

## High-Quality Job-Embedded Training. What does it take?

The [Center for Creative Leadership](#) pioneered the [70-20-10 approach](#) to professional development, which can triple the impact on employee performance. This approach focuses 70% of development on on-the-job training, 20% on coaching and mentoring, and 10% on formal training and self-study. In order for a professional development plan to impact employee performance, the job embedded training assignment has to be strong, aligned, and purposeful. Identifying and executing on this job embedded project can often be challenging for managers. Use the information below to guide you through the process.

### As a Reminder: Effective professional development plan “must haves”:

DEFINE ROLE-SPECIFIC COMPETENCIES	CO-CREATION AND JOINT ACCOUNTABILITY	REVISIT REGULARLY AND BUILD HABIT
UTILIZE THE 70-20-10 MODEL	IDENTIFY MEASURES OF SUCCESS	CONNECT TO YEAR-END EVALUATION

### >>> Zooming in: Bringing the 70-20-10 Model to Life

Must Have	Best Practices	Watch Out For
Utilize the 70-20-10 model	Job-embedded training <i>(such as a stretch project, or leading a team meeting)</i> encompasses 70% of the plan	<ul style="list-style-type: none"> <li>- Overly complex projects</li> <li>- Too many developmental projects at once</li> <li>- Lack of alignment between PD plan and competencies</li> <li>- Pointing to projects after completion as learning experiences rather than discussing and planning together in advance</li> <li>- Unclear learning objectives that can't be evaluated at the end</li> </ul>
	Mix of 3-4 projects during year that together address key development areas	

### Two Pillars of Quality Job Embedded Professional Development

<b>PILLAR ONE: Selecting the Right Projects</b> <ul style="list-style-type: none"> <li>- <a href="#">Initial Project Identification</a></li> <li>- <a href="#">Zone of Proximal Development</a></li> <li>- <a href="#">Technical and Adaptive Challenges</a></li> <li>- <a href="#">Safety Net</a></li> </ul>	<b>PILLAR TWO: Learning Design Once the Projects are Selected</b> <ul style="list-style-type: none"> <li>- <a href="#">Scaffolding</a></li> <li>- <a href="#">Spheres of Learning</a></li> <li>- <a href="#">Employee Motivation</a></li> </ul>
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## PILLAR ONE: SELECTING THE RIGHT PROJECTS

### Initial Project Identification

The initial identification of projects is critical to ensure that the projects maximize learning for the individual, utility for the organization, and credit that the organization gets for being intentional about development. The projects must be thoughtful and well planned to ensure clear learning objectives and ultimately, success for the individual and organization. Below you can find four best practices, the principles behind them, and ways you might implement them when choosing your project.

Best Practice	Principles	What Could This Look Like?
<b>PROJECT CHOICE</b>	<ul style="list-style-type: none"> <li>– Learning project should be a “stretch” within an employee’s current job</li> <li>– This should not feel like an extra project on top of employee’s current responsibilities, but should feel integrated and aligned</li> <li>– The project should take into consideration where the employee hopes to move in the future or skills they have identified wanting to develop</li> </ul>	<ul style="list-style-type: none"> <li>– <u>Example:</u> A marketing manager, who normally manages a vendor, takes on responsibility for negotiating the contract with the vendor as well in order to build competency in contracting. This marketing manager hopes to move into a Director level role where contracting would be part of their responsibilities.</li> </ul>
<b>TIMELINE</b>	<ul style="list-style-type: none"> <li>– Projects should be identified as early as possible to allow for time to create a thoughtful and strategic plan</li> <li>– Allow time to bring project ideas to the employee and discuss it with them</li> <li>– Allow time to bring project ideas to others in organization to ensure utility and need</li> </ul>	<ul style="list-style-type: none"> <li>– Identify all projects at the beginning of the year</li> <li>– Identify project(s) at the beginning of the annual review cycle</li> <li>– Identify project at least 2-4 weeks in advance to allow for planning and engagement with employee</li> </ul>
<b>AMOUNT</b>	<ul style="list-style-type: none"> <li>– Projects should include a range of skills, however, you will find that certain projects align with certain skill sets</li> <li>– Often it is better to have a few projects to allow for enough variety to stretch the employee in a number of different skill sets</li> </ul>	<ul style="list-style-type: none"> <li>– Identify 2-4 projects for employee per year</li> </ul>
<b>DURATION</b>	<ul style="list-style-type: none"> <li>– Projects should seek to maintain the focus of the employee on learning objectives</li> <li>– Adult learning often doesn’t happen in 2 weeks and can get watered down if stretched out for too long</li> </ul>	<ul style="list-style-type: none"> <li>– Successful projects often fall between 2-4 months in duration</li> </ul>
<b>COLLABORATION</b>	<ul style="list-style-type: none"> <li>– Employee should have as much say in the project selections as the manager</li> <li>– Allows for employee motivation, satisfaction, and overall success of the project</li> </ul>	<ul style="list-style-type: none"> <li>– Projects are talked about and agreed upon between employee and manager</li> <li>– Manager and employee bring project ideas to check in and compare</li> </ul>



## Case Study: Putting It into Action

In order to bring these concepts to life, we are going to use a case study throughout this tool that will continue to build on itself. We chose this specific case study because it highlights a mid-level leader, who are often engaged in professional development plans, and it targets two very different skill sets.

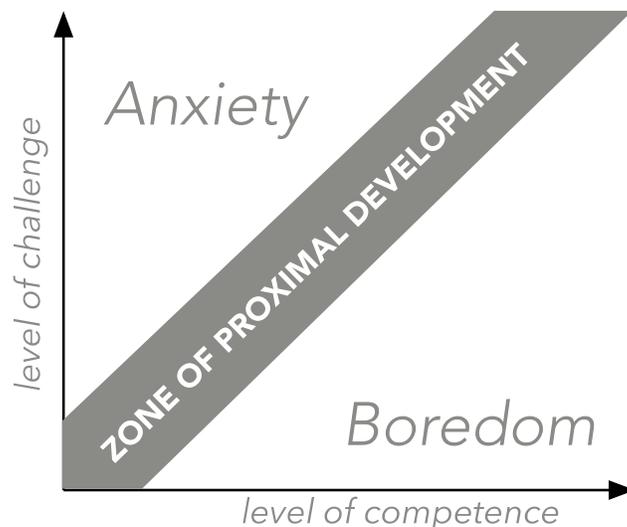
### PROJECT IDENTIFICATION

Project Choice:	Why Does this Matter:
Creating an Operations Manual	Your organization is in need of an operations manual, especially since you will be opening two new schools next fall. Your Operations Director eventually wants to become a COO so this is a good stretch for her, but still fits within her current role.
<b>TIMELINE</b>	Identified at beginning of the school year
<b>AMOUNT</b>	This will be the first of 3 projects employee works on
<b>DURATION</b>	It will start in September and end mid-December
<b>COLLABORATION</b>	Employee agreed that this would be a good development opportunity



## Zone of Proximal Development

To help you identify the right projects you should also consider your employee’s level of competence and the level of challenge of the project. You want the projects to be a healthy balance and to fall within your employee’s Zone of Proximal Development. The Zone of Proximal Development is the difference between what a learner can do without help and what he or she can do with help. According to Lev Vygotsky, the creator of ZPD, if a learner can complete a task independently and unassisted then learning is not occurring. If the task requires unknown skills or is too challenging, they will shut down. You need to identify projects that fall within the sweet spot of the learner’s Zone of Proximal Development.



## Case Study: Putting It into Action

PROJECT IDENTIFICATION	
Project Choice:	Why Does this Matter:
Creating an Operations Manual	Your organization is in need of an operations manual, especially since you will be opening two new schools next fall. Your Operations Director eventually wants to become a COO so this is a good stretch for her, but still fits within her current role.
<b>TIMELINE</b>	Identified at beginning of the school year
<b>AMOUNT</b>	This will be the first of 3 projects employee works on
<b>DURATION</b>	It will start in September and end mid-December
<b>COLLABORATION</b>	Employee agreed that this would be an exciting project to work on
<b>Zone of Proximal Development</b>	Employee has never seen nor created an Operations Manual before. She does, however, have solid knowledge in most areas of operations. Due to her solid competence in operations, this project will provide some challenge and will fall within her ZPD.

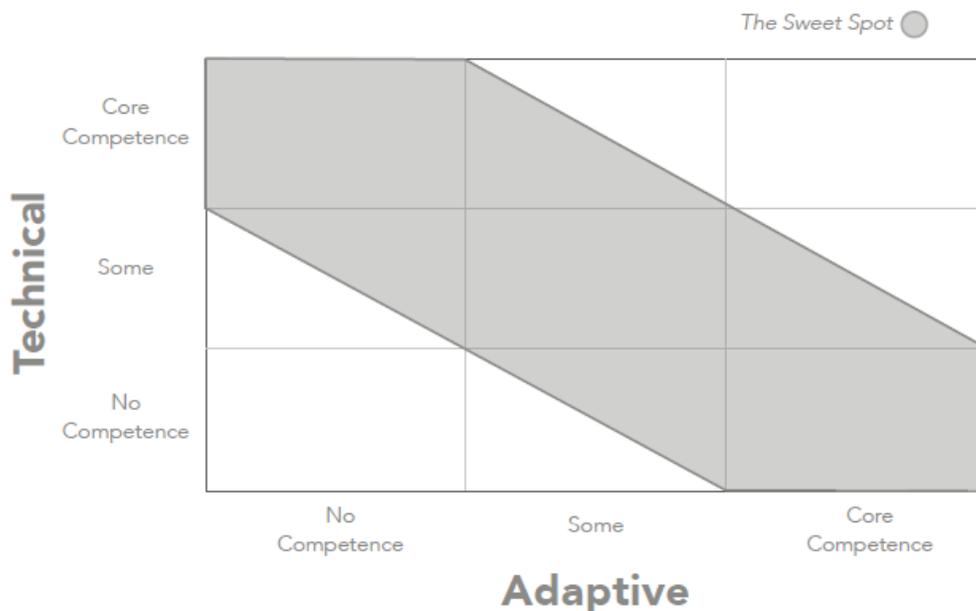


## Technical Vs Adaptive Challenges

Leadership challenges can often be divided into two categories: technical and adaptive. Technical challenges often align more with the need to build or grow technical skills or expertise. Adaptive challenges often align with softer skill sets and can be more challenging to solve. Your projects should, whenever possible, try to balance technical and adaptive challenges in order to truly stretch your employee.

Technical Challenges	Adaptive Challenges
<ul style="list-style-type: none"> <li>- Can be easier to identify</li> <li>- Often requires development of technical expertise or skills</li> <li>- Can be gained by technical training or working with an expert</li> </ul>	<ul style="list-style-type: none"> <li>- Can be more difficult to identify (easier to deny)</li> <li>- Require changes in values, beliefs, roles, relationships, and approaches to work</li> <li>- People can sometimes resist acknowledging adaptive challenges</li> <li>- May take a longer time to implement</li> <li>- "Solutions" may require experiments and new discoveries</li> </ul>
Examples	Examples
<ul style="list-style-type: none"> <li>- Employee doesn't have the expertise to build an annual budget and financial model for organization</li> <li>- Employee has not been exposed to best practice of systems and processes to effectively manage direct reports</li> </ul>	<ul style="list-style-type: none"> <li>- Employee doesn't know how to effectively engage other team members in developing an annual budget and financial model</li> <li>- Employee struggles building relationships with their direct reports</li> </ul>

Skills are very different between technical and adaptive challenges. You want the project to stretch your employee by drawing on some expertise in one area in order to balance the stretch in the area where they are not as strong. Use the chart below to determine if your project falls in the "sweet spot" of development for the individual.



## ▲ Case Study: Putting It into Action

PROJECT IDENTIFICATION	
Project Choice:	Why Does this Matter:
Creating an Operations Manual	Your organization is in need of an operations manual, especially since you will be opening two new schools next fall. Your Operations Director eventually wants to become a COO so this is a good stretch for her, but still fits within her current role.
<b>Timeline</b>	Identified at beginning of the school year
<b>Amount</b>	This will be the first of 3 projects employee works on
<b>Duration</b>	It will start in September and end mid-December
<b>Collaboration</b>	Employee agreed that this would be an exciting project to work on
<b>Zone of Proximal Development</b>	Employee has never seen nor created an Operations Manual before. They do, however, have solid knowledge in most areas of operations.
<b>Context on Employee</b>	Your Operations Director has solid content knowledge when it comes to most things that fall within her purview. She does, however, struggle with building strong relationships. Her project is to create an operations manual, and to do that she must go to each school site and interview operations managers, principals, and teachers to determine the best operations practices to include in the manual. If others' perspectives are not included, they likely will not follow the operations manual when it is put forth, so this is a critical component.
Technical Skill	Adaptive Skill
Content for operations manual – she has some knowledge here. This is a strength to draw upon.	Building relationships. This project will force her to engage leaders across the organization, gather feedback and varying perspectives, and synthesize and balance potentially conflicting opinions. If she does not, the operations manual could fail.



## Safety Net: What are the Consequences of Failure?

In order for a job embedded development plan to provide maximum growth for the employee, there must be a safety net as well as real consequences in place in order to create urgency and highlight the importance of the work.

- **Modest Safety Net:** There need to be safety measures in place to ensure that the employee does not get overly stressed by the potential for failure.
- **Real Consequences for Failure:** There is a real cost to the organization or employee if they fail on their project.
- **Employee View:** Often, there is built in risk for an employee when being asked to learn a new skill. An employee may feel, if the project fails, that they will be judged as failing to gain that skill or perhaps, unable to gain that skill. In order for the employee to feel safe enough to take this risk, it is critical for the manager to calibrate the employee’s view of the risk of failure and the safety net. Help the employee understand the manager’s perspective of consequences for failure and what the safety net is.

Note on Organizational Culture:

- If there is an organizational culture where risk and failure are regarded as part of the process, and are even celebrated, calibrating the employee view should be easier and may only take a conversation and a few reminders.
- If the organizational culture is negative, or risk and failure are judged and seen negatively, the manager may have to go back to the drawing board if the employee feels like the safety net is not strong enough or the consequences for failure are too great (even if the manager does not). The bottom line: if the employee does not feel safe, they will not grow.

**Example:** The employee’s project is to collaborate with a fellow team member to write a \$10,000 grant. They have to work in collaboration with the team member, which is their adaptive challenge, and are also focused on the technical challenge which is the skill of grant writing.

<b>Modest Safety Net</b>	This is a small grant relative to most grants the company writes. The organization’s future is not resting on this \$10,000
<b>Real Consequences for Failure</b>	If the grant is not accepted, the organization doesn’t get the money and the fault rests solely on the employee and her partner.
<b>Employee View</b>	The employee understands that, while this is a small grant, every little bit helps the company.



## ▲ Case Study: Putting It into Action

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<b>Timeline</b>	Identified at beginning of the school year	
<b>Amount</b>	This will be the first of 3 projects employee works on	
<b>Duration</b>	It will start in September and end mid-December	
<b>Collaboration</b>	Employee agreed that this would be an exciting project to work on	
<b>Zone of Proximal Development</b>	Employee has never seen nor created an Operations Manual before. They do, however, have solid knowledge in most areas of operations.	
<b>Context on Employee Skills</b>	Your Operations Director has solid content knowledge, however, struggles with relationships. Her project is to create an operations manual, interview Operations Managers, Principals, and Teachers and determine the best operations practices to include in the manual.	
<b>Technical Skill</b>	Content for operations manual. This is a strength to draw upon.	<b>Adaptive Skill</b> Building relationships. Take other peoples' perspectives into account.
<b>Modest Safety Net</b>	Manager will review the Operations Manual with the Network Leadership Team and Board before it is finalized and distributed.	
<b>Real Consequences for Failure</b>	The Operations Manual must be finalized and presented to the Board by January 1 <sup>st</sup> . The manual is due Mid-December so the timeline is very tight if the document is not strong to begin with. If a lot of changes need to be made, that would put the Leadership Team in a challenging spot and fault would rest on the Operations Director.	
<b>Employee View</b>	Manager has communicated to the employee that this is a big deal and is a chance to impress the Network Leadership Team as well as the board. Manager also shared that they are there to help and give her feedback along the way if needed.	



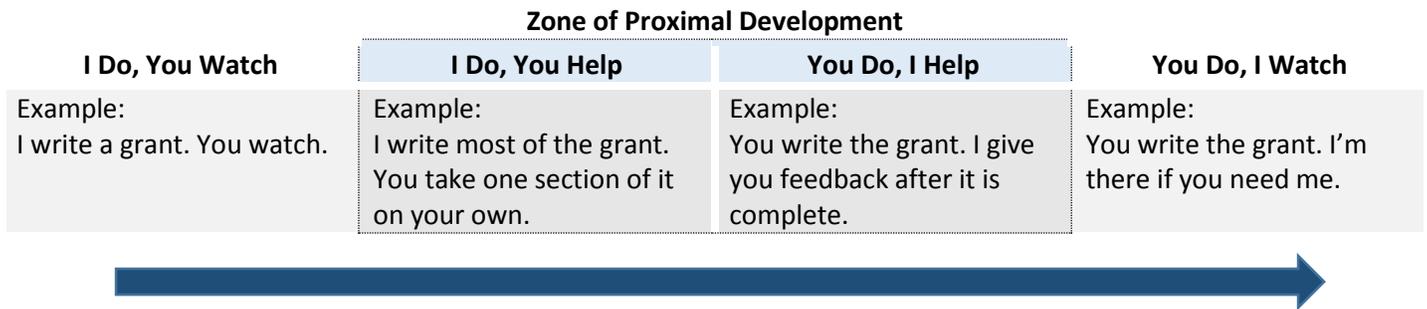
## **PILLAR TWO: LEARNING DESIGN ONCE THE PROJECT IS CHOSEN**

The following best practices are essential elements to the design of learning for each employee. Before implementing a project, it is critical to plan out how you will scaffold skills, leverage spheres of learning, and ensure employee motivation. Additionally, these are best practices that you should pay attention to during the execution of the project as they may need to shift depending on the needs of the employee.

### **Scaffolding**

Based on where the project falls within an individual’s Zone of Proximal Development, you can determine what your scaffolding of support should look like throughout the duration of the assignment. Where you start, in terms of scaffolding, and where you want to end up is very specific to the context of the organization and the project. In some cases, you may have to start all the way to the left in order to build a new skill, but the goal is still to move as far to the right as possible.

Apply this 4 step scaffolding lens with the intention of moving toward the right of the continuum as the project progresses.



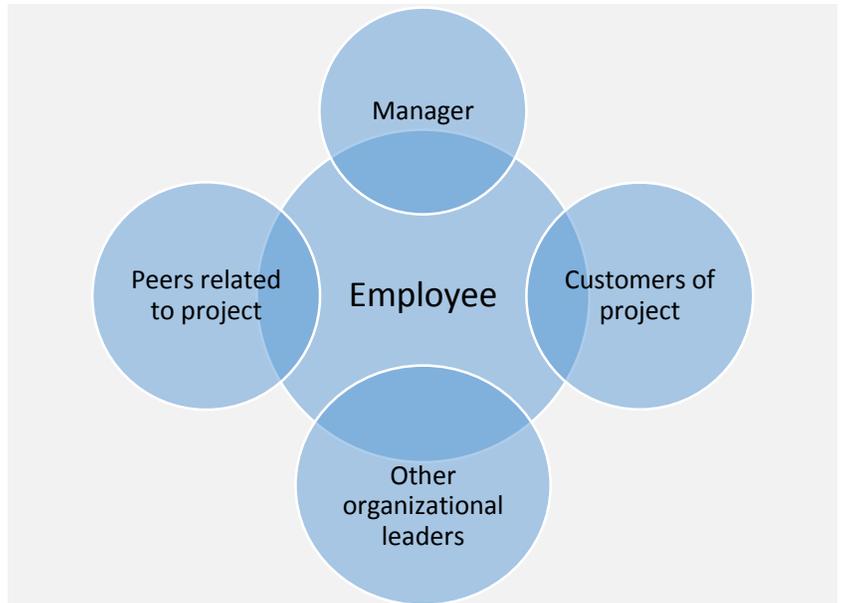
## Case Study: Putting It into Action

PROJECT IDENTIFICATION			
Project Choice:		Why Does this Matter:	
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<b>Context on Employee Skills</b>	Your Operations Director has solid content knowledge, however, struggles with relationships. Her project is to create an operations manual, interview Operations Managers, Principals, and Teachers and determine the best operations practices to include in the manual.		
<b>Technical Skill</b>	Content for operations manual. This is a strength to draw upon.	<b>Adaptive Skill</b>	Building relationships. Take other peoples' perspectives into account.
<b>Modest Safety Net</b>	Manager will review the Operations Manual with the Network Leadership Team and Board		
<b>Real Consequences for Failure</b>	The Operations Manual must be finalized and presented to the Board by January 1 <sup>st</sup> . The manual is due Mid-December and therefore, the timeline is very tight		
<b>Employee View</b>	Chance to impress the Network Leadership Team as well as the board. Manager can help and give feedback along the way if needed.		
LEARNING DESIGN			
Scaffolding			
<b>I Do, You Help</b>	Manager leads first meeting with a school level operations manager to get their perspective on the operations manual. Models building relationships while Operations Director observes and takes notes. They debrief afterward.	<b>You Do, I Help</b>	Operations Director leads the next meeting with a school leader to get their perspective on the operations manual. Manager observes and gives feedback on relationship building skills.



## Spheres of Learning

Every employee has multiple spheres in which they operate each day. Each sphere, or constituent, with which they engage is an opportunity for learning. When developing employees, especially through job embedded training, it is critical to consider the different spheres of learning they engage in and the ways in which those spheres, and people in them, can add to their development. For example, as a manager, you may only spend about 10% of your time engaging directly with your employee. The other 90% of the time your employee engages with other colleagues. Below, find the different potential spheres of learning your employee might engage with.



In order for job embedded learning to be successful, you must capitalize on the potential learning that could occur in each sphere. Use the guidance below to ensure you are maximizing on your employee’s different spheres of learning.

Best Practices	Guidelines
<b>Transparency:</b>	<ul style="list-style-type: none"> <li>- Anchor feedback comes from the manager and the employee’s self-reflections</li> <li>- Employee and manager identify peers, direct reports, or other supervisors who have expertise or perspective on the individual as a leader and can provide feedback throughout the project</li> <li>- Employee chooses if they want to share their project with identified colleagues or if they want the manager to do this. Depending on the employee’s personality and cultural conditions of an organization – either choice is appropriate</li> </ul>
<b>Clarity on Feedback:</b>	<ul style="list-style-type: none"> <li>- 1-2x/project peer, direct reports, or other supervisors should give feedback</li> <li>- Informal feedback is just as effective as formal – depending on the situation, either is appropriate</li> <li>- Employee shares how they prefer to receive feedback and this should be taken into account</li> <li>- When possible, pre-identify times when feedback will be shared</li> </ul>
<b>Consistent Reflection:</b>	<ul style="list-style-type: none"> <li>- During check-ins, manager should ask employee about other people who have been impactful on their learning</li> <li>- Manager should follow up to ensure that peers, direct reports, or other supervisors have shared feedback</li> </ul>



## ▲ Case Study: Putting It into Action

PROJECT IDENTIFICATION			
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<b>Timeline</b>	Identified at beginning of the school year		
<b>Amount</b>	This will be the first of 3 projects employee works on		
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<b>Collaboration</b>	Employee agreed that this would be an exciting project to work on		
<b>Zone of Proximal Development</b>	Employee has never seen nor created an Operations Manual before. They do, however, have solid knowledge in most areas of operations.		
<b>Context on Employee Skills</b>	Your Operations Director has solid content knowledge, however, struggles with relationships. Her project is to create an operations manual, interview Operations Managers, Principals, and Teachers and determine the best operations practices to include in the manual.		
<b>Technical Skill</b>	Content for operations manual. This is a strength to draw upon.	<b>Adaptive Skill</b>	Building relationships. Take other peoples' perspectives into account.
<b>Modest Safety Net</b>	Manager will review the Operations Manual with the Network Leadership Team and Board		
<b>Real Consequences for Failure</b>	The Operations Manual must be finalized and presented to the Board by January 1 <sup>st</sup> . The manual is due Mid-December and therefore, the timeline is very tight		
<b>Employee View</b>	Chance to impress the Network Leadership Team as well as the board. Manager can help and give feedback along the way if needed.		
LEARNING DESIGN			
Scaffolding			
<b>I Do, You Help</b>	Manager leads 1 <sup>st</sup> meeting with a school level operations manager to get perspective on the operations manual.	<b>You Do, I Help</b>	Operations Director leads the next meeting. Manager observes and gives feedback on relationship building skills.
Spheres of Learning			
<b>Transparency</b>	<ul style="list-style-type: none"> <li>– Peer to give feedback: another Operations Director (strong expertise in Operations)</li> <li>– Peer to give feedback: School Leader (feedback on conversation and relationship)</li> <li>– Supervisor to give feedback: CAO (strong relationships across the board)</li> <li>– Employee will share with peers and supervisor via email and will cc Manager</li> </ul>		
<b>Clarity of Feedback</b>	<ul style="list-style-type: none"> <li>– Employee shares that they prefer to receive verbal feedback with positives first</li> <li>– Scheduled one meeting per person in Mid-October to share formal feedback</li> </ul>		
<b>Consistent Reflection</b>	<ul style="list-style-type: none"> <li>– Manager added to check-in document: “which other people have been impactful in your learning?”</li> <li>– Made note in calendar, manager follows up with peer and supervisor to ensure feedback</li> </ul>		



## Employee Motivation

Once you have chosen the job embedded project and are planning the support of your employee, you must consider what really motivates not only adult employees, but your employee specifically. See below for a list of potential motivations to ensure that your project and plan to execute it truly motivate your employee.

Source of Motivation	What It Looks Like	How to do it?
<b>View of Self and Self-Improvement</b>	<ul style="list-style-type: none"> <li>- Employee feels like they are being invested in by the organization</li> <li>- They feel like a valuable part of the team</li> <li>- They see/feel tangible growth in their skills</li> <li>- They see that others acknowledge their growth</li> </ul>	<ul style="list-style-type: none"> <li>- Frame the professional development plan as an investment in their leadership</li> <li>- Consistently highlight their growth</li> <li>- Share when others have noticed their growth</li> </ul>
<b>Approval of Peers and Supervisors</b>	<ul style="list-style-type: none"> <li>- Peers see the project as meaningful and an investment in employee’s leadership</li> <li>- Supervisors see the project as meaningful and an investment in employee’s leadership</li> <li>- Peers and Supervisors communicate this to employee</li> </ul>	<ul style="list-style-type: none"> <li>- See “Spheres of Learning”</li> <li>- Frame the project for identified peers and supervisors</li> <li>- Identify type and amount of feedback they should share with the employee</li> </ul>
<b>Contributing to Meaningful Projects</b>	<ul style="list-style-type: none"> <li>- Employee believes that success on the project will advance the organization meaningfully</li> </ul>	<ul style="list-style-type: none"> <li>- As you frame the project, highlight the impact success will have for the organization</li> </ul>
<b>Building Toward Future Career Opportunities or Interests</b>	<ul style="list-style-type: none"> <li>- Success on this project could lead to future career opportunities</li> <li>- Skills are being built through project that align with employee career interests</li> </ul>	<ul style="list-style-type: none"> <li>- Identify their future career interests and where they want to grow</li> <li>- Ensure there are skills involved in the project that align</li> </ul>



## Case Study: Putting It into Action

PROJECT IDENTIFICATION		
<b>Project Choice:</b>	<b>Why Does this Matter:</b>	
Creating an Operations Manual	Your org needs an ops manual, with two new schools opening next fall. The employee eventually wants to become a COO so this is a good stretch but still fits within her current role.	
<b>Timeline</b>	Identified at beginning of the school year	
<b>Amount</b>	This will be the first of 3 projects employee works on	
<b>Duration</b>	It will start in September and end mid-December	
<b>Collaboration</b>	Employee agreed that this would be an exciting project to work on	
<b>Zone of Proximal Development</b>	Employee has never seen nor created an Operations Manual before. They do, however, have solid knowledge in most areas of operations.	
<b>Context on Employee Skills</b>	Your OPS Director has solid content knowledge, however, struggles with relationships. Her project is to create an operations manual, interview Operations Managers, Principals, and Teachers...	
<b>Technical Skill</b>	Content for ops manual. This is a strength to draw upon.	<b>Adaptive Skill</b> Building relationships. Take other perspectives into account.
<b>Modest Safety Net</b>	Manager will review the Operations Manual with the Network Leadership Team and Board	
<b>Real Consequences for Failure</b>	The Operations Manual must be finalized and presented to the Board by January 1 <sup>st</sup> . The manual is due Mid-December and therefore, the timeline is very tight	
<b>Employee View</b>	Chance to impress the Network Leadership Team as well as the board...	
LEARNING DESIGN		
Scaffolding		
<b>I Do, You Help</b>	Manager leads 1 <sup>st</sup> meeting with a school level ops manager to get perspective on Ops manual.	<b>You Do, I Help</b> Ops Director leads the next meeting. Manager observes and gives feedback on relationship building skills.
Spheres of Learning		
<b>Transparency</b>	<ul style="list-style-type: none"> <li>Peer to give feedback: another Operations Director (strong expertise in Operations)</li> <li>Peer to give feedback: School Leader (feedback on conversation and relationship)</li> <li>Supervisor to give feedback: CAO (strong relationships across the board)</li> <li>Employee will share with peer and supervisor via email and will cc Manager</li> </ul>	
<b>Clarity of Feedback</b>	<ul style="list-style-type: none"> <li>Employee shares that they prefer to receive verbal feedback with positives first</li> <li>Scheduled one meeting per person in Mid-October to share formal feedback</li> </ul>	
<b>Consistent Reflection</b>	<ul style="list-style-type: none"> <li>Manager added question to check-in: "which other people have been impactful in your learning?"</li> <li>Made note in calendar, manager follows up with peer and supervisor to ensure feedback</li> </ul>	
Employee Motivation		
<b>View of Self and Self-Improvement</b>	<ul style="list-style-type: none"> <li>Manager communicated to employee how valuable they are to the team</li> </ul>	
<b>Approval of Peers and Supervisors</b>	<ul style="list-style-type: none"> <li>Network Leadership Team is invested in growing and nurturing employee's leadership.</li> <li>Network Leadership Team members have communicated this to employee</li> </ul>	
<b>Contributing to Meaningful Projects</b>	<ul style="list-style-type: none"> <li>Network Leadership Team and peers have communicated how important this Operations Manual is going to be, especially for the two new campuses</li> </ul>	
<b>Building Toward Future Career Opportunities or Interests</b>	<ul style="list-style-type: none"> <li>This Operations Director eventually wants to manage people. Working on building relationships and creating systems is a good way to build her skills to manage others</li> </ul>	



## APPENDIX A

### Blank Case Study Template

PROJECT IDENTIFICATION			
The Project:	Why Does this Matter:		
Timeline			
Amount			
Duration			
Collaboration			
Zone of Proximal Development			
Context on Employee Skills			
Technical Skill		Adaptive Skill	
Safety Net: What are the Consequences for Failure?			
Modest Safety Net			
Real Consequences for Failure			
Employee View			
LEARNING DESIGN			
Scaffolding			
I Do, You Help		You Do, I Help	
Spheres of Learning			
Transparency			
Clarity of Feedback			
Cons. Reflection			
Employee Motivation			
View of Self and Self-Improvement			
Approval of Peers and Supervisors			
Contributing to Meaningful Projects			
Building Toward Future Career Opportunities or Interests			



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