HAVING A LONG & SUCCESSFUL CAREER IN UW MEDICINE ADVANCEMENT

UW Medicine presents a unique opportunity to work with world-class physicians, researchers and educators who are leading the way by inspiring the next generation of medical professionals, caring for the health of our community, and discovering new treatments and cures for some of humanity's deadliest diseases. The work environment is collaborative yet competitive, inspiring yet challenging, rewarding yet daunting. Individuals who want to test themselves to work with the very best will have the opportunity to grow their careers, while making a difference in people's lives, in our community, and around the world.

UW Medicine Advancement leadership understands the difficulties of working in a fast-paced, high-profile institution and is committed to creating a balanced, supportive culture. We strive to provide the resources and environment needed for you to succeed. And we are committed to helping you develop your career and grow your professional skills with in-house trainings, mentoring programs and networking opportunities. In turn, UW Medicine expects the highest standards of performance excellence and professionalism from all employees.

We invite you to learn more about the culture and philosophy at UW Medicine Advancement. Here you will find the essential work skills and behaviors that we value most and that will help foster a lasting, progressive career at UW Medicine.

**UW Medicine's Culture and Philosophy: Attitudes, Behaviors and Skills We Value**

- Placing team goals before individual goals
- Assuming the best of intentions from faculty and colleagues
- Embracing a spirit of continuous improvement
  - Focus on the highest priorities and manage time accordingly
  - Manage and improve programs independently and build ownership over time
  - Anticipate needed next steps; think through problems
  - Approach work strategically, keeping the big picture in mind
  - Address problems proactively and present potential solutions for resolution
- Learning from each other
  - Demonstrate the desire to learn new things while also meeting current position responsibilities
  - Take the time to build fluency in ALL fundraising operations
  - Be a proactive problem-solver; show resourcefulness in anticipating and addressing issues and concerns
- Demonstrating professionalism
  - Transparency: Be honest and straightforward with colleagues and donors
  - Attitude: Work with a positive and collaborative approach
  - Humility: Share credit generously; take ownership of challenges (“be generous with credit and selfish with blame”)
  - Dedication: Consistently follow through; keep your word
- Maintaining high emotional intelligence
  - Build, maintain and recover relationships with internal and external constituents
  - Partner and communicate well with supervisor and peers
  - Hone self-awareness, including the ability to admit mistakes and knowing when to correct course
**FLF APPENDIX**

**Expectations for mastery of the Assistant Director Role:**

- **Success over a 2-4 year cycle.** An Assistant Director will typically master his or her role in about 2-4 years. Since the major gift cycle often takes 12-18 months, it is common for frontline fundraisers (FLFs) to experience success in the first year or two due to the work of their predecessors. To demonstrate mastery and readiness for the next level of responsibility, success needs to be sustained, demonstrating that gifts closed are the result of both groundwork laid prior to arriving at UW Medicine and independent work to develop relationships and attract new contributions ideally of $25K+.

- **Lasting relationships.** Assistant Directors are expected to interface with faculty in a highly professional and skillful manner, demonstrating our team’s value to advancing faculty priorities. Assistant Directors demonstrate an ability to build authentic relationships and recover successfully from challenges and missteps. While perfection is not expected, the ability to work strategically to get back on track quickly and effectively is. Assistant Directors demonstrate an ability to work skillfully with faculty and donors at each stage of the fundraising cycle from qualification and cultivation to solicitation and meaningful, intentional stewardship, inspiring confidence and appreciation in what is often a first-time major gift experience.

- **Managing volunteers.** Assistant Directors need to demonstrate competency in working with faculty to recruit volunteers, establish expectations with committee members, and manage volunteer activities and relationships to enhance fundraising activities. Not all fundraising priorities will merit or require volunteer committee structures. Assistant Directors, however, should be able to demonstrate the ability to engage and leverage donors to help develop expanded prospect networks.

- **Ability to prioritize work.** Assistant Directors must demonstrate the ability to develop and manage their own workload, beyond completing tasks that are given to them – they need to identify needs of the team and fulfill them independently.

- **Internal collaboration and leadership.** Assistant Directors actively embrace a spirit of collaboration with Advancement colleagues – both within UW Medicine and across UW Advancement by being transparent with information, sharing credit, owning mistakes, and proactively seeking counsel and partnership from colleagues as appropriate. In developing mastery at the Assistant Director level, employees display a team-first attitude by staying positive, volunteering for responsibilities, and going the extra mile to advance our mission and values.
Expectations for mastery of the Associate Director Role:

- **Success over a 2-4 year cycle.** An Associate Director will typically master their role in about 2-4 years. As with the expectations outlined for Assistant Directors, Associate Directors need to demonstrate mastery and readiness for the next level of responsibility and sustained fundraising success during the course of their tenure.

- **Lasting relationships.** In the Associate Director role, FLFs will need to develop more nuanced understanding of faculty interests and manage the complexities of these valued partnerships adeptly. FLFs are expected to prove their ability to train faculty who have not been involved actively with fundraising and build trust with faculty to strengthen the advancement programs supporting their work. FLFs will also demonstrate the ability to navigate these relationships when they become strained, weathering the ups and downs with their faculty over a period of 2-4 years. Similarly, FLFs should demonstrate collaboration with fundraisers within other UW schools and colleges to develop sound prospect strategies. In addition, associate directors must demonstrate the ability to consistently cultivate, solicit, and steward lasting and meaningful relationships with donors giving at the $100K+ level.

- **Managing volunteers.** Mastery of volunteer management at the associate level means deepening the positive relationship that volunteers hold with the institution, leading to increased or new giving. In some instances, successful volunteer management will mean limiting, constraining, or redirecting volunteer relationships towards more constructive goals for the institution. As with assistant directors, FLFs at this level may not have a volunteer council structure but should have the opportunity to engage volunteers to help expand fundraising efforts towards key priorities.

- **Ability to prioritize work.** Associate directors need to demonstrate that they will be able to handle an increased workload, which requires successfully completing a higher volume of complex tasks more efficiently. They will have a successful track record of focusing on objectives that lead to the highest rate of return and limit those that hinder getting to the work that matters most.

- **Proactive problem-solving.** All beat areas come with their own challenges and it is up to each FLF to find ways to fundraise in spite of these difficulties. Associate directors are expected to develop solutions proactively and bring them to their supervisor for input and discussion. Similarly, when given constructive feedback on areas needing improvement, it is up to the FLF to proactively apply solutions to improve performance. To master the associate director role, the FLF should demonstrate their ability to overcome obstacles, navigate complex issues, and work collaboratively to find resolution.
• **Proposal writing.** Associate Directors need to demonstrate their ability to develop and prepare major gift proposals. Successful proposal writing includes studying and emulating successful aspects of colleagues’ proposals, gathering pertinent content from faculty members, persuasively articulating the strengths and benefits of the project or program, and coordinating with the Communications team for editing and design.

• **Internal collaboration and leadership.** Volunteering to take on additional projects, adding value to the team outside of their regular duties, and seeking out leadership opportunities signals to advancement leadership that an FLF has mastered their current level of responsibility. Examples of amplifying skills include participating in the UW Advancement Leadership Class, providing mentorship to a colleague, participating in internal ad hoc committees to address an issue, participating in outside organizations like AFP Advancement Northwest, or seeking opportunities to collaborate with another FLF to expand on a promising beat area.

**Expectations for mastery of the Director Role:**

• **Success over a 4-6 year cycle.** A successful FLF will typically build the skills and experience needed to master the director level in 4-6 years. With higher fundraising targets, higher profile funding priorities, and nuanced skills required at this level, the time for mastery at this level is expected to take longer than the assistant and associate director levels.

• **Lasting Relationships:** At the director level, FLFs are often expected to lead a volunteer council in order to reach fundraising goals. Donors with higher capacity and higher ranking faculty often have extremely high expectations for advancement staff. FLFs who have mastered the Director level show that they can interface not only with donors at the $100K+ level but those at the multi-million dollar level, and that they can handle the sophisticated and sometimes challenging requests of world-renowned faculty who are used to interfacing with elite leaders in their respective areas. FLFs at this level will have demonstrated their success in completing complex gift structures and securing multiple $1M+ or principal gifts, and equally as important, the ability to steward these donors with a strong donor-centered philosophy. Impeccable “soft” skills are required to master volunteer, donor and faculty management at the director level.

• **Managing volunteers.** Mastery of the director level requires successful volunteer management. Whether establishing a new volunteer council or managing a preexisting committee, directors will demonstrate depth of experience in leading a volunteer group in goal setting and attainment. Typically a director will have navigated challenges in keeping a volunteer group on track and worked through challenges of volunteer leadership transitions, realigning groups to new priorities, or reinvigorating a stagnant volunteer cohort.

• **Managing staff.** Directors should have demonstrated staff management skills with at least one staff member either in their current role or in a previous position. Directors will demonstrate
experience in this area when they reflect the experience required to develop leadership qualities to recruit, train, mentor, develop, lead, and retain staff. Directors will demonstrate the ability to advocate for their staff or share credit towards a staff member’s success. For directors without the opportunity to manage internal staff member(s), they will need to show intentional service as mentors to colleagues and a willingness to lead in collaborations, ad hoc staff committees, or external organizations.

- **Ability to prioritize work.** With 6–10 years of fundraising experience and progressively increasing responsibilities, a director demonstrates a strong balance of autonomous work while seeking guidance from their leaders to help clear identified hurdles or work strategically towards objectives. Mastery of the director level includes prioritizing strategic objectives, and delegating tactical operations to either staff or volunteers when appropriate.

- **Proactive problem-solving.** Directors have mastered their beat area(s) and are ready to accept challenges that cross multiple beat areas and often involve competing interests amongst faculty. A director will demonstrate readiness for greater challenges when they are willing to assume responsibilities with enhanced complexities including challenging funding areas that are institutional priorities, demanding and complex faculty relationships, or highly matrixed beats. To move to the Senior Director level, an employee will demonstrate a willingness to work through ambiguity and to problem solve major pain points in the organization. Senior Directors are able to step back from personal goals to evaluate best opportunities and outcomes for the institution.

- **Proposal writing.** Like Associate Directors, Directors have a history of developing major gift proposals, working with faculty members and communications staff to present persuasive, articulate, and accessible proposals for prospective donors. Directors will have demonstrated the ability to collaborate across beats or with fellow colleagues across campus to present multi-faceted program solicitations that address the complex needs of the institution and the interests of the prospective donor. In these instances, this will require a director to work with nuance in partnership with faculty with potential competing interests and needs.

- **Internal collaboration and leadership.** As with Associate Directors, in order to demonstrate mastery and the drive to become a senior director, FLFs at the director role should provide leadership with internal colleagues. Volunteering to take on additional projects, adding value to the team outside of their regular duties, and seeking out leadership opportunities signal that an FLF has mastered their current level of responsibility. Examples of amplifying skills include participating in the UW Advancement Leadership Class, providing mentorship to a colleague, participating in internal ad hoc committees to address an issue, participating in outside organizations like AFP Advancement Northwest, or seeking opportunities to collaborate with another FLF to expand on a promising beat area.