confidence}}{\text{Effort}} = \text{RICE SCORE}$$

MoSCoW

<https://www.agilebusiness.org/dsdm-project-framework/moscow-prioririsation.html>



Vision Board

Thursday, October 19, 2023 9:10 AM

Images

Freepik: <https://www.freepik.com/>

Unsplash: <https://unsplash.com/>

Pexels: <https://www.pexels.com/>

Procedure Manual & Winter Master Schedule

Thursday, December 14, 2023 12:56 PM

Procedure Manual – I call it the “Hitchhikers Guide to Athletic Operations” – A work in progress and nowhere near completion! So it feels weird sharing it....but it will ALWAYS be in progress....so I think the team should see it to give context for my original intent of the PDP.

[Hitchhikers Guide to EPS Athletics.docx](#)

- a. **Directory of Non-League opponents** – this is a now-completed (but always in progress) part of my Procedure Manual project, but needs to stay embedded in my seasonal master spreadsheet – see “NL Matchups” tab in this workbook



[Winter 2023-24 Master Schedule.xlsx](#)

- As you may notice, this is a very complex spreadsheet that started on Day One and evolved from there. I am happy to show everyone how it works. It is super cool (if you like spreadsheets! 😁)

What does the "end" look like?

Thursday, May 2, 2024 8:44 AM



As outlined by EPS:

Goals of PDP:

- To enrich an individual's skill set while elevating the greater school community and culture in the process.
- To help all employees feel the power of the mission and the vision in action.
- Through a team framework, provide a wider view of the school community beyond day-to-day responsibilities.

DRAFT outline (deviations are expected, and we deviated appropriately)

Program Segment	Actions
What do I do?	Self-reflect on each indicator (writing, video)
How do I know?	Evidence/support to document (feedback from others)
How can I grow?	Change actions/projects, goal setting
How did I do?	Analysis

Angie's Journey:

- **Spring 2023 goal:** to create a "continuity binder" (a detailed procedures manual)
- **Summer 2023:**
 - (note - I was without a facilitator until September, so my summer work was based on my interpretation of the drafted Staff PDP outline)
 - Used the lens of the Domains and Indicators to evaluate my procedures
 - Studied & experimented with methods of Standard Operating Procedures
 - experimented with formats across platforms
 - assembled existing procedures into one document
 - simplest method ended up being the best one, because it could easily be used by others: Word with hyperlinked Table of Contents
 - experimented with ways that AI could help assemble my manual
- **Fall 2023:**
 - Began a school-year long process of test-driving my written procedures
 - integrated past notes from "lessons learned"
 - Refined procedures (spoiler alert: I will continually refine - this will be a dynamic document)

- Began team meetings to dive into the PDP on a level that I could not do on my own
 - Determined that my PDP process needs to go much deeper than a "book report" - the team will help me discover the edges where I can stretch and grow
 - Identified/addressed the stress points that had become hurdles for my day-to-day productivity & wellness
 - Job creep from other divisions
 - Managing a program that has grown exponentially
 - Trying to outpace a workflow that increases with the number of participants
 - Long days (school day, then supervising)
 - Difficulty distinguishing between "core" and "unnecessary periphery"
 - **Core question identified:** *In a place that celebrates personal best and innovation, how do we foster a culture of well-being?*
- **Winter 2023-24:**
 - Continual work on Procedure Manual - now titled "Hitchhiker's Guide to EPS Athletics"
 - Allocated time for rest and recharge; situational and sustainable means (winter has a less demanding workflow than the fall)
 - Created Vision Board > identified peace through nature > discovered Shinrin-Yoku
- **Spring 2024:**
 - Continual work on Hitchhikers Guide; created hard copy (I feel more control when I can touch the pages, and write notes on paper)
 - *Each summer:* refresh Hitchhikers guide; integrate written notes & reprint
 - Team meetings delayed until after EBC (I am a trip leader, as well as two other PDP group members)
 - **NEED to identify "finished product"**
 - This is the first year for staff PDP, so no examples
 - very different journey than Faculty
 - each of the four staff PDPs are very different
 - Meeting with Vickie and Sam - they are 100% open to ideas
 - School scope > differentiation > individualization
 - Not all candidates need to match
 - Suggestion that this is an opportunity to show faculty how much work goes on behind the scenes
 - I assume my Hitchhikers Guide will be a component of my "deliverable"
 - Maybe the originally-stated EPS PDP goals will help guide us here.

Video illustrating Angie's complex systems - the only difference is that it was not me who broke the cookie jar! It was someone else, but it is up to me to sweep up the pieces:

<https://www.dailymotion.com/video/x2cu9wo>



Culminating writing

In a place that celebrates personal best and innovation, how do we foster a culture of well-being?

The nature of our working in schools is different from some. We work with people, and we care deeply about the experience of the kids, their families, and our colleagues. Because of this, we are continually asking ourselves if we are doing enough, and how we can do better.

This search for perfection can be uplifting and crushing all at the same time – this is because we will never be able to achieve nirvana for our school community.

This question is one that I have referred back to again and again throughout my PDP. I have come to terms with it being the “unanswerable” question.....but is it really?

Maybe the definition of “personal best” is fluid - changing day to day, hour-to-hour, task-to-task. Maybe the fact that I am working in a school and striving to create an exceptional experience is my “personal best”. Maybe my “personal best” is creating and refining systems that decrease error and increase predictability.

The kids deserve to have a bus show up with a driver. And for that bus to take them to a field that we have reserved, with an opponent and officials who have been scheduled and are anticipating our game. And run around with a team in uniforms, using safe equipment, under the watchful eye of a trained coach with medical supplies and an Emergency Action Plan. Families deserve the opportunity to pre-plan their schedules so they can be at that game, and for that bus to return the kids safely back to school at a calculated time. And teachers deserve to know about the games, so they can plan around early dismissals and attend games to witness a facet of their kids that they don't experience in the classroom.

Maybe it is my “personal best” that I am building a system to make sure that every aspect of athletics operations is covered – kids, families, teachers, opponents....and not just any system, but a machine that can still function when the random “pebbles” of life are thrown in.

My Hitchhikers Guide is a guide to my systems. These systems are dynamic – time-tested each year, with adjustments made for every “pebble” that is kicked up. Maybe the system I am creating is in itself innovative and my personal best?

I should take comfort in where I am in my journey. I should breathe, get into the forest for shinrin yoku, and trust my systems are working. There is a very good and complex reason that there is a pot on your head.

Angie's "Artist's Statement" about Hitchhikers Guide :)

*My passion is to find better ways to do things in all areas of my life. At EPS, I have built and refined systems and processes that incorporate my years of “lessons learned.” To help capture and organize this knowledge, I feel compelled to take the **Responsible Action** of sharing the bounty of **Critical Thoughts** that I have churned in my mind through **Wise Innovation**. I hope you find that the content in this guide lights your path to **Leading Compassionately**.*

Guiding Questions for PDP Panel - June 2024

Sunday, June 16, 2024 4:11 PM

1. ****What are your most significant takeaways from the PDP process?****

My most significant takeaway from the PDP process is understanding how I process and refine complex systems. Through this journey, I've learned the importance of iterative improvement and the value of integrating feedback to create practical and effective solutions.

2. ****What was a challenge you had to overcome during the process?****

Defining Core Priorities One of the challenges I encountered during my PDP was distinguishing between essential tasks and peripheral responsibilities. With the program's growth, it became increasingly difficult to prioritize effectively. This challenge required a nuanced approach, ensuring that our efforts aligned closely with the core mission of fostering well-being and operational excellence. By refining our procedures and seeking clarity through collaborative discussions, I successfully addressed these challenges while maintaining a focus on impactful outcomes.

3. ****What did you like about the way your PDP team supported you and gave you feedback?****

I appreciated how my PDP team engaged with me to delve deeper into my project beyond superficial levels. Their feedback helped me identify areas where I could stretch and grow, particularly in refining my procedures and addressing stress points that affected my productivity and well-being.

4. ****What is an area in your work that you now consider a strength, based on your PDP work and reflection?****

Based on my PDP work and reflection, I now consider my ability to create and refine operational systems a significant strength. The development of the "Hitchhiker's Guide to EPS Athletics" reflects my capability to innovate and improve processes that enhance efficiency and reliability.

5. ****What is an area in your work that you consider a place for future growth, based on your PDP work and reflection?****

Looking forward, an area for future growth in my work is to further enhance collaboration across different divisions and stakeholders. Strengthening communication channels and fostering a culture of shared responsibility will be crucial in managing the growth of our programs effectively.

6. ****What advice would you like to pass on to colleagues who might take on the PDP process in future years?****

To my colleagues embarking on the PDP process in future years, I advise embracing the journey with an open mind and a willingness to iterate. Seek feedback actively and use it as a catalyst for improvement. Remember that the process is as much about personal growth as it is about achieving goals; stay flexible and adaptable to refine your approach continuously.

Bulleted speaking points:

Significant Takeaways from PDP Process:

- From a practical standpoint - I learned how to evaluate and document complex systems, and

developed a method to easily incorporate "lessons learned" into my newly-formed book of procedures

- From a personal standpoint - I was reminded how much I need nature to keep me balanced and destressed. I learned shinrin yoku, and made little forest therapy kits for my PDP team.

Challenge Overcome During the Process:

- Surprisingly, one of my biggest hurdles was looking at the scope of my work and defining my core priorities:
 - The process of untangling what was essential vs what was extra taught me a lot about how I approach tasks and how my mind works
 - I learned that I can very easily get bogged down in the granular details of a project

PDP Team Support and Feedback:

- My team completely customized the PDP process for me
- They got to know me, my approach to work, and how I think....then identified ways that the process could stretch and challenge me

Strengths Based on PDP Work and Reflection:

- Creating and improving operational systems has always been something I enjoy.
- This PDP gave me the opportunity to dive in my process and make it better
- I now have strategies for keeping ever-evolving procedures organized

Areas for Future Growth Based on PDP Work:

- I would like to continue to improve my teaching skills
- I feel that I have knowledge to share, and enjoy promoting collaboration across divisions

Advice for Future PDP Participants:

- Enjoy the journey — be open and ready to adjust your plans as you go.
- Actively seek out feedback and use it to get better