

STAGES OF PROFESSIONAL DEVELOPMENT

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	1 Buffalo	2	3	4 Geese
Ownership	<ul style="list-style-type: none"> • Individual ownership • Territorialism • “Ownership” over the tasks of the job 	<ul style="list-style-type: none"> • Individual ownership • Ownership of ideas 	<ul style="list-style-type: none"> • Communal ownership • Reform/reappoint my job/ideas in relationship to • Starting to initiate shared activities and vision • Person would be able to articulate what they would need to do to accomplish/contribute to organization’s vision • Experience “otherness” 	<ul style="list-style-type: none"> • Communal ownership • Joint vision • Co-creation • Displays the courage to be responsible, serve, challenge, and help transform the organization based on its core purpose and values • Is a good steward of organizational resources

What moves people?

- Modeling community, engageness, and courageous behaviors
- Community conversation
- Experience otherness
 - In committees when you need to work with others
 - In staff meetings
 - In project pairs or more teaming up with another of complementing strengths
- Taking advantage of failure
- Dialogue/learning conversations (questions worth asking)
- Awareness of group dynamics
- Capacity building
- Information increases, personal awareness and choice
- Conversation of professional developmental process
- Articulation of the hopes/dreams: purpose; vision; history; present
- Reflecting

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Relationships	<p>Assumptions:</p> <ul style="list-style-type: none"> • No personal growth without relationships • Recognizing and acting on the assumptions that we live in community with others • Human connections sustain healthy and vital communities 	<ul style="list-style-type: none"> • Seeking difference • May be in relationship with person you strongly disagree with, but may do it without respect • Could appear passive/aggressive • “Tribal fire” • Nearsighted relationships 	<ul style="list-style-type: none"> • Seeking and nurturing different relationships • Recognize, accept, and develop a respectful relationship despite significant differences (realistic) • Still may struggle with a “fix them” paradigm • Farsighted relationships 	<ul style="list-style-type: none"> • Value relationships • Each person is unique • Engage in the difference and work with “disequilibrium” (conflict) until you integrate differences which value each other (build it together) • “Common Fire” • Sees multiple, systemic relationships

What moves people?

- Model being in relationship with people who think/do differently, not just the same
- Persistence, patience, waiting, helping them recognize their fears
- Catch them doing it right
- Provide time and place for relationship to build
- Pace relationship expectations with time in organization and job
- Expect them to work conflicts out
 - Help mediate conflicts
 - Remove them from harmful situations

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Conflict	<ul style="list-style-type: none"> • Defensiveness and avoidance • Caretaking 	<ul style="list-style-type: none"> • May avoid conflict, but is willing to accept the consequences of not engaging in the conflict • Attack (indirect) passive/aggressive 	<ul style="list-style-type: none"> • Willing to confront peers and supervisor with intent of development having emotional content (self-oriented). When confronted, can get through defensiveness. 	<ul style="list-style-type: none"> • Confronts with mutual learning and openness in mind • When confronted, can recognize defensiveness and move beyond to openness, love, and integrity • Values disequilibrium as renewal • Realize discomfort can lead to growth • Comfortable with disequilibrium

What moves people?

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<p>Boundaries or Balance</p> <p>Boundaries: How a person relates to the borders of work/life; job/department/organization</p> <p>Balance: The ability to bring all of one's life into harmony or proportion</p>	<ul style="list-style-type: none"> • Dependent on work for identity • No boundaries between work and person • "Not my job" 	<ul style="list-style-type: none"> • Independent and may be overly separate (i.e. need to prove you can do it on your own) • May have very rigid approach to personal life and work boundary or the boundary between one's job/department/division/institution/community 	<ul style="list-style-type: none"> • Have a clearer sense of self and one's relationship to work and life • Move toward interdependence in language and some behaviors • Clearer with personal boundaries • Demonstrates adaptability in maintaining balance between work and life 	<ul style="list-style-type: none"> • Personally evolving with change • Embraces and initiates boundary spanning activities • Full collaboration • Sees relationships as necessary for accomplishing anything • Speaks and acts interdependently between people and dependents • Sees systems of relationships and "works them" • Sees balance between work life, etc. as dynamic flow and aware and able to intuitively adjust

What moves people?

- Building community conversations (reinforces the "common fire")

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Fear/Love Continuum <ul style="list-style-type: none"> • What emotions form the basis of your reason for acting? 	<ul style="list-style-type: none"> • “Don’t like it” • Fears may dominate motivation or reasons for doing things 	<ul style="list-style-type: none"> • Protects against what you fear most (in policy development, etc.) 	<ul style="list-style-type: none"> • Organizational fears may exist but employee is able to overcome them and insert love as additional reason for acting • Extends oneself to experience joy, sorry, or both in self and others 	<ul style="list-style-type: none"> • Aware of fears and embraces them while working from a love and compassion orientation • Fully experiences wide range of emotions • Considers emotions of fear and love as normal part of life and continually works through them

What moves people?

- Develop an environment where it is acceptable and expected to recognize your own and others’ emotions

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Integrity	<ul style="list-style-type: none"> • Unaware of value base • Idealistic ideas about integrity don’t always reflect behavior 	<ul style="list-style-type: none"> • Still unaware of value base • Ideas continue to remain idealistic 	<ul style="list-style-type: none"> • Personal awareness of integration between values and behaviors (but in the process) 	<ul style="list-style-type: none"> • Says, thinks, and behaves consistently within one’s value system • Personal, professional, and organizational integrity is highly valued in self and others • Integrity becomes a “way of being” • Has integrated values and behaviors on a personal level and articulates their relationship to the whole

What moves people?

- Self reflection
- Values clarification
- Processing situations
- Feedback

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Role of Recognition	<ul style="list-style-type: none"> Needs feedback Needs recognition for work Ignores or constantly looks for feedback Motivation is dependent on outside recognition 	<ul style="list-style-type: none"> Seeks out rewards Somewhat dependent on outside recognition or begins to question self 	<ul style="list-style-type: none"> Gives recognition to others Can personally recognize some of what one is good at Likes peer recognition 	<ul style="list-style-type: none"> Outside recognition is nice and welcome but not necessary to one's motivation or personal satisfaction Recognition for others is more important than recognition of self (i.e. able to share the credit)

What moves people?

- Good performance appraisal process
- Challenge staff member when need for external recognition becomes an energy drain on peers, supervisors, or organization

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Personal Power	<ul style="list-style-type: none"> Powerless or power by association with people perceived to "have" power (i.e. name dropping) 	<ul style="list-style-type: none"> Power by symbols like position/budget (i.e. my personal power is connected to the number of people I supervise, the amount of money I am responsible for, etc.) Power is a finite resource like a zero sum game 	<ul style="list-style-type: none"> Power by reflection (reflect power back), i.e. personal power comes from inside not external symbols Power is infinite (it multiplies the more you give it away) 	<ul style="list-style-type: none"> Power by purpose Well-developed empowerment skills

What moves people?

- A crisis of integrity
- Learn to appreciate your internal power
- Provide feedback on how a person's power orientation affects others

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Responses to Benedictine Values	<ul style="list-style-type: none"> • Ignores or resistant to values • Does not understand 	<ul style="list-style-type: none"> • Articulates but may not understand values 	<ul style="list-style-type: none"> • Understands and has actively begun struggle to live for values (greater incorporation of “all” values) 	<ul style="list-style-type: none"> • Articulates, integrates, and lives Benedictine Values (in process)

What moves people?

- Being expected to integrate values into work and personal life (i.e. values to virtues)
- Understanding; commitment; taking time; experiencing the gift
- Education via Benedictine relationships or values program

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Responses to Change	<ul style="list-style-type: none"> • Resists change not initiated by themselves 	<ul style="list-style-type: none"> • Transactional change “I’ll change/you change” 	<ul style="list-style-type: none"> • Open to change • Actively participates in discussions • Willingness to try 	<ul style="list-style-type: none"> • Flexible-embraces ongoing change...”purposing” • Sees self actively shaping environment

What moves people?

- Build belief that we can initiate and lead change from wherever we are (agency)
- Understanding that change is a process that requires trust in a pace
- Understanding stages of change process in self and organization

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Response to Responsibility	<ul style="list-style-type: none"> • Expects supervisor to look over their work • Do not need to be responsible if you can get away with it 	<ul style="list-style-type: none"> • Subordinate imposed time • Willing to be responsible somewhat • Sometimes shifts the responsibility to the supervisor for making decisions and taking risks 	<ul style="list-style-type: none"> • A willingness to be responsible to internal and external standards 	<ul style="list-style-type: none"> • Integration of responsibility and practicing the courage to be responsible for the organization's purpose and values, as well as the job and self • Responsibility is shared • Accepts personal responsibility and establishes corresponding internal standards and expectations • Realizes responsibility frees one to do one's best work

What moves people?

- Ask for recommendations (authority levels 1, 2, or 3 only)
- Expect responsible behavior and that people are capable of responsibility

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Decision Making	<ul style="list-style-type: none"> • Avoids decision making without clear direction from supervisor • Follows rigid rules when making decisions • Blames external factors when decision is wrong • Does not access organizational resources in decision making • May sometime make decisions which undermine the supervisor 	<ul style="list-style-type: none"> • Wants personal autonomy • Does not want to have a supervisor • Someone makes decision independently 	<ul style="list-style-type: none"> • A willingness to take risks without clarity of task or certainty of skill match • Willing to accept unknown outcomes when necessary and take risks anyway • Behaviors reflect recognition of collaboration and interdependence 	<ul style="list-style-type: none"> • Sees the whole, not just the part • Our interdependence • Understands that decisions and actions affect others in the organization • Consistently demonstrates the need for collaboration and interdependence • Routinely uses level 1, 2, or 3 levels of authority; works to maintain the highest level of authority possible in the situation

What moves people?

- Experience processing decision making
- Training
- Supervision which clarifies level of authority for various types of decision making

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Parts to Wholes: Sees relationships	<ul style="list-style-type: none"> • Whole equals this specific job only • May see job as the whole when actually it is really a part of the whole • “Spacial blindness” – sees the part but not its relationship with other parts of the whole 	<ul style="list-style-type: none"> • Whole equals departmental • “Near” sighted: sees own part and some relationship to other parts which they interact with frequently 	<ul style="list-style-type: none"> • Whole equals Student Development division • Sees parts and whole 	<ul style="list-style-type: none"> • Whole equals college, community, world • System thinker: has full awareness of the whole and the relationships of the parts to the whole

What moves people?

- Systems thinking training
- Conversations which increase awareness of relationships between departments and institution
- Linkage with institution vision

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Problem Solving	<ul style="list-style-type: none"> • Does it alone without discussion • Does not see problems • Inability to recognize that information is needed to solve problems or does inadequate research/information gathering 	<ul style="list-style-type: none"> • Solve problems “just in time” or late • Solves symptoms not underlying root of the problem • Can gather information but not able to analyze it • Confuses a solution with the problem (i.e. sells the solution/does not identify the problem) 	<ul style="list-style-type: none"> • Is aware of and seeks person who has information they need in order to make a recommendation/problem solving • Seeks consultation with appropriate resources 	<ul style="list-style-type: none"> • Seeks person who has information and is considerate of time constraints

What moves people?

- Models who act on the understanding that others have knowledge, ideas and perspectives of the problem
- Experience processing

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Time Sensitivity	<ul style="list-style-type: none"> • In crisis/after the fact or need immediately • May not recognize a crisis for what it is 	<ul style="list-style-type: none"> • Some advanced notice • Aware of others' time issues sometimes 	<ul style="list-style-type: none"> • Organizational • Generally operates with time awareness, giving reasonable advance notice 	<ul style="list-style-type: none"> • Has time awareness and behaves accordingly

What moves people?

- Awareness and respect for other people's time and schedules

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Perception of Leadership or Follower Roles	<ul style="list-style-type: none"> • Employee wants to be told what to do by the supervisor • Employee asks supervisor what to do • May see "follower's" role as orbiting around the "leader" 	<ul style="list-style-type: none"> • Sees problems and formulates recommendation • Sees supervisor as having more responsibility, knowledge, and skills than employee • Supervisor carries most of the responsibility to move initiatives forward 	<ul style="list-style-type: none"> • Good problem analysis • Can create good workable alternatives • Sees employee and supervisor working together on achieving tasks 	<ul style="list-style-type: none"> • Sees leadership as a collaborative relationship involving change • Sees "leaders" and "followers" both orbiting around the core purpose of the organization • Does complete staff work

What moves people?

- Feedback
- Perception that we all are leaders and followers

EMERGENT THEMES FOR MOVING PEOPLE:

- Trust (in process and organization)
- Commitment (to purpose of organization)
- Understanding (of self and organization)
- Modeling
- Quality of relationships
- Time to dialogue, with learning as goal