



Getting There From Here

A Guide to Staff Career Mobility at UCSF

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This Guide is dedicated to Rachel Bernstein, who worked hard to put the Guide together but is not with us to see it come to fruition. Rachel was a tireless advocate for the rights of workers, minorities, and women.

*"What happens to a dream deferred?
Does it dry up like a raisin in the sun?"
-- Langston Hughes*

The concept of a career plan as a means of achieving life goals is an unfamiliar one to many women at UCSF. Although we work in an organization that trains highly talented people for careers in the health sciences, many of us have never considered the need for, or the importance of, a "career plan" to help us navigate the University system. For others, the struggle is not to recognize the need for a career plan, but rather to develop one in an area where there are few women as role models. Or perhaps the challenge is to find a way to balance the competing interests of personal and family life, while moving towards an ultimate career goal.

In other cases, women may not recognize that they need to move on to another job. If you feel bored with the work you do and want to be further challenged, if you feel tired of your current work environment or if you feel that you are working too hard and not receiving enough in return for it, it may be time for you to consider moving to another job.

This Guide, developed by the Chancellor's Advisory Committee on the Status of Women (CACSW), provides a description of the basic mechanisms for designing and implementing a career at UCSF. The Guide is intended primarily for women; however, CACSW recognizes that building a career represents a difficult task for everyone and hopes that the Guide will be useful to men as well. Given the wide variety of positions available within the University of California, we have attempted to make this booklet as useful as possible by providing an overview of those facets of the system common to all classifications, and highlighting ways in which they affect a career plan.

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Moving within the University Environment

"If there is no struggle, there is no progress."

-- Frederick Douglass

Understanding the Environment

Although UCSF is one of the largest employers in San Francisco, it is different from its corporate counterparts in many ways. UCSF's mission of research, teaching and patient care creates a variety of challenges for staff employees - challenges very different from those of a large

corporation with a singular corporate culture.

The academic environment is highly competitive and allows for a great deal of autonomy for managers and supervisors. Faculty members are demanding of themselves, and the people they work with, yet many have no formal managerial training. Added to that are the complexities of a large organization operating at more than seven major locations throughout San Francisco. UCSF can seem quite an imposing place!

In considering a career or a career move at UCSF, you may find yourself interviewing for a job in a laboratory at San Francisco General Hospital, a clinic in the Ambulatory Care Center, an administrative office on the Parnassus campus, or in the laundry for the Medical Center. Jobs at UCSF range from delivering mail, scheduling appointments, word processing and computer graphics through the administration of federal contracts and grants, report writing and policy development; to the administration of major departments and the supervision of large numbers of employees. Colleagues can include faculty and staff, students and research associates, visiting scholars, vice chancellors and deans. Some work environments at UCSF are fairly formal, while others are quite casual. In short, before you consider any particular job at UCSF, you need to consider the type of work you want to do and the type of environment in which you wish to work. You will be better able to do this if you have a basic understanding of the University personnel system and have outlined a basic career plan for yourself. **Top (return to Table of Contents)**

Moving Within the System

In order to move your career within the University, it is important to remember that the University Personnel systems are based on a series of job classifications developed by the Office of the President. Movement within these programs is accomplished in three ways:

- **step and merit** increases in salary, within the range for your job classification, based on your performance;
- **reclassification** of your existing job duties; and
- **moving on** to another job.

The **step and merit** increase mechanism is driven by your performance, and results in an increase in salary, but not a change in job duties or work location. These increases represent the most common mechanism for your salary to increase within your current job category. Although they can be influenced by a variety of factors outside your, and your supervisor's, control (e.g., state budget constraints), they are largely within your supervisor's control. Although this Guide does not dwell on step and merit increases as a tool for mobility, here are a few basic tips on this issue.

First, **make certain your performance is evaluated on a regular basis**, at least once per year. If you have not been evaluated for some time, make an appointment with your supervisor for a performance evaluation.

Second, see to it that the **performance evaluation includes an accurate description of the responsibilities of your current position**. Your job duties may change with time and, if they have changed considerably, it may be that your position needs to be reclassified to accurately compensate you for what you do.

Third, remember that **performance evaluations should be an interactive process**. Be certain to state positively where you feel your strengths have been evident and ask for advice on what you can do for those areas where your performance may need improvement. Take the time to set goals for your performance and set a timetable to achieve them.

Fourth, if your performance is "average" or "below average," ask your supervisor for another appointment in three to six months to **reassess your progress** toward (or your achievement of) your goals.

Finally, the University's personnel system has different performance evaluation systems for each personnel system. Make certain you **understand your classification**, know how many steps there are in it or what the salary range is, and know when you will be eligible for a step or merit increase. If you have questions about the performance evaluation process, or salary and merit increases in general, contact your supervisor or the Labor and Employee Relations Division for more information.

Keep in mind that the responsibility for directing your movement through the system is yours, based on your own career plan. You should not expect your supervisor or the University to create a career plan for you. That being said, however, this booklet will review the basics of career planning, explain the options for movement within the University system, discuss the tools you will need to move your career along, and highlight a number of career planning issues of special interest for women. **Top**

Career Planning Strategies: Fantasy vs. Reality

"If you do not think about the future, you cannot have one."

-- John Galsworthy

Many people come to UCSF with the idea of building or advancing a career within the University system. Others come with the idea of working here for a while, en route to another career, to school, or with no specific career goal in mind. But when the time comes, many choose to stay with UCSF and to look within for job opportunities which fit their current needs. If you are beginning to consider the options available to you at UCSF, you should have a basic career plan in mind, if not on paper.

A career plan should be based on **self assessment**, a process by which you identify things about yourself that are relevant to and useful in making career choices. **Self assessment involves looking at your individual values and personal interests, your skills and abilities, your lifestyle, and your career goals and your strategies for achieving them.** Your objective in this process is to clarify these factors in your own mind, to communicate them to others during your job search, and to match this information with positions available in the job market.

Values are the criteria for making decisions about your work and your life in general. They are subjective, may change over time, and are most often identified as the job and workplace conditions that determine how successful and productive you will be in a particular position. Values include the style of supervision you prefer, the freedom to set your own time schedule, the amount of salary you receive, the opportunities for variety on the job, and so on.

When looking at your values, remember to include personal values. All too often people ignore their own personal values and make career decisions based on what their peers value. Problems arise when your personal values clash with those of your employer. For example, more and more employees are recognizing the difficulty of balancing their work and their personal lives. The demands of children or elder care will affect your ability to perform on the job, whether you like it or not. Be honest in your assessment of this issue and, if your personal life is a priority for you, include it in your career plan. Being clear about work and personal values makes it easier to recognize new job opportunities and to recognize when your values match those of a particular job or employer.

Once you have a clearer understanding of your own values, and how they might affect your career, take a look at your skills and abilities. Skills can be roughly divided into three categories.

- **Functional skills.** These include communicating, organizing, writing, listening, and problem solving. When you think about it, you probably have been developing these skills throughout your life. You will probably get a lot more satisfaction out of a job

that allows you to use one or more of these skills.

- **Self-management skills.** These include how you manage time, how you deal with authority and how you interact with others.
- **Work skills.** These are skills you have learned in response to a need in your work environment or through formal training. They include computer skills, how to operate laboratory equipment, how to edit a manuscript, how to write a grant application, or how to deal effectively on the telephone.

Career goals and strategies are the tools you will use to create the bridge from self-assessment to a career plan, and on into the workplace. They include networking with others, conducting informational interviews, and serving in professional organizations. In defining goals and strategies, identify short-term "do-able" activities as well as long term career goals.

Your self-assessment plan is the core of any career plan. Although you can go through the process by yourself, or with the aid of self-help materials, you may also consider the career planning workshops offered through the Development and Training Division as well as through private and public sector organizations. If there is tuition involved, ask your supervisor if the department will pay for it. Individual career counselors are available within the community to work with private clients who want help in the self assessment phase of career planning.

What is most important is that you **take the time for self-assessment**, both at the time you develop your career plan and at intervals during your working life. As your life progresses and your career develops, your values, skills and goals will change. Take the time to recognize these changes and to integrate them into your career plan. **Top**

Seeing Ourselves As Other See Us

"It is not enough to be, one must also seem to be."

-- D. Thoreau

Everyone of us has her own image of herself and her abilities. In planning your career, it is important to remember that co-workers, supervisors and people you have contact with daily all form an impression about you and your potential to move within the system. It is important to know how you are perceived, and what you can do to modify or improve that perception.

Feedback. One of the most important indicators of your performance is one-to-one feedback from co-workers and supervisors you respect. Unfortunately, it is one of the most difficult things to get. This is particularly true for employees with faculty supervisors. Like it or not, "administrative duties" or "staff supervision" is not on the list of essential or desirable activities for faculty promotion. For many faculty members, the pressures of the academic life leave them with little time for staff development.

What can you do to get feedback from faculty members, or staff administrators, with busy agendas? **You will have to ask for it.** If your faculty supervisor is knee deep in research and publishing, and you have had a hand in a portion of it, the faculty's success is dependent on your work. Let your supervisor know it is difficult to do that job well if you do not get some feedback on your performance.

Let your supervisor know you want to improve your performance and ask what they think you could do to improve. If you are not comfortable asking the faculty member for the information, ask your direct supervisor (e.g., chief technologist or office manager) to get it for you. You might ask your direct supervisor to arrange a brief meeting with the faculty member to discuss your progress. Or you might give the supervisor a brief outline of your work and ask her/him to review it with the faculty member and to let you know the results.

Also, friends and colleagues can be invaluable resources for honest feedback. Ask them for it periodically and be willing to reciprocate when they ask you for the same!

Remember that ***if you are going to ask for feedback from anyone, be willing to accept it graciously.*** It isn't easy telling an employer or friend that her/his performance needs improvement, or even that it is good. Make it easy on the supervisor by listening well and, if you disagree with the analysis, say so in a constructive manner. If you find yourself getting upset, end the discussion and ask to resume it at another time. Come back with facts that will back up your position.

Mentors. Nearly everyone needs a mentor or a series of mentors to be successful in an organization. UCSF is no exception. Often, those above or around you have valuable experience, skills or advice to share. You will need to seek these people out (remember it's up to you to take the risk and responsibility for initiating a mentor relationship). You may be surprised by the willingness of more senior employees in offering their time, advice and encouragement. Mentoring can be particularly important for women in charting an effective and confident career course through a complex, multi-layered organization like the University. The UCSF Mentoring Guide is available through the Development and Training Division and can provide additional guidance on this issue.

Academic Business Officers' Group (ABOG) Mentorship Program. The ABOG Mentorship Program pairs experienced UCSF managers from academic departments and units, central administration and the medical center with less experienced staff members seeking to learn more about management and to better understand the UCSF organizational culture. The program provides a framework in which staff members can cultivate contacts, gather information, accept challenges, find peer support, enhance effectiveness as they plot their personal growth and career paths at UCSF.

All UCSF career employees who are Administrative Assistants III through Management Service Officers II or equivalent titles and who are supervisors, entry level managers, or professional staff members are eligible to participate as mentorees. University managers in the Executive and MAP programs, and A&PS level 5 and above are invited to serve as mentors. Mentors are well-respected, loyal advisors, coaches or teachers who guide and challenge, who share their experiences, and who often model behavior appropriate to a particular organizational culture.

The program is offered approximately every 18 months. The number of mentorees selected for a given cycle is about 15 depending on the size of the mentor pool. For further information, contact the ABOG Chair.

Management Skills Assessment Program. This four-day, Universitywide program is designed to help employees assess their management potential and to identify steps to develop it. The MSAP is offered once a year and applications for it are available to a limited number of career employees from the Administrative Assistant III to MSO II level or equivalent. Cost for the program is approximately \$500.00, which may be paid by either the department or the employee. Affirmative action scholarships, which cover half the program cost, are also available.

UCSF also sends a number of managers to each MSAP session as skills assessors. This is an opportunity for managers to polish their own management skills while helping other employees along their career paths. For more information about applying for the program, contact the Development and Training Division within the Human Resources Department.

Management Certificate Program. The purpose of this one-to-two year program is to provide comprehensive training to enhance effectiveness of UCSF managers. Initiated through a team effort by both managers and administrators, the program aims to develop ways of addressing difficult managerial issues. Admission is based on nominations. More information is available through the Development and Training Division.

Management Fellowship Program. The University of California Management Fellowship Program is designed to provide participants with the opportunity to obtain knowledge, experience and management skills to further their career development and to assist them in competing more effectively for management positions. A key aspect of the program is the mentor/mentee relationship which is established between a University Executive and each

Fellow.

Academic employees, and staff employees at or above the Principal Analyst level, are eligible for consideration as candidates for Management Fellowships. Each fellowship is directed towards providing the Fellow with developmental experiences relevant to appointment to the Management and Professional (MAP) or Executive Programs or advancement within the MAP Program.

Fellowships are established under the mentorship of a Chancellor, Vice Chancellor, Vice President, or other Executive with significant management responsibilities. Mentors are responsible for planning and guiding the activities of the Fellow during the fellowship. Fellowship proposals are submitted to the Office of the President for approval by the Chancellor.

Professional Organizations. These can be the source of basic career guidance, as well as networking possibilities. Groups can range from computer user groups to associations for research administrators. Regardless of their orientation, they can provide the opportunity for you to learn more about the field you are considering (or have chosen) and about job opportunities within it. If you think that membership in a particular organization will enhance your current job performance, you can ask your department to reimburse all or a portion of your membership fees. **Top**

Investigating Options for Career Mobility

"Alice: 'Would you please tell me which way I ought to go from here?'

Cheshire Cat: 'That depends on where you want to get to.'"

-- Lewis Carroll

After you have designed a career plan, you can begin to investigate options for career mobility. This involves an objective and realistic appraisal of your needs and abilities, and an assessment of how those fit in with the options available to you. This appraisal may identify options that you have not thought of before, or it may validate the benefits of not making a change at all. In any case, it provides a sense of having more control over your work life and should be done periodically, if only for that reason. **Top**

Which Way Is Best?

The direction in which you choose to move your career at any given time should fit with your personal needs, desires and abilities. **Options for mobility include staying where you are, moving laterally, moving up, moving down, and moving out, among others.** You may choose any of these options at different times during your working lifetime.

Staying where you are is the option many people overlook when planning their careers. For some people, the rewards of thoroughly knowing their jobs, performing to the best of their ability and enjoying the people with whom they work far exceed the rewards of upward mobility. For others, career advancement might take a temporary or permanent back seat to other personal activities. This option is a good one when you need flexibility in your schedule. With a proven track record, you are more likely to be granted a flexible or part-time work schedule or a leave of absence. Being familiar with the work environment and personnel in a given unit may make it easier to see opportunities for job sharing.

Staying where you are is also a good option after periods of major growth and stretching in a job. The time spent enjoying the rewards and relaxing a little can help to provide the needed energy for your next growth spurt!

Lateral moves are those within the same or an equal classification. A lateral move can be used to take advantage of the University's diverse environment by using the skills you have in another department or specialty field. A lateral move can also give you the opportunity to round out your skills by exposing you to areas where you have not worked before, can provide more visibility, a more pleasant or challenging work environment, and better opportunities for

promotion. For example, moving laterally may give you the opportunity to move to another department and, later on, to move up within that department. If you are bored with your present job, but do not want to take a job with more responsibility, moving laterally can provide you with the excitement and stimulation of change.

Upward mobility tends to be the first thing most people think of when considering a career move. The benefits include more money, improved status, greater challenges and more responsibility. The risks of an upward move include more time spent working (and thinking about work), less job security and possibly assuming the role of supervisor for the first time. This can be especially difficult if you become the supervisor of your former co-workers. If you are aware of the risks of an upward move, and if you evaluate them objectively, you can minimize their effect on your career.

Downward moves in a hierarchy usually connote "demotions," a negative term at best. In reality, moving down is a viable option for the person wishing to move back into a position where s/he worked well and was more satisfied. For example, after making a move to a higher level position, you may discover that you are not doing what you want to do. Or perhaps, after years of being in a position of authority or responsibility, you do not want the responsibility any more. The emphasis on always moving up needs to be balanced against your individual needs and personal well being. It may also be a means to relieve job related or personal stress, or be appropriate at a time when you want to make a career change to a new area or function. Downward moves can also provide the opportunity for training and experience which would allow you to move ahead later on.

Moves for enrichment allow you to expand or change the responsibilities of your current position, to make your job better by increasing the autonomy, skills, variety, and challenge of the job itself. Enrichment moves may also mean a leave of absence for school, a move to another unit, department, or school, or even to another campus.

Exploratory moves can help when you wonder "What else can I do?" or "Where else can I go?" Knowing what else you can do, whether within your department or on the outside, can give you a sense of real control over your career. As a result, you are less likely to feel trapped in your current position. Exploratory moves are usually pursued with the support of your supervisor and can help you answer your questions about career possibilities.

Moving on. After investigating your options, you may find that you are ready to move up in the organization, but that there is no place for you to go within it. After all, organizations get smaller as you move up the ladder, with fewer positions available the higher you go. This situation is frequently encountered by women and is cited as the reason many women have gone into business for themselves. Leaving the organization to pursue promotional opportunities in another organization or to explore other business and entrepreneurial interests is an option to consider. **Top**

Adapting to Change

"If it weren't for the people, the goddamned people, getting caught in the machinery, work would be a lot more efficient."

-- G. B. Shaw

Developing a career plan involves a close look at your personal needs, as well as your professional aspirations. Your carefully plotted career plan can quickly run aground if you are suddenly required to provide care for an elderly parent or an ill child. In the academic world, "soft" money positions (jobs which are paid from grant funds) may come to an end rather suddenly if the grant or contract is not renewed. A personal illness or injury can interrupt the best laid career plans and necessitate a re-evaluation of your ultimate career direction.

Leaves of absence, flexible work schedules, part-time work and job sharing options are all possible at UCSF and may provide the solution when you need to modify your career

plan to accommodate personal needs or responsibilities. Keep in mind, however, they may not be possible in every work situation. Be aware that available options will vary from case to case, and from department to department. For a more detailed discussion of negotiation strategies, see the section on Clinching the Deal.

If you become disabled, there are a number of available options. Sometimes, a simple accommodation to a disability-related limitation is all that is necessary in order to continue working in your present position. UCSF is required to provide reasonable accommodation to employees with disabilities under both University policy and the Americans With Disabilities Act. In other cases, a part-time or job sharing option may help overcome the restrictions resulting, for example, from chronic illness. Keep in mind that the University offers vocational counseling and rehabilitation services to employees with disabilities through the Employee Rehabilitation Services Program. Services of the ERS program are free and confidential.

The Choice Is Yours

Although all of these options are viable, and should be considered in making career choices, you are the best judge of the timing and direction of a career move. As you will see, the remainder of this Guide will focus primarily on upward mobility. However, many of the comments about upward mobility may also apply in making other career moves, as well as to staying where you are. **Top**

Advancement Through the System

*"Don't be afraid to take a big step if one is indicated.
You can't cross a chasm in two small jumps."
-- David Lloyd George*

Tools for Mobility

Many employees believe that if they work hard, their work will be recognized and they will be rewarded for it. The reward may be personal satisfaction from a job well done, an increased level of responsibility, increased job diversity, an increase in salary, or a letter of thanks or recommendation. Whatever the end result may be, the road to it is the same.

In fact, hard work alone is seldom enough to advance a career. Moving your career along in your department, or through the campus, requires an understanding of the true structure and values of your department, the campus and your supervisor. Different organizations value different qualities. Every organization's true agenda is most likely influenced by economics and the particular programs for which it is responsible.

At UCSF, and throughout the University, the mission is "research, teaching, patient care and public service," although the order of importance of each will vary, depending upon the role of your department within the organization. Advancing your career through this system means advancing that mission as best you can. To do this, you need to know your department's priorities and their effect on your position.

What tools do you need to move your career along your chosen path? Of course, you must have the skills and ability to perform the job you seek. You also need to be flexible, to be able to mold or adapt your skills to meet the individual needs or demands of the position you want to have. The following are skills which are particularly helpful in making an upward move, and will also help you if you elect to move in another direction, or to stay where you are.

Develop your writing skills. Making the transition to a new position may require that you know how to write reports, correspondence, policies or project summaries that will be widely read. It is important that you can write correctly, clearly, professionally and persuasively. As well, you need to recognize the audience who will read what you write. In the process, you need to learn to adapt your own writing style to fit the needs of the project and your supervisor's demands.

People learn to write by writing. You can gain experience, for example, by offering to write some of your supervisor's correspondence. As you gain experience, and your supervisor gains confidence in your ability, offer to write or to edit a portion of a project summary or a grant application. Ask for feedback from your supervisor and learn to accept constructive criticism graciously.

Also, consider taking a writing or editing course. These are available in a variety of locations, from the campus Development and Training Division, the University Extension, community colleges, as well as from proprietary courses. Again, don't be shy about asking your department to pay your tuition fees, as provided in University policy. You may not get tuition reimbursement, but it doesn't hurt to ask. Be prepared to show your supervisor that the course is relevant to the work you are doing and how your supervisor and the organization will benefit if you take the course!

Develop your financial and accounting skills. Whatever your career goals, an understanding of basic budget, financial and accounting issues will help you on your way. Many people feel that "they aren't good at math" and try to avoid jobs which require math, accounting or financial analysis skills. In so doing, they avoid jobs which often carry greater responsibility, greater career mobility, and higher salaries.

While financial skills are helpful to almost every employee, not every one needs to become an accountant in order for their career plan to succeed. For example, you could begin by taking basic payroll, accounting and budget courses through the Development and Training Division before tackling the ins and outs of government grants and contracts. You do not need to have advanced accounting or math skills to take these courses and they may be sufficient for your short-term goals. However, if your career plan includes movement into a management position, you may need to take more formal courses in finance and accounting through a community college or professional school.

Develop your communication skills. Verbal communication skills are essential, whether you intend to stay where you are, to move up the ladder, to move laterally, or to move down in the organization. If your goal is to move up towards a supervisory or managerial position, consider taking a course in public speaking. These positions often require the supervisor or manager to give presentations, to resolve conflicts between employees, or to perform other personnel-related functions where verbal communications are vital.

Remember that effective communication may require you to reach outside of your native language and cultural experiences. Take the time to learn about the issues of cultural and ethnic diversity in your workplace. Remember, too, that in a complex environment like UCSF, it is important to communicate on all levels, with staff, faculty, deans, and members of the surrounding community. Learning how to encourage mutual respect and understanding in the workplace is vital at all levels, but particularly important if you have a supervisory or managerial role in mind.

Develop organizational skills. Time management and organizational skills are imperative for any position, but become more critical as you move up the administrative ladder. For an individual coming from a position in which time and priorities are strictly dictated by a supervisor to one where you will be acting independently, the ability to manage time is crucial. Realize that, in many positions, the work is never done, but that you will carry the burden of responsibility for getting it done. It's a heavy burden and one you should consider in making a career move.

Consider taking a course in time management and priority setting. You can learn a great deal from "efficiency experts." For example, recognize that although priorities can and must be set to accomplish a goal, those priorities will often shift to accommodate programmatic needs. Having a clear idea of your program objective can help you set priorities, and objectives may need to be revised as your project develops.

Learn to delegate. Moving into a new position, particularly an upward move, often means that

you will be working with groups of people, in committees, or as a supervisor. Delegating effectively can make the difference in bringing a project in "on time and under budget." To delegate effectively, you must have a clear understanding of your overall goal; know what is delegated to each individual and select the right person for the job; have available the tools and time frame necessary to accomplish that work; and give employees sufficient authority and responsibility for the end product so that you will not have to do the work again. Remember to give people credit for the work they do!

Learn to take calculated risks. Learning to take risks does not mean engaging in unethical, questionable or unsupervised behavior. Rather, it means learning to push yourself beyond your current limits—meeting new people, learning a new skill, developing a new contact source.

Employees often feel too intimidated to push themselves into a more visible work role such as volunteering for committee work, speaking before peers on a certain subject, running for an elected position, or contacting a potential mentor. The risk of rejection or of being denied the opportunity they want frequently prevents them from getting where they want to go. What you should realize is that most people will encourage an enthusiastic volunteer or an employee sincerely asking for career advice. Learning to take these kinds of risks has many rewards, the best of which can include networking, learning new skills, and finding out about and exploring different job possibilities. Through this process, you can also learn basic risk-taking skills necessary for almost every job you will have.

Assert yourself. For some people, speaking up on their own behalf is easy. For others, it is difficult if not impossible. Assertiveness, however, is a mandatory tool for survival in your current position as well as any you may wish to have. Fortunately, it is a tool you can acquire with a little time and practice. Assertiveness training is offered through the Development and Training Division and the Women's Resource Center. **Top**

Barriers to Career Movement

"You can't always get what you want. . ."

-- Rolling Stones

What happens when you find out you have moved as far along in the organization as you can without further experience, education or training? As mentioned earlier, moving up in the organization requires you to compete for fewer and fewer job opportunities. At some point, you may feel qualified to move up, but are unable to make the move. The barrier may be a practical one (too few jobs and too many candidates) or more subtle (a "glass ceiling").

Basic barriers. Three major factors may impair your career movement. First, you may simply not be qualified for the next position up the line. Second, there may be too few jobs at the next level to accommodate the number of candidates interested in moving up. Third, there may be a "glass ceiling."

Are you qualified? Begin your work by finding out the qualifications necessary for the job you are considering. Summaries of job descriptions are published in the weekly listing of positions open on campus and can give you an idea of what's required for a particular position or classification. If you lack some skill or do not have the level of education and experience required, you may need to consider additional training. Courses are available through Development and Training, the University Extension, and part or full-time college courses. While the decision to get additional training is difficult, it may provide the avenue to break through to the next level.

Before you decide, take a look at your career goals. If you have a clear career goal in mind, and additional training is necessary to achieve it, it's only a question of your commitment of time and energy. If your goal is unclear, or if you are not satisfied with your current position, going back to school can still give you a new perspective on your goals and on yourself. For example, taking a course in biotechnology and business at the University Extension may provide the

opportunity to meet others in the field, to hear their experiences, to test the job market, and see whether you want to risk making that change.

The pyramid effect. The higher up you go in any organization, the fewer available jobs you will find. This "pyramid effect" means that, if you want to move up, you must be willing to compete with a large number of candidates for each available position. And that competition will increase as you proceed higher in the organization.

While there is very little you can do to affect the number of available jobs, you can make yourself more competitive. Additional training or education can make the difference in getting that all-important first interview. Increasingly, positions of responsibility and expertise rely on further formal education. Possible educational avenues to pursue can be discussed with a mentor or person who holds a position you are interested in. Depending on your career goals, further education can be a significant feature in moving up. You should not ignore the importance of formal education to the UCSF culture. This is particularly true for middle and upper management positions.

Also, you can increase your visibility, either within your department or around campus as a whole, by getting involved in projects that demonstrate your capabilities to potential supervisors. Finally, as discussed later on, learn how to present yourself and your skills in the best possible light.

The "glass ceiling." Moving through any organization requires an understanding of its structure and ability to meet its needs. As well, you must be able to present yourself in a manner that conforms to the organization's perceptions of its requirements. Complicated? Yes, and the practical effect of it can best be termed "the glass ceiling," sometimes found at the highest levels of an organization.

Whether the cause is sexism, racism, ignorance, or merely inexperience, a supervisor or manager may have difficulty acknowledging the competence of a person different from themselves. This is the most subtle, and most difficult, barrier to moving within any organization and is often referred to as a glass ceiling. In order to move beyond this barrier, you need the ability to do the job, as well as a style that communicates confidence to the supervisor. You want others to see you as competent but not, for example, abrasive, abusive, or defensive. Sounds like it's easier said than done.

While finding the solution may sound impossible, it boils down to your ability to help people move beyond their concerns about your ability to do the job as part of their team, and begin to focus on the individual contribution you can make to it. Show the supervisor they have everything to gain, and nothing to lose, in selecting you for the job. Hard work, and a good sense of humor, will help carry you beyond this very difficult barrier to mobility.

Although the glass ceiling may be your major problem in advancement, it is in fact a problem of the institution and of society. You should not blame yourself for it. The institution needs to recognize the subtle discrimination that occurs in evaluating individuals for jobs and to work continuously on changing values. Men and women alike need to perceive women as being capable in performing jobs that have been traditionally "male." Different leadership styles need to be valued also. Many women have a different leadership style than their male counterparts. This style, which may include consensus building and creation of a supportive work environment, is increasingly valued in the corporate world. Institutions such as UCSF are learning to recognize this and other leadership styles as having value. Women of color may be particularly subject to the glass ceiling, being at risk for subtle discrimination on the basis of both race and sex.

Roadblocks. Your supervisor may be very supportive of your career goals. It is difficult to be supportive, however, if the supervisor is unclear or even unaware of what your goals are. In developing your career plan, you need to decide what your supervisor should know about your plan. Keep in mind that when your goal will ultimately move you out of your current position, your supervisor may or may not be supportive of your efforts.

If you think your supervisor will be supportive, find an opportunity to review what the supervisor's goals are for your position, and explore how those goals impact on your own career plan. It may be risky to let someone know what your plans are, but only you can decide what information to share and when to share it with your supervisor.

What if your supervisor cannot or does not support your goals? Don't feel guilty or apologetic for wanting or needing to move on. If your goals are not being met in your current position, and you feel strongly about pursuing them, you may have to consider moving on. Having found a good employee, a supervisor may do what s/he can to keep the employee and to provide rewards for performing well. The supervisor will also understand the limits of the job and respect your need to move along. If you have performed well in your current job, ask the supervisor to support your efforts to find a position that fits your current needs and your long term goals. **Top**

Changing Relationships and Peer Challenges

Moving on may also mean moving into an area which will challenge your current peer relationships, your notions of male/female relationships, or require developing new skills in dealing with other employees quite different from those you had in your previous position.

First, remember that **career advancement is based on your own merit and your ability to perform the job duties**. Taking the time to establish a presence that goes along with your new responsibilities will help your co-workers understand how best to work with you in your new role.

Second, **remember where you came from**. Helping other employees who want to make similar career moves helps you develop your mentoring and communication skills. But keep in mind that just because you moved up does not mean that other employees are not content with their current positions. Respect their choices to work in their chosen positions, but be willing to help when you are asked to do so.

Finally, **remember that moving to another position may place you "in the middle"**; i.e., supervised by a senior administrator or faculty member, and supervising other employees. Few things are more difficult than managing the conflicts between these two priorities. **Top**

Getting the Right Job

"If now isn't a good time for the truth, I don't see when we'll get to it."

-- Nikki Giovanni

Reclassification

Sometimes it is possible to move without leaving your current position. Reclassification is the process by which job duties are assessed and a determination made as to what the current job classification should be. Many employees assume that, if they remain in a job long enough, do well, and establish good relationships with supervisors that they will be reclassified. Not so. **The rule is "jobs are reclassified, people are not." Keep this in mind as you read on.**

When the **responsibilities** of a position change significantly, a change in title, and usually in salary, may be warranted. This change is called a reclassification. Positions are reclassified for a variety of reasons. Reclassifications frequently occur when a unit is in a state of change, growth or reorganization, but these conditions need not always be present. Changes in a unit can result in a reclassification to a higher level title and salary, or to a lower title, or no change at all. Normally, when a position is reclassified downward, the salary is frozen, not reduced. The salary remains frozen until the maximum salary range of the new title catches up with it.

Reclassification is a complex process. A fundamental principle of job classification is that people doing similar work should have similar titles and salaries. As a single employer, the University of California uses the same job titles and classifications on all nine campuses. Criteria for classifying staff positions (called "classification specifications") have been developed by the

Office of the President and updated by individual campuses. Each campus implements these criteria independently. Job specifications are available in Human Resources. You can also ask your manager for this information.

Positions are classified (and reclassified) by the Staffing and Compensation unit of the campus Human Resources Department. To determine the appropriate classification, the Staffing and Compensation analyst reviews the job description, comparing it to the classification specifications, to other similar jobs and sometimes will interview you and/or others to get more information about your position. The Staffing and Compensation analyst brings the broader perspective of the organization to bear and ensures that similar positions are similarly classified. There are Point Factor Systems for evaluating positions in the Clerical/Administrative series, the Management and Senior Professionals (MSP) and the Professional and Support Staff (PSS) programs. Information about these systems is available from your department/unit manager or personnel analyst or from the Staffing and Compensation Division.

The road to upward reclassification typically starts with an employee demonstrating that s/he is capable of assuming a higher level of responsibility, performing more complex tasks, and/or exercising independent judgement. **If your goal is advancement, you should remain open to the idea of assuming additional responsibilities and learning new tasks.** The worst thing you can say when your supervisor asks you to do something new is "...it's not in my job description"! Reclassifications are based on job duties already being performed. However, do not let your supervisor assign new duties on a permanent basis without revising your job description.

Each classification has a range of responsibilities. When you take on additional duties, you may still be within the range of responsibility for your current job title. You and your supervisor should discuss whether a reclassification is warranted. It is important to separate the concepts of more work versus higher level of responsibility. If you are being assigned more work, but it is within the scope of your job description, you and your supervisor may need to re-evaluate your workload, finding ways to streamline the work or considering the possibility of overtime work. If your additional assignments are at a higher level of responsibility, are more complex and/or require more independent judgement, then you need to discuss the possibility of an upward reclassification with your supervisor. If you disagree with your supervisor, you can ask for assistance or clarification from the Staffing & Compensation unit of the Human Resources Department.

The UCSF careers website at www.ucsfhr.ucsf.edu/careers is a valuable source of information. From it you can learn what jobs are available, what departments or units have the jobs that you are interested in and what skills and abilities are required. You may occasionally come across a job that sounds like yours but is classified at a higher level. Since the descriptions in the flyer are very brief, that does not give you enough information to assume that your position should also be classified at a higher level but it gives you an avenue for exploration. You or your supervisor or manager may know someone in the hiring department who knows more about the position and is willing to provide additional information.

There are a number of ways to determine if a reclassification might be warranted. One way is to review your most recent job description and make a list of things that you are doing now that are not included in the job description. Use the list as the basis for discussion with your supervisor. Include examples of the new duties that you are performing, especially those that illustrate the complexity of the work, the independence of judgement needed or the level of authority taken. These are also useful if the Staffing and Compensation analyst interviews you later.

Job specifications for various classifications and Point Factor Evaluation System information for the Clerical Administrative and MSP/PSS series are available for review from your department manager, in the campus library, or from the Staffing and Compensation unit. It may be helpful to look at a job description of an actual position similar to yours and classified at the level you think your position should be. Some units are willing to share job descriptions with others.

Again, this serves as a reality check and may help you in wording your own job description, but **is not a substitute for a clear description of the duties you actually perform.**

The usual procedure for reclassification begins when you are asked to write up your job description. This is the part of the process that everyone dislikes most. We all find it difficult to describe, in writing, the work that we do. However, you are in the best position to describe what you do and to provide illustrative examples that help an objective third party determine the appropriate classification for your position. The longer you put off writing your job description, the more you delay your potential reclassification. Just listing what you do on paper is a good start. You can show this to your supervisor or to a colleague who can help you flesh it out with more detail. Keep a diary of your activities, samples of your writing, and anything else that will help the analyst understand why your job should be reclassified as you and your supervisor have requested.

There are different job description forms required for reclassification, depending on the type of position you currently have. Your supervisor can obtain the appropriate form for you. Some of the forms have questions that may help you focus on the important aspects of the job. It may take a lot of time and several drafts, but eventually you will have a finished product that accurately describes your job. University personnel policies allow you to work on your job description while at work, after you have attended to any critical or high priority job duties. If you need large blocks of time to focus on writing, you will probably want to do some of it at home.

When the correct job description form is completed, you, your immediate supervisor and your department manager or chair need to sign it. It is then sent to the Staffing and Compensation unit of the campus Human Resources Department where it will be reviewed by a staffing & classification analyst. The analyst will compare your job description to the classification specifications and other guidelines, to other similar jobs, and sometimes will interview you and others to get more information about your position. This interview is an excellent opportunity to explain to the analyst just what it is about your job duties that justifies reclassification. Also, it is an opportunity to showcase your interpersonal skills and professionalism.

You must realize that the reclassification process takes time. If your position is reclassified, **the new title will be effective the first of the month following the month the job description was submitted to Personnel.** The effective date will be the same regardless of the time it takes for a decision to be made on the reclassification request.

This brings us to some other realities of the reclassification process. **It bears repeating that reclassification comes after new duties have been assumed.** Some employees believe, erroneously, that because they have reached the top of the salary range for their job classification that they will automatically be reclassified to the next higher job title. Some supervisors, particularly faculty, also believe this is true. A supervisor may even promise a reclassification in order to keep a good employee. Remember that if there is no significant increase in the level of duties of the job, there is no way to obtain an upward reclassification. Be wary if you have been "promised" a reclassification. You need to be realistic and objective in your assessment of this situation.

Some jobs are more easily classified than others. The duties of technical positions, such as Laboratory Assistants and Staff Research Associates, are more easily quantified (and thus more easily classified) than positions in the Clerical/Administrative series, the Professional and Support Staff (PSS) and the Management and Senior Professionals (MSP) programs. For example, in the Clerical Administrative series, the distinctions between levels are more subtle. Discussions with your supervisor or someone who is knowledgeable and a review of the Point Factor System can be useful in clarifying these distinctions. Identifying positions that you think are comparable can also help your supervisor to decide if your job should be upgraded.

Please note that reclassifications from Administrative Assistant to Administrative Analyst are

closely scrutinized and require very well-written job descriptions and documentation. The importance of concurrence and support from your immediate supervisor and each level above for this move cannot be overemphasized.

Advancement in the system through the reclassification process has definite limits. Very few, if any, employees move to the Executive Program, for example, via the reclassification process. If continued advancement into the Executive Program is your goal, serious consideration should be given to moving out of your current division, department, or even the UCSF campus to develop the perspective, expertise and skills necessary to compete at this level. At certain critical levels, you become more attractive to your home institution if another institution confirms your desirability by hiring you! **Top**

Targeting Other Job Opportunities

*"Even if you're on the right track, you'll get run over if you just sit there."
--Will Rogers*

Begin networking. The importance of networking cannot be overemphasized. Look for job referrals and introductions to other colleagues and supervisors by working within your unit, your department or school, or the campus as a whole. Look for those areas where your skills can be of particular value. Establish and develop contacts that will be of help in your job search, and try to find mentors who can teach you, help you, even sponsor you. The networking process can serve to broaden your options and your power base. Set up informational and exploratory interviews with campus and off campus individuals who have succeeded in your area of interest. Try to determine, through these interviews, what is available, what qualifications are required, and what you need to do to be competitive. Take the time to practice your interview skills with a friend or other colleague who can provide constructive criticism of your performance.

Increase your visibility. Consider making yourself more visible to other colleagues and supervisors by becoming an active member of a campus organization or professional organization. Become involved in committee work that interests you and in which your contribution could receive recognition and gain exposure for you. Volunteer to participate in campus activities (such as Founders Day, the United Way campaign, or health or job fairs). These activities allow you to demonstrate a commitment to the campus and the community at large, as well as provide a showcase for your skills.

Research job opportunities. By working your network, and by reviewing UCSF careers website, you can learn of positions which are, or are about to become, available. In addition, information about available jobs can come from professional organizations, co-workers, or personal friends. You can even try creating your own position, based on your particular skills and abilities. Whatever route you choose, try to learn something about the department you are considering and its management style. **Top**

Your Resume and the Application Process

*"It has long been an axiom of mine that the little things are
infinitely the most important."
-- Sir Arthur Conan Doyle*

When attractive vacancies are advertised on the UCSF careers website, the hiring manager will very likely be overwhelmed with applications and resumes. Your goal is to see that your application makes it to the "call back" pile, and not the "borderline candidate" or "rejection" piles. It is vital that your application be neat, well written, and complete; and accurately reflects your skills, knowledge, abilities, and accomplishments. Be concise. If you think this is difficult, you're right. But with a little work you can learn to do it well.

The UCSF job application process has multiple hurdles. The more successful your application or

resume is at communicating your skills, knowledge, abilities and interests in relation to the job you are applying for, the better your chance of overcoming these hurdles and getting called for an interview.

The UCSF Human Resources Office accepts only online submitted resumes. In order to be considered for open positions at UCSF you will need to submit your resume through our online application process. This web-based application process will allow you to:

- Submit and update your resume 24 hours a day
- Apply directly to positions at your convenience.
- Edit and manage your profile and personal information as often as you wish
- View our new job requisitions, updated daily
- Access information regarding our benefits and working at UCSF

A confirmation email will be created upon successful completion of the application process. Your resume will remain active in our applicant database and you will be able to update it as needed.

Your resume should include plenty of facts about your skills, accomplishments and experience. Recruiters and managers searching the resume data base will be looking for key words, usually nouns such as writer, BA, etc. Make sure you describe your experience with concrete words rather than vague descriptions. The computer can easily handle multiple-page resumes and uses all of the information it extracts to determine if your skills match available positions.

Ask a friend, mentor, or network resource person to review and comment on your resume before you submit it. See Appendix A for additional tips and resume samples. **Top**

Submitting Your Application

If it is determined that there is a match between your qualifications and the positions for which you have applied, your resume will be referred to the hiring department. If the hiring department identifies you as a competitive candidate, they may contact you directly for an interview. Your resume may also be matched and referred to other positions. It is encouraged to continue to apply for specific positions. If you haven't heard from multiple hiring departments that you have applied to you can contact Human Resources to find out what the status of your applicant is. Remember that it is usually not appropriate to contact the hiring department directly for a status report. Make certain your phone conversations are direct and professional. This is another opportunity to polish your communications skills as well as to make a good impression on the recruiter. Every contact counts. **Top**

Making the Best Impression

Whether it be for a first interview or any one of several call-back interviews, you need to dress appropriately for the position. The way you look is important because, whether you like it or not, you will be judged by your appearance.

Although the way you dress is important and appearances do count, there is no set uniform within the University environment. For example, if you work in a laboratory, wearing jeans and a white coat may be perfectly acceptable; if you work the front desk in an administrative office, a more conventional outfit may be expected. To find out what is acceptable, evaluate the potential work environment beforehand by walking through the department or office or by asking people in your network for their impressions.

You should not be required to sacrifice your personal style completely or to spend a great deal of money on a new wardrobe. If you feel that the demands placed on your appearance are discriminatory, you can contact the Affirmative Action/Equal Opportunity Office or the Labor and Employee Relations Division of the Human Resources Department for guidance. However, you must be realistic about the parameters of the position. Remember, your goal is to convince the interviewer that you can do the job better than any other candidate. Decide ahead of time just

how far you are willing to go to fit in without feeling compromised or resentful.

In addition to appearance, the impression you create will be affected by your ability to project a positive self image. Interviewers often react negatively to candidates who appear overbearing or who claim to know it all; who are not able to express themselves clearly; or who appear indifferent during the interview; who exhibit a lack of self-confidence; who fail to participate actively in the interview process; and who place an overemphasis on money or benefits during the interview. Making the best impression may mean making a conscious effort to avoid these factors. Never underestimate the power of honest enthusiasm! **Top**

The Interview

Everyone recalls their first job interview. . .usually a nerve-wracking experience highlighted by sweaty palms and the fear of making some terrible mistake which will cost you the job. In fact, interviews are the means by which you will move your career along, like it or not, for the remainder of your working life. So, it's best to learn how to give a good interview and the best way to learn is to do it.

Preparation is the foundation of any job interview, and is essential if you want to make a positive impression. Do some research about the hiring department or unit. Talk to people to get information about the department, learn about its history, its current projects. Prepare a list of relevant questions you may want to ask during your interview, e.g., ask about the department's annual report, its organizational structure, reasons why the prior employee left the position, or what special requirements the department may be looking for in an employee. Ask a friend or family member to help you practice by asking questions and letting you try out your answers.

Take the time to learn what questions can and cannot be asked of you during an interview. The law does regulate the use of inappropriate questions during the pre-employment period. For example, an employer cannot ask questions about your age, race, creed, color, national origin, sex, marital status, or handicap before, during, or after employment. The only exception to this rule is where the employer's need for the information is based on a bona fide occupational qualification. Information about what questions can and cannot be asked is available through the Office of Affirmative Action/Equal Opportunity.

Go into the interview armed with your list of questions. A good interview begins with a brief introductory chat during which the recruiter and the interviewee should try to put each other at ease. Your list can include several simple questions or comments designed to help you "break the ice" if the interviewer is having problems getting the interview off the ground.

During the interview, keep a look out for "red flags" which might indicate the position could be difficult for you.

- **Why did the last employee leave this position?** High turnover may indicate a problem with the way the job is structured. Ask how many people have held the position and why they left.
- **A brand new job...a brand new problem?** While newly-created positions can offer great career opportunities, make certain the position is well thought out with clear lines of reporting.
- **Will the hiring manager still be there when you begin?** Try to determine whether the manager has any intentions of making a job change in the near future. It's frustrating to accept a job with a supervisor or manager you like, only to find the person is moving on and you will be supervised by someone else.
- **Differences in philosophy.** What is the management philosophy of the unit and the manager? Can you live with it? If your philosophy gives greater weight to family responsibilities, for example, you may be in for trouble if your department and/or supervisor is not flexible in this regard. Avoid managers whose philosophy about work is significantly different from your own.

- **They said it couldn't be done!** No one has a red cape or is able to leap tall buildings in a single bound. But some jobs are just too big or require skills beyond your abilities. Be strong enough to turn down a job that requires more than you can, or choose to, give to it.
- **Something doesn't feel right.** Sometimes an interview will leave you thinking that something is wrong, but you can't quite identify what it is. Trust your instincts. Don't say yes to a job until you feel good about doing so.
- **Are you married?** Be wary of job interviewers who ask questions with regard to your marital status, age, race, ethnic/cultural background, sex, sexual preference or family obligations. These questions are not relevant to your qualifications to perform the job, are against the law and should not be asked.
- **Internal candidates have applied for the position.** This situation poses a special challenge. While these candidates may have some qualities which make them appear more qualified, your review of the job description should convince you that you have some, too. Don't be put off by the thought you are competing with internal candidates. Just keep on your toes and be ready to show you are equally qualified.

After the interview, if you are seriously interested in being considered further, follow-up with a brief letter thanking the interviewer for the opportunity to interview and stating in one or two short paragraphs how you can become an asset to the department if you are selected and what contributions you will make to it if you are selected. **Top**

The Call Back Interview

After your first interview, you may be asked to come back for additional interviews with other department managers or supervisors with whom you would be working. These second tier interviews are designed to go into greater detail about your qualifications, and to determine how you would go about performing the job. Interviewers here want to see how you would fit into their unit, and find out what contribution you can make to it. Questions during these interviews may address your philosophy about an issue and give you an opportunity to showcase the research you have done to prepare for the interview. **Top**

Clinching the Deal

*"Presumptions should never make us neglect that which appears easy to us, nor despair make us lose courage at the sign of difficulties."
-- Benjamin Banneker*

Your job search does not end with a job offer. In fact, the fun is just beginning. Negotiating for what you want and need to receive from a job is an expected part of the employment process. It is appropriate, and necessary, for all positions within the University Personnel programs, although more emphasis is placed on it for higher level positions.

Successful negotiators are able to create a situation in which both the supervisor and the new employee can achieve their goals. They do so by controlling the process of negotiations: the when, the what, and the where of an encounter. In preparation for any negotiation, you should ask yourself these questions: What do I want to accomplish? What are my real needs? What is the most I can get? Where can I compromise? Your needs and those of the department must be in agreement if your negotiations are going to succeed. If your needs are out of step with the department's, you will be in a "no win" situation for certain.

Negotiations usually begin over salary and start date, but do not end there. Once you have the new job, you may be confronted with the need to discuss benefits or working conditions with your supervisor such as space, equipment, relationships with co-workers, and training

opportunities. To be successful when it is time to negotiate to meet your needs, begin your preparations at the same time you begin your employment in the department. **Negotiating is part of the process of building an ongoing, trusting relationship with your supervisor.**

Remember, a well-motivated and productive employee has more leverage when negotiating with a supervisor. Know what your job is, know what your supervisor expects, know how to do the job, and do the job. You will be more successful if you have demonstrated that you are a valuable employee.

Timing your negotiations greatly affects your success. Try to **schedule your negotiations when the response is most likely to be positive.** A good time is when you have been offered the job and you are working out the particulars of working conditions. Now is the time to discuss the time you need to complete schooling in progress; the need to be able to leave on time because of child care responsibilities, and so on. Remember, your success depends upon your supervisor's success.

Schedule your negotiations away from your immediate work area. Keep the time short, but be willing to meet again to continue the negotiations. Plan to present your needs in a clear, logical, professional manner. Refrain from being emotional; be patient and flexible. Never give an ultimatum unless you are ready to carry it out, and to accept the worst consequences. Be prepared to compromise, but know your own bottom line.

When the negotiations are at a close, shake on it, document it, and **try to remain friends.** Remember, you will be doing this again many times! **Top**

"Congratulations On Your New Position"

"The great need for anyone in authority is courage."

-- Alistair Cooke

When you begin a new position, you will probably find that your new responsibilities will change the nature of your relationships with your co-workers, the criteria by which your work is measured, and the means you employ to accomplish your assignments. If you become a supervisor, you may supervise people who previously were your peers. You will be setting priorities for your staff and must develop objective standards for evaluating their performance independent of your prior relationships as co-workers. As a supervisor, you must coordinate the work of your employees and understand that you will be held responsible for their collective performance. You will need to transform and augment the hands-on work experience that got you promoted to your new position with supervisor or management training. Development and Training offers several supervisor training courses.

The ability to manage workflow, to motivate, to communicate and to coordinate are essential to any supervisor, but in themselves are difficult to measure. Your performance as a supervisor will be determined primarily by the tangible performance you can elicit from your staff. Remember that your employees will perform up to the expectations you have of them. Be clear and direct in your assignments and ask your employees for feedback. Encourage your staff to discuss with you any issues they may have about a project. Make certain they know exactly what the job is and how to perform it.

Make certain to give credit to those who produce the work. Your employees enhance your effectiveness, so do not let their work go unappreciated either by yourself or by others outside your department. Offer constructive criticism which empowers your employees and brings out their best qualities. Give your staff responsibility and authority and you can justifiably expect accountability.

Be open to learning about your co-worker's and employee's backgrounds. Treating people the way you want to be treated is too narrow a view. You will be more effective if you treat people

the way they want to be treated. Be sensitive to ethnic and cultural differences and understand that your employees have lives outside the workplace!

Take the time to be a mentor. While it may sound like your employees are getting all the benefits from such a relationship, you will gain as well. What you gain is the satisfaction of helping in the development of another's career, ideas for and feedback about your projects from a junior person who is committed to your work, and you becoming part of an expanded network of colleagues. The person you help also becomes a better employee while they are working for you.

Avoid misusing the power you have. Just because you "made it" up the ladder does not mean that other employees can or want to follow in your footsteps. Use your new-found power to help remove obstacles in other's paths.

Once you have entered the realm of a supervisor, you may feel as though you are operating in a fishbowl. You may be judged by your staff and feel scrutinized by your supervisor. You may be judged more harshly by your employees than your male counterparts for not being more sensitive to the needs of other women, and you may have to prove yourself to your supervisor because you are a woman. As a woman or person of color, you may be measured by different expectations from all sides.

Don't be afraid to assert yourself and leave the comfort zone where you have previously played it safe. Take risks which are calculated to advance your supervisor, your employees and yourself. **Top**

Rights and Recourse

*"They pick the right people, not necessarily the best people.
There's a big difference."
-- Ostrovsky & Hoy*

With hard work and some luck, your job search will end when you receive the job offer you want. Remember that job searches take time. You need to pace yourself and your efforts so that you can keep going until you get what you want and what you need.

If you find yourself becoming frustrated, tired, or angry as a result of the search, take a break from it and concentrate on other activities for a while. Remember that it's easy to feel hurt, angry, and sorry for yourself if you are unhappy in your current job and have not found the next one. But you cannot present yourself well to a prospective supervisor when you are feeling this way. Supervisors quickly pick up on an "attitude problem" and are usually reluctant to take on an employee who has one.

Remember, too, that the successful job candidates are selected because they are perceived as being the "right" person for the job. Not only can they do the job (i.e., they are basically qualified for it), they bring the right balance of energy and experience to benefit the entire unit and to make it more productive. Yes, getting hired means joining a pre-existing team and it's up to you to convince the interviewer that you will make the best addition to it.

Do not blame yourself if you are not selected for a particular job. If you feel you did your best, that you were adequately prepared for the interview, be realistic and set your sites on the next opportunity.

If you feel you were not selected for some reason which is prohibited by law, you can contact the Office of Affirmative Action/Equal Opportunity for information on remedies available to you. Keep in mind that the University is more responsive when you make the effort to resolve such issues informally. **Top**

Resources for Career Mobility

"You cannot fight by being on the outside complaining and whining. You have to get on the inside to be able to assess their strengths and weaknesses and then move in."

-- Shirley Chisholm

The UCSF campus has a number of departments and special interest groups that can be of help to employees seeking to develop or implement a career plan. While not exhaustive, the enclosed list (Appendix B) includes a number of resources which may be helpful to you in your career. **Top**

The Bottom Line

After reading through this Guide, you have probably concluded that moving a career along your chosen path is hard work and very time consuming. And you are right. . .it is. But the investment of time, effort (and money!) you make in doing so is an investment in yourself. . . and in your future! **Top**

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More books and journals on the subject of career mobility can be found in the UCSF Library,
 courtesy of UCSF ABOG. **Top**

Appendix A

Books and software on how to prepare a resume are available to borrow from the Women's
 Resource Center, tel: x65836.

Additional information on resume preparation is available from the Staffing and Compensation
 Division of the Human Resources Department.

UCSF's Guide to Preparing a Resume

Helpful Hints:

- Keep your resume presentation as simple and clear as possible.
- Your resume should be skill and experience oriented. Please use technical terminology
 or key words relevant to your skills.
- Do not underline.
- Cover letters are optional. If you decide to include a cover letter, keep it to a single
 page, outline general career goals, and highlight skills and background that contribute
 to reaching those goals.
- Make sure that the type size is legible and clear.

If you do not have a prepared resume, we recommend using the format of the following page.

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Appendix B

Registered Campus Organizations and Support Groups

Following is a partial list of registered campus organizations and support groups. The campus
 Office of Student Relations annually publishes a list of the registered organizations, with current
 contact information. Check Newsbreak for additional information about campus support groups.

Academic Business Officers' Group (ABOG). To provide a forum for exchange of ideas,
 provide feedback to campus administration, and supplement continuing education for managers
 and administrators.

Asian Pacific American Systemwide Alliance. An organization directly addressing issues
 impacting Asian Pacific Americans on the UCSF campus.

Black Caucus at UCSF. A forum open to all African American students, staff, and faculty here at UCSF where concerns regarding the quality of life on campus may be expressed.

Circle of Sisters. Networking forum for black women working and studying at UCSF.

Gay, Lesbian, Bisexual Association at UCSF. To support and promote the interests of the UCSF community with respect to its diverse sexual and/or gender orientations. Further, we exist to create a positive environment conducive to the well-being of the members of the community.

Golf Club at UCSF. To promote and foster among its members a closer bond for their mutual benefit, as well as promote and conserve the best interests and true spirit of the game of golf.

Gospel Choir at UCSF. To learn, share, and perform gospel music with the campus, an audience which might not otherwise have an opportunity to experience gospel music.

Hispanic Nurses Association (HNA). To increase communication and support among the Hispanic nursing students and be active in community/campus activities.

Insight Meditation Group at UCSF. To make available a place for and provide an ongoing discussion and education group on mindfulness meditation for the UCSF community.

Intervarsity Christian Fellowship. To build collegiate fellowship, develop biblical values, and to engage the campus in all its ethnic diversity with the gospel of Jesus Christ.

Iranian Cultural Organization. To provide social support for the Iranian members of the UCSF community and, in addition, to familiarize the campus community with Iranian heritage and culture.

Landberg Center for Health and Ministry at UCSF. To promote the integration of human and spiritual values at UCSF and to provide campus ministry and counseling services.

Latin American Campus Association. To provide a forum for Latinos/Latinas to discuss issues pertinent to the Hispanic community of UCSF.

Latin Women Coalition.

Lesbian Lunch Group.

Native American Health Alliance. To provide outreach to the Native American community to encourage education, particularly for postgraduates in the health sciences, and to provide support for Native Americans already at UCSF and information for those interested.

Professional Research Organization for Staff (PROS). To provide a forum for Staff Research Associates and Research Specialists. Meets monthly to discuss issues of concern. Provides technical workshops.

SFGH Circle of Sisters. Networking forum for black women working and studying at UCSF/SFGH.

South Asian Health Professionals Association. To foster community involvement and enrich the UCSF community.

UCSF Orchestra. To provide an opportunity for musicians at UCSF to perform together and to present affordable concerts of orchestral music to the campus and community.

UCSF Staff Council.

Women in Life Sciences. To provide a networking and support organization for women scientists.

Women's Event Committee. To educate campus staff, faculty, students, and the general public on issues affecting women through special programming and events.

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For a hardcopy of this booklet, contact:

Human Resources

Development and Training Division
(415) 476-4032

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UCSF Human Resources, 3333 California Street, Suite 305, San Francisco, CA 94143, (415) 476-1645. Contact us.