

Taking Charge of Your Professional Development

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The rising STAR of Texas

THE NATURE OF PROFESSIONAL DEVELOPMENT

1. Professional development is continuous and cumulative in nature, moves from simpler to more complex behavior, and can be described via levels or stages held in common.
2. Optimal professional development is a direct result of the interaction between the total person striving for professional growth and the environment.
3. Optimal professional preparation combines mastery of a body of knowledge and a cluster of skills and competencies within the context of personal development.
4. Professional credibility and excellence of practice are directly dependent upon the quality of professional preparation.
5. Professional preparation is a lifelong learning process.

Source: Miller and Carpenter (1980), p. 84.

THE NATURE OF PROFESSIONAL DEVELOPMENT

Carpenter Model of Professional Development

Formative Stage

- external locus of control
- focus on learning
- responsible to others
- student or new professional

THE NATURE OF PROFESSIONAL DEVELOPMENT

Carpenter Model of Professional Development

Application Stage

- transition to internal locus of control
- focus on doing
- responsible for self
- mid-level professional

THE NATURE OF PROFESSIONAL DEVELOPMENT

Carpenter Model of Professional Development

Additive Stage

- focus on contributing
- responsible for others
- upper mid-level or senior professional

Generative Stage?

THE NATURE OF PROFESSIONAL DEVELOPMENT

The learning, doing, and contributing motif is a good way to think about every aspect of practice, almost as if this simple sequence operates as a kind of fractal, describing and guiding everything from the smallest structures of our daily interactions with colleagues and students to the largest aspects of organizational and scholarly productivity. We are what we learn, do, and contribute to clients, colleagues, the profession, and society!

The PREPARE Model

Purposeful, intentional, and goal related.

Professional development should result from a felt need, a desire to get better at particular aspects of practice. Professionals and groups should continually strive to improve and understand that this will usually require more learning.

The PREPARE Model

Research, theory, and data based.

Appropriate professional development, like any other professional activity, should have a rational basis in theory and ideally will have been demonstrated to have value through disciplined inquiry. Using techniques or approaches that are not theory and research based is risky, at best, and may be wasteful or even harmful.

The PREPARE Model

Experience based.

Less experienced professionals should take opportunities to learn from more experienced ones. This guideline is not age related; for example, very young professionals may have technological expertise to bring to a division or team. At a minimum, readily accessible wisdom, in the form of proven modes and proven people is the place to start when considering ways to learn.

The PREPARE Model

Peer reviewed.

An underutilized resource in student affairs is peer review. It is particularly important to get some "organized help" in the form of individual opinions and analysis, committee efforts, departmental or divisional programs, professional association curricula or models, etc. It is unnecessary and inefficient to ignore the judgment of other professionals when considering one's own professional development

The PREPARE Model

Assessed.

Taking all the preceding factors into account, one must still check out the feasibility, likely cost and benefit(s), likelihood of achieving the purpose, level of challenge, and availability of needed resources, including time and energy. Simply stated, is the proposed activity going to result in the desired learning? It should go without saying that this assessment should be done in advance insofar as possible.

The PREPARE Model

Reflected upon and reflected in practice.

Every professional development activity, as any other educational endeavor, requires reflection to complete the learning loop.

Schön's (1991) conception was that a significant amount of reflection, continual reexamination, learning, and even intuition are necessary elements in any profession.

Time and methods should be built in for thinking about and carefully applying lessons learned.

The PREPARE Model

Evaluated.

Did the activity result in what was expected? If not, was the result better or worse, and how can the former be maximized and the latter minimized in the future? If the needs or goals were not met, the professional should fold that knowledge into the ongoing plan for professional development. Similarly, if the goals were met, what is the next step? Again, this is analogous to all areas of professional practice.

The PREPARE Model

- Career long, carefully thought out
- Focus on the learn, do, contribute cycle, both macro and micro
- Professional preparation is really professional identity development
- Constructivist—meaning is personal and created

The PD Plan

- Grows in complexity and sophistication over time
- Short term goals and activities
- Long term goals and plans
- Reflection to incorporate incidental activities

The PD Plan

Example: Workshop on intercultural awareness (short term); part of a longer term goal to learn more about significant subcultures on your campus; fold in an incidental conversation with a colleague about positive and negative communication styles, depending upon culture

ACPA/NASPA Competencies

Central to the substance and structure of our professional development initiatives are the ACPA/NASPA Professional Competency Areas for Student Affairs Practitioners. The complete report from the Joint Task Force on Professional competencies and Standards can be found at: <http://www.myacpa.org>

ACPA/NASPA Competencies

Advising and Helping: Addresses the knowledge, skills and attitudes related to providing counseling and advising support, direction, feedback, critique, referral, and guidance to individuals and groups.

Assessment, Evaluation, and Research (AER): Focuses on the ability to use, design, conduct and critique qualitative and quantitative AER analyses; to manage organizations using AER processes and the results obtained from them; and to shape the political and ethical climate surrounding AER processes and uses on campus.

ACPA/NASPA Competencies

Equity, Diversity & Inclusions Includes the knowledge, skills, and attitudes needed to create learning environments that are enriched with diverse views and people. It is also designed to create an institutional ethos that accepts and celebrates differences among people, helping to free them of any misconceptions and prejudices.

Ethical Professional Practice: Pertains to the knowledge, skills, and attitudes needed to understand and apply ethical standards to one's work. While ethics is an integral component of all the competencies, this competency area focuses specifically on the integration of ethics into all aspects of self and professional practice.

ACPA/NASPA Competencies

History, Philosophy & Values: Involves knowledge, skills and attitudes that connect the history , philosophy and values of the profession to one's current professional practice. This competency area embodies the foundations of the profession from which current and future research and practice will grow. The commitment to demonstrating this competency area ensures that our present and future practices are informed by an understanding of our history , philosophy and values.

ACPA/NASPA Competencies

Human & Organizational Resources: Includes knowledge, skills and attitudes used in the selection, supervision, motivation, and formal evaluation of staff ; conflict resolution; management of the politics of organizational discourse ; and the effective application of strategies and techniques associated with financial resources, facilities management, fundraising, technology use, crisis management , risk management and sustainable resources.

ACPA/NASPA Competencies

Law, Policy & Governance: Includes the knowledge, skills and attitudes relating to policy development processes used in various contexts, the application of legal constructs, and the understanding of governance structures and their impact on one's professional practice.

Leadership: Addresses the knowledge, skills and attitudes required of a leader, whether it be a positional leader or a member of the staff, in both an individual capacity and within a process of how individuals work together effectively to envision, plan, effect change in organizations, and respond to internal and external constituencies and issues.

ACPA/NASPA Competencies

Personal Foundations: Involves the knowledge, skills and attitudes needed to maintain emotional, physical, social, environmental, relational, spiritual, and intellectual wellness; be self-directed and self-reflective; maintain excellence and integrity in work; be comfortable with ambiguity; be aware of one's own areas of strength and growth; have a passion for work; and remain curious.

Student Learning & Development: Addresses the concepts and principles of student development and learning theory. This includes the ability to apply theory to improve and inform student affairs practice, as well as understanding teaching and training theory and practice.

ACPA/NASPA Competencies

- Competencies are described in three levels: basic, intermediate, and advanced
- Not everyone needs every area at higher levels
- Just one conception of necessary competencies
- Others available from professional associations and many other sources
- Examples?
- These lists are sources of ideas and can be freely adapted

Sample Activities

Professional Associations

Sample Activities

- Attend and present at international, national, regional, and local conferences (CEU credits often are possible)
- Become involved in diverse associations (broaden into new specialties including those outside student affairs)
- Attend and present at special institutes and workshops (for example, ACUHO-I's National Housing Training Institute (NHTI); NASPA's Richard Stevens Institute for Senior Student Affairs Officers; ACPA's Donna M. Bourassa Mid-Level Management Institute; NCLP, ACPA, NACA and NASPA's Leadership Educators Institute)
- Experience e-learning courses; MOOCs; webinars; teleconferences

Sample Activities

Professional Associations

Sample Activities

- Participate in international study tours
- Read and write for publications (for example, journals, magazines)
- Develop mentors/sponsors/peer supports/networks through associations
- For lists of higher education associations see <http://www.cas.edu>; www.naspa.org/

Sample Activities

Commercial vendors

Sample Activities

- Explore the portfolios of such e-vendors as Magna,
- PaperClip, studentaffairs.com
- Hire consultants and consulting firms
- Work with a personal coach
- Enroll in Web-based short courses and seminars

Sample Activities

Not-for-profit organizations

Sample Activities

Identify programs and involvement in:

- Chamber of Commerce
- Public libraries
- American Red Cross
- Faith-based organizations
- Heritage-based organizations
- Service learning
- Specialized institutes like the Social Justice Training Institute: <http://www.sjti.org/>

Sample Activities

Colleges and Universities

Sample Activities

- Individual graduate courses
- Select undergraduate courses
- Certificate programs or degree programs
- Office of Human Resources/Personnel programs
- Center for Teaching Excellence programs
- Office Technology programs (using of SPSS or Blackboard)
- Seminars and institutes
- Internships, postgraduate fellowships, and sabbaticals

Sample Activities

Colleges and Universities

Sample Activities

- Job exchanges or cross-training
- Teaching courses
- Book groups or case study groups
- Reading groups (perhaps use syllabi from outstanding courses)
- Research teams
- Short courses (for example, Harvard institutes)
- Alternative Spring Break programs
- Mentors and peer supports
- Proprietary college programs in management, technology, or human services

Sample Activities

International experiences

Sample Activities

- Become more globally minded through such experiences as:
 - Association or graduate program study tours
 - Semester-at-Sea
(<http://www.semesteratsea.com/jobscareers/index.html>)
 - Fulbright appointments
(<http://exchanges.state.gov/education/fulbright/>)
 - Peace Corps
(<http://www.peacecorps.gov/index.cfm?shell=learn.howvol>)

Practice Examples

Equity, Diversity, and Inclusion

Basic

- assess and examine one's own awareness of EDI and articulate one's own differences and similarities with others
- demonstrate personal skills associated with EDI by participating in activities that challenge one's beliefs

Practice Examples

Equity, Diversity, and Inclusion

Intermediate

- develop effective multicultural training that expands the cultural knowledge of one's staff
- identify systemic barriers to equality and inclusiveness and then advocate for and implement ways of dismantling them

Practice Examples

Equity, Diversity, and Inclusion

Advanced

- ensure institutional policies, practices, facilities, structures, systems, and technologies respect and represent people's diverse abilities, beliefs, and characteristics
- assess the effectiveness of the institution in addressing issues associated with EDI and in overcoming any barriers that exist

Practice Examples

Leadership

Basic

- identify one's own strengths and weaknesses as a leader and seek opportunities to develop one;s leadership skills
- identify basic fundamentals of teamwork and teambuilding in one's work setting and communities of practice

Practice Examples

Leadership

Intermediate

- identify potential obstacles or points of resistance when designing a change process
- intentionally include diverse others and their perspectives to inform decision making and reconcile diverse viewpoints

Practice Examples

Leadership

Advanced

- lead, motivate, influence, inspire, and enable others to contribute toward the effectiveness and success of the organization
- promote, facilitate, and assess the effectiveness of collaborative initiatives and team- building efforts, using technology as appropriate to support such work

The Personal PD Plan

- Career goals and preparation
- Family considerations
- Challenge level of current position
- Financial resources
- Learning preferences
- Current employer attitudes and resources

The Personal PD Plan

- Professional association resources and involvement
- Timing
- Advancement possibilities
- Motivation and sustainability
- Interaction of learning and application
- The problem of “passing” others
- “Developing” your supervisor

The Personal PD Plan

- Motivation and sustainability
- Interaction of learning and applying
- The problem of “passing” others
- “Developing” your supervisor