



Levers of Personal Development

LUCAS ZINNER, Dubrovnik 2017

Personal Development

Personal development covers activities that improve awareness and identity, develop talents and potential, build human capital and facilitate employability, enhance the quality of life and contribute to the realization of dreams and aspirations. Personal development takes place over the course of a person's entire life. Not limited to self-help, the concept involves formal and informal activities for developing others in roles such as teacher, guide, counselor, manager, supervisors or mentor. When personal development takes place in the context of institutions, it refers to the methods, programs, tools, techniques, and assessment systems that support human development at the individual level in organizations.

Adopted from WIKIPEDIA

https://en.wikipedia.org/wiki/Personal_development

Supervisors' role in the personal development agenda

Is linked to the

- Shift in purpose of doctoral education
- Shift from individual to institutional responsibilities regarding the doctoral experience

and thus to

- **Professionalization** of supervision



Professionalism related to supervision consists of

Knowledge und Skills

Recognized researcher in the field, be able to provide advice, give feedback, be able to communicate, know the standards of the discipline, how to publish results, be aware of rules and regulations....

Care

We can complain about a breach of professionalism if a supervisor has the knowledge and skills but does not care to use them unless this happened to coincide with his or her prevailing self-interest at the time or to his or her own benefit. Care in this sense implies an **independent commitment** to what we maybe want to call **academic values.**

The doctoral journey as Socialization

“the processes through which individuals gain the **knowledge, skills, and values** necessary for successful entry into a professional career requiring an advanced level of specialized knowledge and skills.”

Weidman, J. C., Twale, D. J., & Stein, E. L. (2001).

Personal (and Professional) Development Plan

The PDP provides a **planning tool** that identifies academic and scientific progress, professional development needs, and career objectives for doctoral candidates. The PDP serves as a **communication tool** between the candidate and his or her supervisor(s). This process will help candidates clarify expectations, recognize milestones and identify:

- Short-term needs for improving current performance.
- Long-term career options and necessary tools to meet these objectives.

Example Chalmers

*“PhD students at Chalmers should develop during their doctoral education both on a professional and personal level. [...] To assist the process of professional and personal advancement, we have developed a tool. The tool is based on **21 factors**, which are founded on the general goals for doctoral education at Chalmers.”*










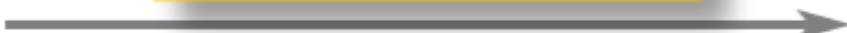




Source:

<http://www.dokt.chs.chalmers.se/documents/2014/04/professional-personal-development-tool.pdf>

Date:
Name:

Supervisor

Mark current level with a cross

Knowledge of the scientific field covered	
Understanding of the techniques used in the research project	
Apply scientific methodology in research	
Conduct research in an ethical, responsible and honest manner	
Ability to have a research results	
Ability to summarise and other results	
Ability to organise and put them in context	
Explain complex in a manner to non-experts	
Write scientific texts	
Write scientific articles in particular	
Ability to manage your own research project from start to end	
Effectiveness in carrying out work	
Prioritisation of tasks and activities under time constraints	
Demonstrate willingness to learn, flexibility, open-mindedness and self-awareness	

+

- Addresses many relevant skills and competences

-

- No reference system
- No advice how to improve

Examples of supervisors' role in the personal development agenda



Helping candidates to analyse their developmental needs

Supervisors may be asked to go through checklists of attributes periodically to establish those they have already and those which they will need to acquire over the course of their training.

Helping them identify opportunities to fill gaps

Where there are gaps in candidates' knowledge and/or skills, supervisors may be asked to help them to identify suitable opportunities to fill them; for example through internal or external training programmes or by undertaking placements in non-academic organisations.

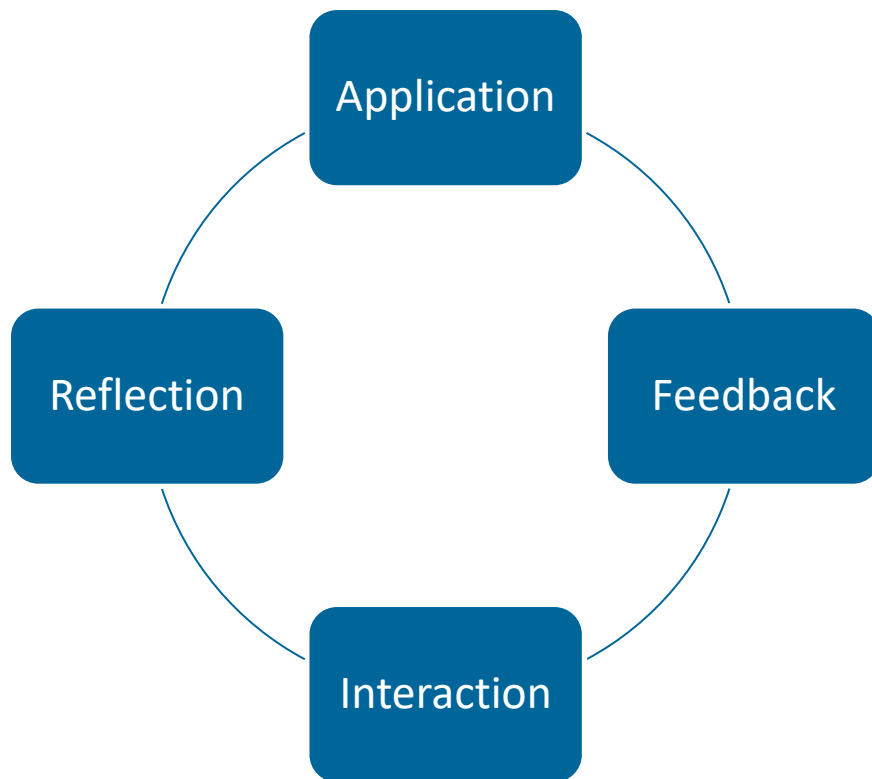
Examples of supervisors' role in the personal development agenda

Discussing, monitoring and reporting upon the acquisition of attributes

In many institutions, supervisors or supervisory teams may be asked to periodically monitor the extent to which identified training needs have been met and even report upon this, for example as part of the annual progress review. More importantly, achievements and next steps to take have to be discussed with the candidates.



Assignment: work in four teams



1. Link 2-3 concrete personal development goals to values listed on Monday
2. Remember Jacques' Learning+

Answer the following:

- What actions can supervisors take in order to support candidates?
- What can/should the environment/ institution/ others involved in DE provide/organize to support the development of candidates?
 - » Peers
 - » Colleagues in the department
 - » Head of schools/programmes

