



Career Stories: Using Your Technical Career Framework

Six real-world stories for technicians and managers at the University of Greenwich — bringing the Career Framework to life through everyday experience.

Story 1: Alex's Journey

Discover how Alex recognised his true value by connecting his daily work to the **Career Framework**.

Understand how everyday tasks contribute to the bigger picture of professional growth.





STORY 1 OF 6

Career Story 1: Meet Alex

A technician discovers that their contribution is far bigger than their job title suggests.

"I thought I just prepared laboratories."



Alex has worked at the University of Greenwich for three years as a Technician. Ask Alex what they do and the answer is always the same: **"I prepare labs."**

- But in a single week, Alex prepares teaching spaces, maintains specialist instruments, supports students, trains colleagues, manages stock, and solves unexpected technical problems
- When Alex's manager asks **"Forget the framework — tell me everything you actually do,"** the full picture finally emerges
- Preparing laboratories is only one small part of a much bigger contribution
- Alex isn't "just preparing labs" — Alex is enabling teaching, supporting learning, managing technical risk, and developing colleagues

Bringing the Framework to Life

The job didn't change. Alex's *understanding* of the job changed. The Career Framework translates everyday work into professional capability.

Preparing practical sessions

→ Teaching & Learning Technical Services

Maintaining equipment

→ Technical Expertise

Supporting students

→ Student Experience

Training colleagues

→ Leadership and Development

Solving technical issues

→ Problem Solving and Operational Delivery

Understanding your role is the first step in planning your career. When you can recognise your contribution, you can begin recognising your potential.



Your Turn: Seeing Your Bigger Picture

01

List your everyday tasks

Write down every regular activity that makes up your role — not just your job title.

02

Map them to the framework

Which tasks support Teaching & Learning, Research & Innovation, Technical Operations, Digital/AV, or Specialist Technical Services?

03

Spot your strengths

What do colleagues regularly ask you for help with? What technical knowledge have you built up?

04

Notice what's grown

Which responsibilities have expanded since you started?



Action for your next 1:1: Share one thing about your role that surprised you when you mapped it to the framework.

STORY 2 OF 6

Career Story 2: Meet Sarah

Learn how to transform routine performance reviews into impactful career conversations, using the Framework for shared professional growth.





STORY 2 OF 6

Career Story 2: A Different Kind of Appraisal

What happens when a manager opens a career framework instead of an objectives form?

"Today isn't about your appraisal. It's about your career."

Sarah walks into her annual appraisal expecting to review objectives, training records, and completed tasks. Her manager opens the Career Framework instead.

- Together they explore: what work gives Sarah energy, which strengths are emerging, and what she'd like to develop over the next two years
- Instead of reviewing what has happened, they begin planning what comes next

"For the first time, I know where I'm heading."



From Performance Review to Career Conversation

Traditional Appraisal Asks

"What have you achieved?"

Looking backwards at tasks completed

Career Conversation Asks

"What capability are you building?"

Looking forwards at professional growth

- Together they identify projects, evidence, leadership opportunities, cross-faculty learning, mentoring, and technical specialisms
- The Career Framework gives both manager and technician a shared language — making the conversation structured, evidence-based, and forward-looking

Your Turn: Plan Your Career Conversation



What gives you energy?

Identify the parts of your job you find most engaging and rewarding.



What are you most proud of?

Name two or three projects or moments that show your capability.



Where do you want to be in two years?

Write a short, honest answer before your next 1:1.



What experiences could help you get there?

Consider shadowing, leading a project, mentoring, joining a working group, or learning a new technical skill.



 **Manager tip:** Open your next appraisal with the Career Framework on the table — not the objectives form.



STORY 3 OF 6

Career Story 3: Meet James

James's career path looks like a zigzag, showing how non-linear progression builds valuable capability for vertical growth.



STORY 3 OF 6

Career Story 3: My Zigzag Career

Sideways moves, unexpected projects, and borrowed expertise — James's career didn't go in a straight line, and that was the secret to his success.

"I thought career progression meant waiting for promotion."

James's career didn't move in a straight line — and that turned out to be exactly right.



No single experience earned promotion. Every experience built capability. Looking back, each sideways move prepared him for the next step upwards — all the way to **Technical Lead**.

Vertical Growth and Lateral Development

The Career Framework values both upward progression *and* sideways development. Every experience adds something.

↑ Vertical Growth

Moving up through grades as capability deepens — SG3/4 → SG5/6 → SG7 → SG8 → SG9

↔ Lateral Development

Moving across teams, faculties, or projects to broaden skills and build transferable expertise



Sometimes moving sideways is exactly what prepares you for moving upwards. The framework recognises both paths as genuine career progression.

Your Turn: Draw Your Zigzag

Map your journey

From where you started to where you are today — including every team, project, or faculty you've worked in.

Name what each move gave you

What skills, knowledge, or confidence did you gain from each experience?

Spot the pattern

Which experiences have shaped you most, even if they felt sideways at the time?

Plan your next zigzag

Observe another faculty, apply your skills elsewhere, build a specialist area, or lead a project.

 **Reflection:** Where would you like your next lateral move to take you?



STORY 4 OF 6

Career Story 4: Priya's Progression

Priya's story reveals that promotion comes from demonstrating capability, not just time served. This guides you in building concrete evidence of your readiness for the next level.

STORY 4 OF 6

Career Story 4: Preparing for the Next Opportunity

Readiness is something you build — not something that arrives with time.



"Promotion comes from demonstrating capability — not length of service."



Priya has been in her role for four years and assumes she'll be considered for progression when the time is right. Her manager gently challenges that assumption.

- Together they review Priya's strengths, identify gaps, and map out the evidence she needs to collect over the next two years
- The Career Framework shows exactly what *readiness* looks like at the next grade — not just time served, but capability demonstrated
- Priya leaves with a clear development plan and a new sense of agency over her own progression

Readiness, Not Seniority



Time ≠ Readiness

The framework defines what capability looks like at each grade, from Developing to Expert — not years in post.



Competency Progression Table

Use it to see how skills should evolve and identify the gaps to address before your next progression conversation.



Evidence Matters

Collect examples of projects led, problems solved, colleagues supported, and improvements made.



Focus Areas for Progression

Each grade level lists specific skills, activities, and evidence needed to move forward.

Your Turn: Build Your Evidence

- **What strengths have you already demonstrated?** — name specific examples, not general qualities
- **What evidence could you collect over the next 12 months?** — think projects, feedback, outcomes, and responsibilities taken on
- **What capability would you like to strengthen?** — use the Competency Progression Table to identify your priority gap
- **Create a simple action plan** — for each development goal, note the actions needed, support required, and a target date

 **Manager tip:** Review this plan together every quarter — not just at appraisal time.





STORY 5 OF 6

Career Story 5: Speaking the Language of Capability

Daniel transformed his everyday technical tasks into compelling evidence, learning to articulate his skills for interview success.

STORY 5 OF 6

Career Story 5: Getting Ready for Interview

The experience was always there. Daniel just needed the language to describe it.



"I have nothing to talk about in interviews."

Daniel has applied for a senior role. He's convinced his everyday work isn't impressive enough to discuss in an interview.

Before

"Fixing the centrifuge before a practical"

After

Technical Expertise and Operational Delivery under pressure

Before

"Showing a new colleague how to use the autoclave"

After

Leadership, Development, and Knowledge Transfer

Daniel realises he has compelling evidence — he just didn't have the language to describe it.

From Task Language to Capability Language

Task Language

"I set up labs and fix equipment" — describes what you do, not what it demonstrates.

Capability Language

"I ensure teaching environments are safe, functional, and ready — supporting student experience and academic delivery" — describes your professional impact.

The STAR Approach

Situation → Task → Action → Result — structure any everyday example into a compelling interview answer.



The Career Framework gives you the vocabulary to translate your daily work into evidence of professional capability.

Your Turn: Build Your Interview Evidence

- **List five tasks you do regularly** — be specific and honest, not impressive-sounding
- **Rewrite each one using Career Framework language** — what capability does each task demonstrate?
- **Write one STAR example** — choose the task that best shows your impact and structure it as Situation, Task, Action, Result
- **Reflect:** Which examples best demonstrate your capability at the next grade level?

Everyday Task	Capability Demonstrated	Evidence	STAR Example
e.g. Set up practical session	Teaching & Learning Technical Services	Prepared 3 labs per week for 200+ students	S: Lab needed for 9am. T: Equipment fault found. A: Fixed and reconfigured. R: Session ran on time.

STORY 6 OF 6

Career Story 6: Beyond Your Own Faculty

Stepping outside your comfort zone builds transferable capability and fresh perspective.



STORY 6 OF 6

Career Story 6: Learning Beyond My Faculty

Fresh eyes, new relationships, and a broader perspective — Emma discovers that stepping outside her faculty changes everything.



"I didn't realise how much I could learn by stepping outside my faculty."

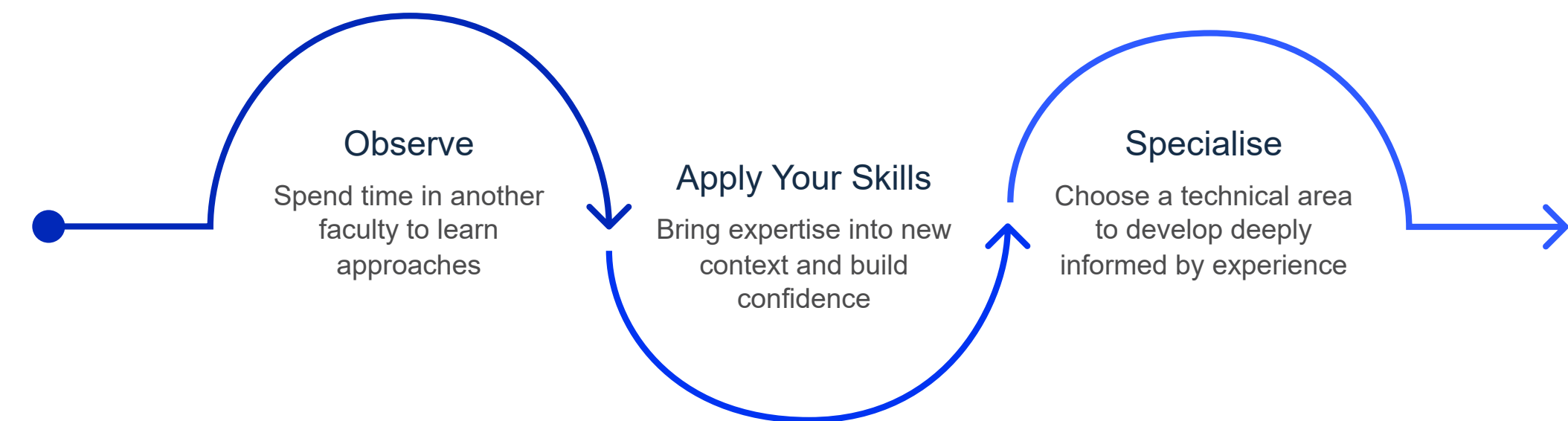
Emma has always been strong in her own team. But she's never worked anywhere else in the university. Her manager suggests she try the Cross-Faculty Learning model.

- Emma spends time observing a different faculty, then applies her existing skills in that new environment, and begins to develop a specialist area she hadn't considered before
- She returns to her own team with fresh ideas, broader perspective, and new professional relationships

"Emma came back thinking differently about everything."



The Cross-Faculty Learning Model



Different experiences build long-term career capability — the framework recognises cross-faculty learning as genuine professional development.



Your Turn: Plan Your Cross-Faculty Learning



→ Which Service Areas interest you?

Teaching & Learning, Research & Innovation, Digital/AV, Specialist Technical Services, or Technical Operations?

→ What skills could transfer?

List three capabilities you have that would be valuable in a different environment.

→ What would you like to observe?

Name a specific team, lab, or project you're curious about.

→ One action

Identify one cross-faculty opportunity to discuss with your manager at your next 1:1.

My Career Reflection: What Have I Learnt?



Three strengths I already have

Write them down before your next conversation with your manager.



Three experiences I'd like to build

Over the next two years — be specific: a project, a faculty, a skill, a responsibility.



The first conversation I'm going to have

Name the person and set a date.

Your career doesn't happen to you. It's built — one conversation, one experience, and one piece of evidence at a time.