

Rethinking skills: The Dynamic Development Model

From passive to active

Dr Tony Bromley

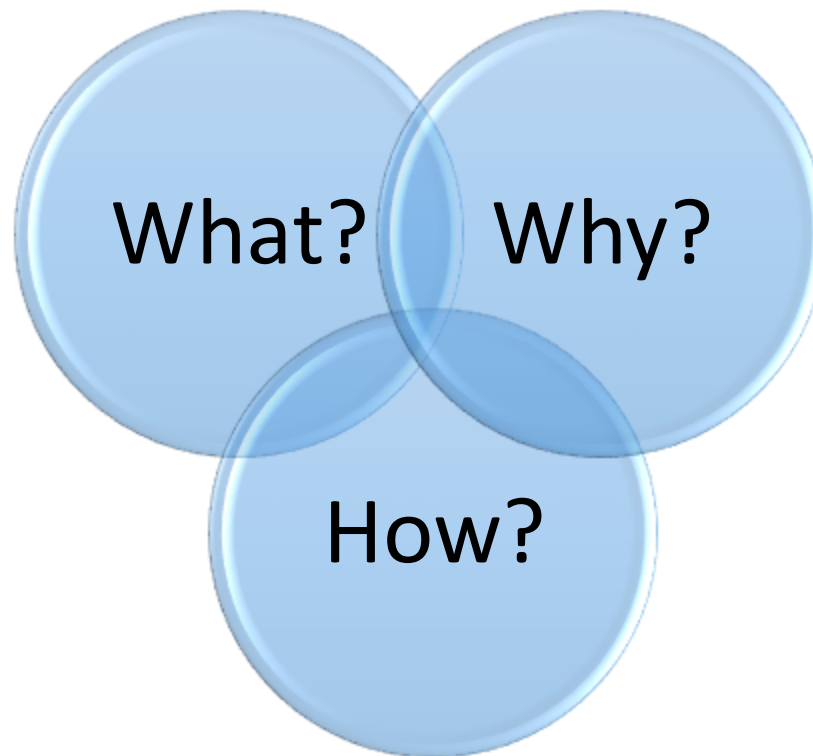
OD&PL



Issues - Personal and Professional Development now

A Passive Development Pedagogy?

Very long lists of
required skills!
(e.g. RDF)
Daunting?
Unrealistic?
Uninspiring?



Someone else's agenda
Knowledge economy
Employability
RCUK say you need it

Go to a workshop, 'receive' the skill



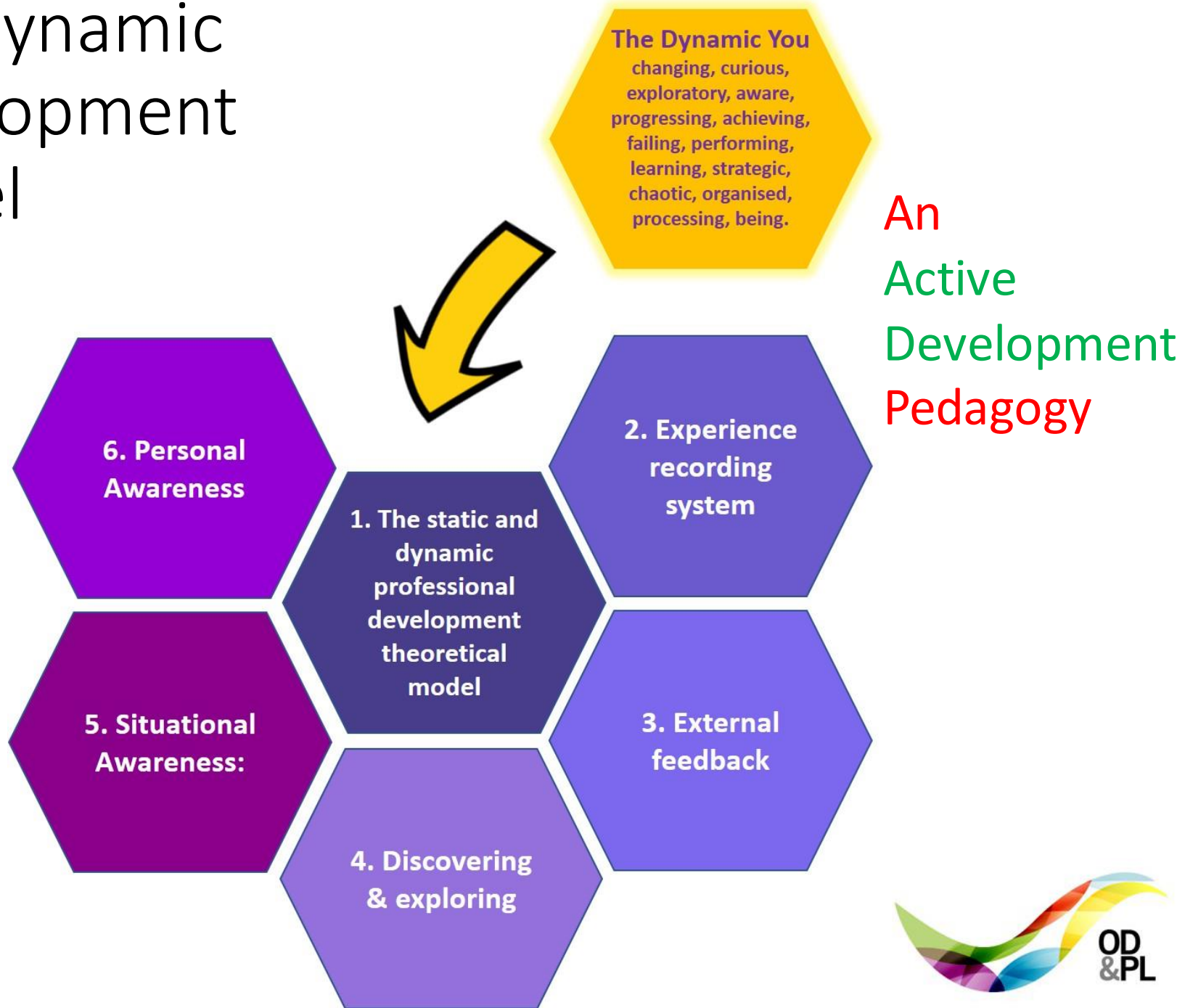
Issues - Personal and Professional Development now

A Passive Development Pedagogy?

- How do we nurture or promote life long sustainable professional development?
- How do we support people in making much more of the development opportunity open to them outside of scheduled activity?
- How do we build on the dynamism that exists in an individual already?
- How do we go deeper in respect of professional development with an individual (And with an increased volume of people)?



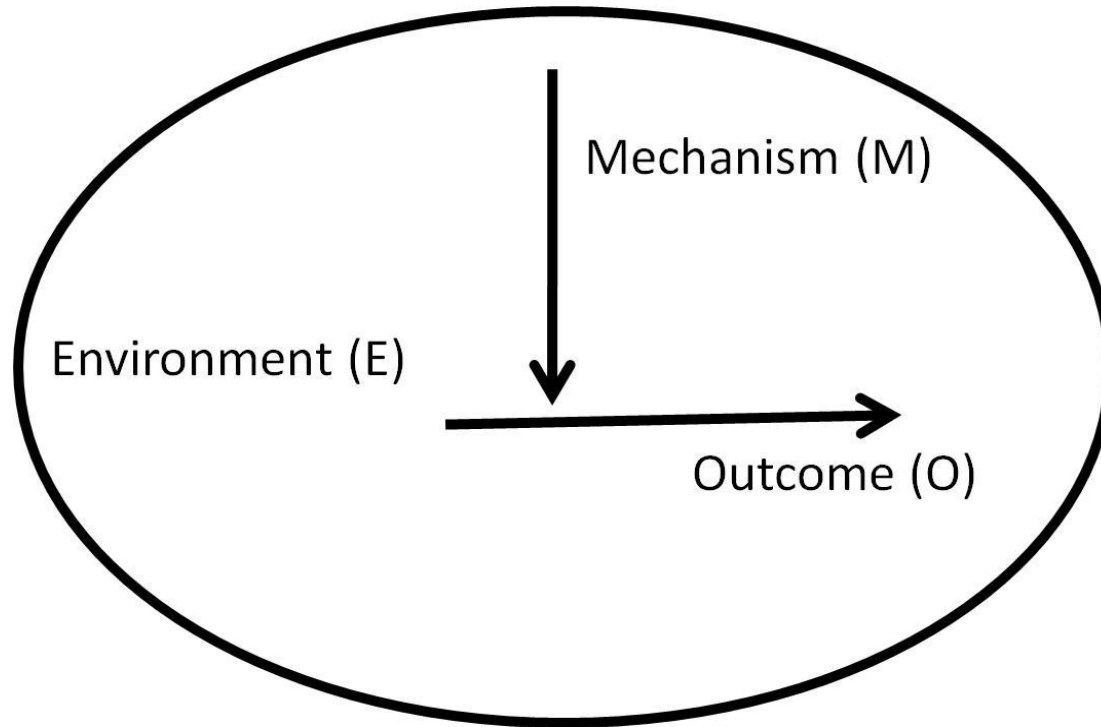
The Dynamic Development Model



**1. The static and
dynamic
professional
development
theoretical
model**



Realistic evaluation: Pawson & Tilley



Context (C)
Environment (E)

Mechanism (M)

Outcome (O)



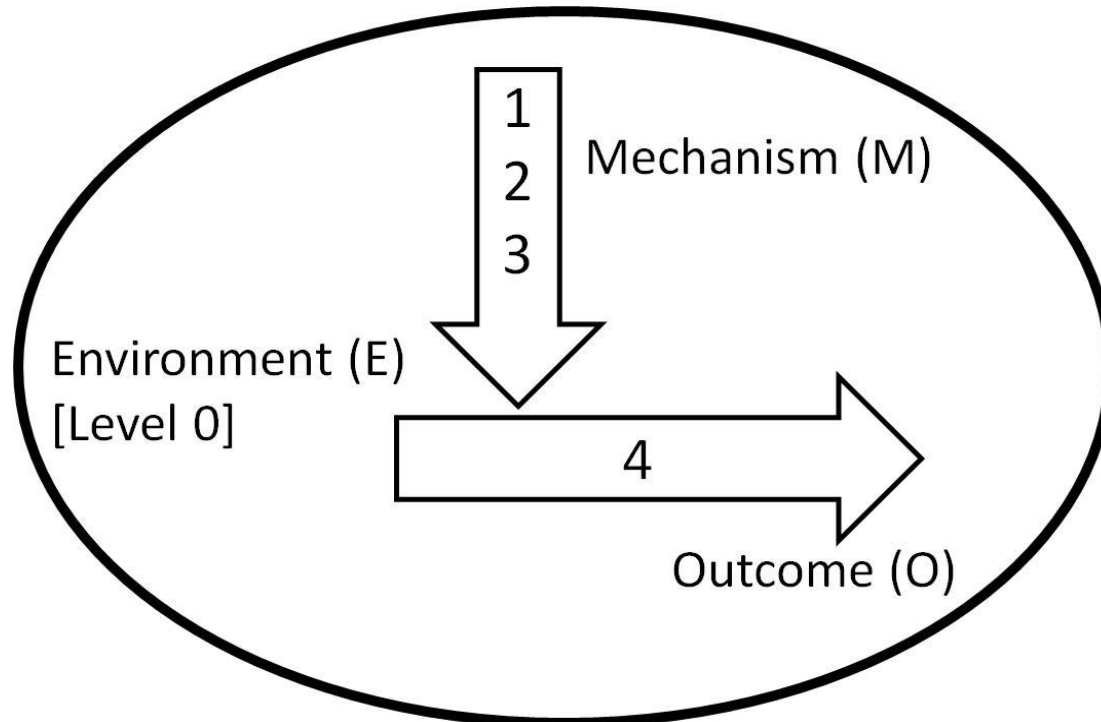
Learning Logic Diagram: Kirkpatrick

Baseline	Reaction	Learning	Behavioural Change	Outcome
Level 0	Level 1	Level 2	Level 3	Level 4

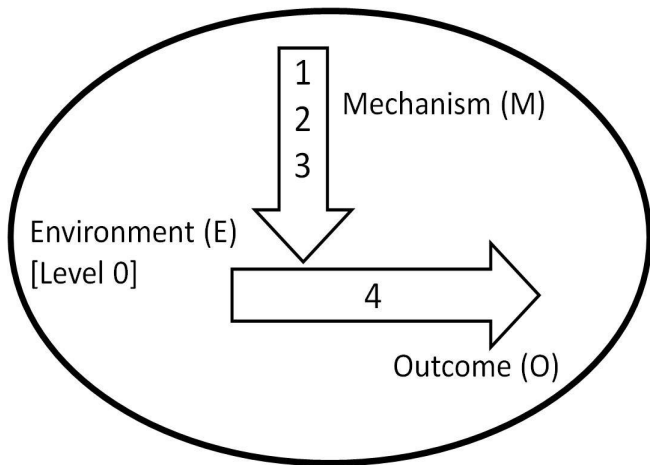
Professional development is learning, that leads to behavioural change, that leads to a more successful outcome for the individual



Combine realistic evaluation with the learning logic diagram



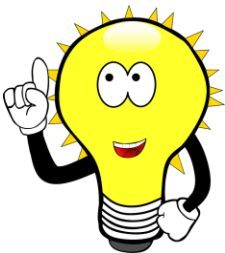
Combine realistic evaluation with the learning logic diagram



Learning is **dynamic** and has a self momentum



Context/Environment is more **static** in nature



What happens if we explore professional development in **static** and **dynamic** terms?



What happens if we explore professional development in **static** and **dynamic** terms?

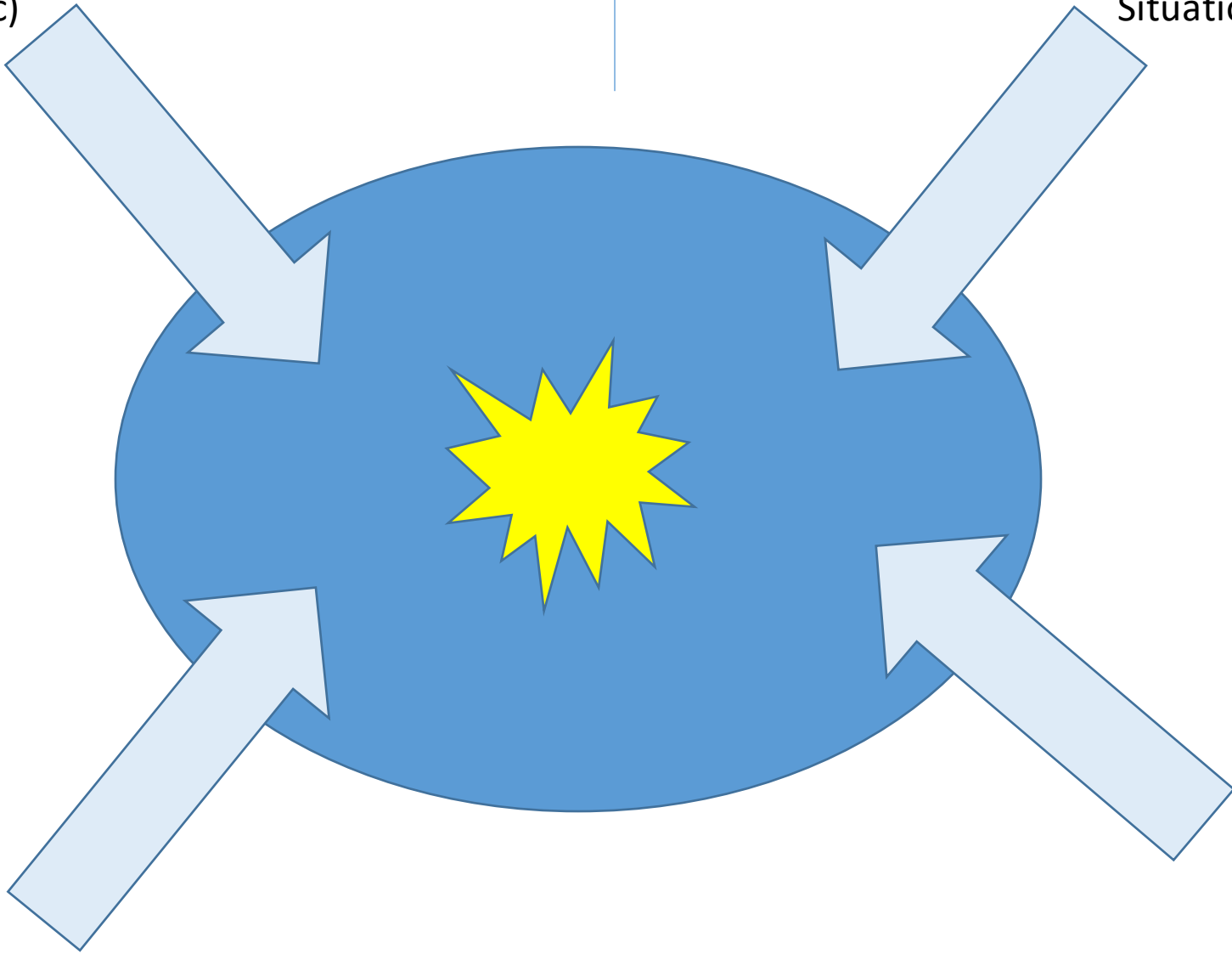
- Personal analysis
- Situational analysis

Person profiling

Situational analysis

You (Static)

Situation (Static)



You (Dynamic)

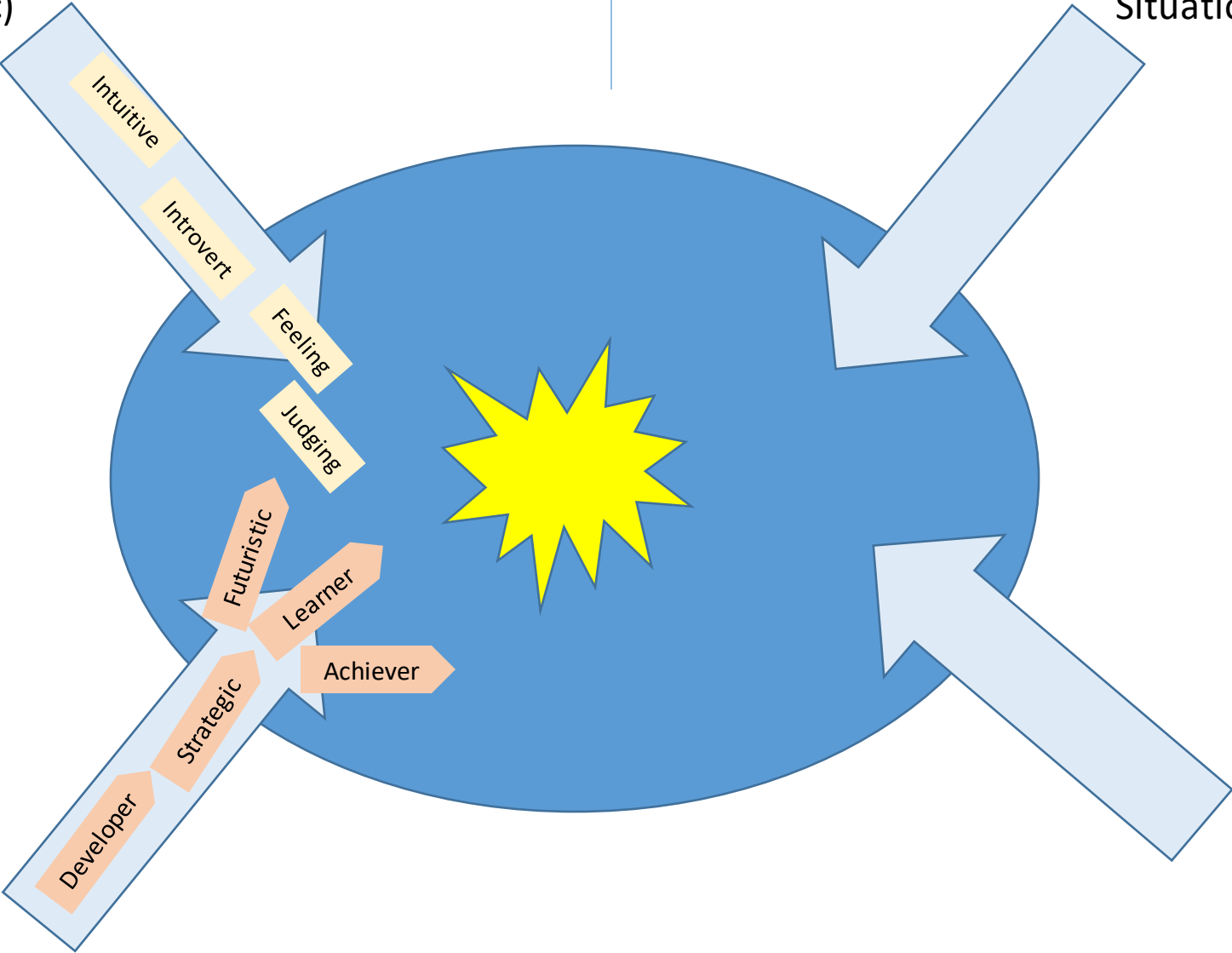
Situation (Dynamic)

Person profiling

Situational analysis

You (Static)

Situation (Static)



You (Dynamic)

Situation (Dynamic)

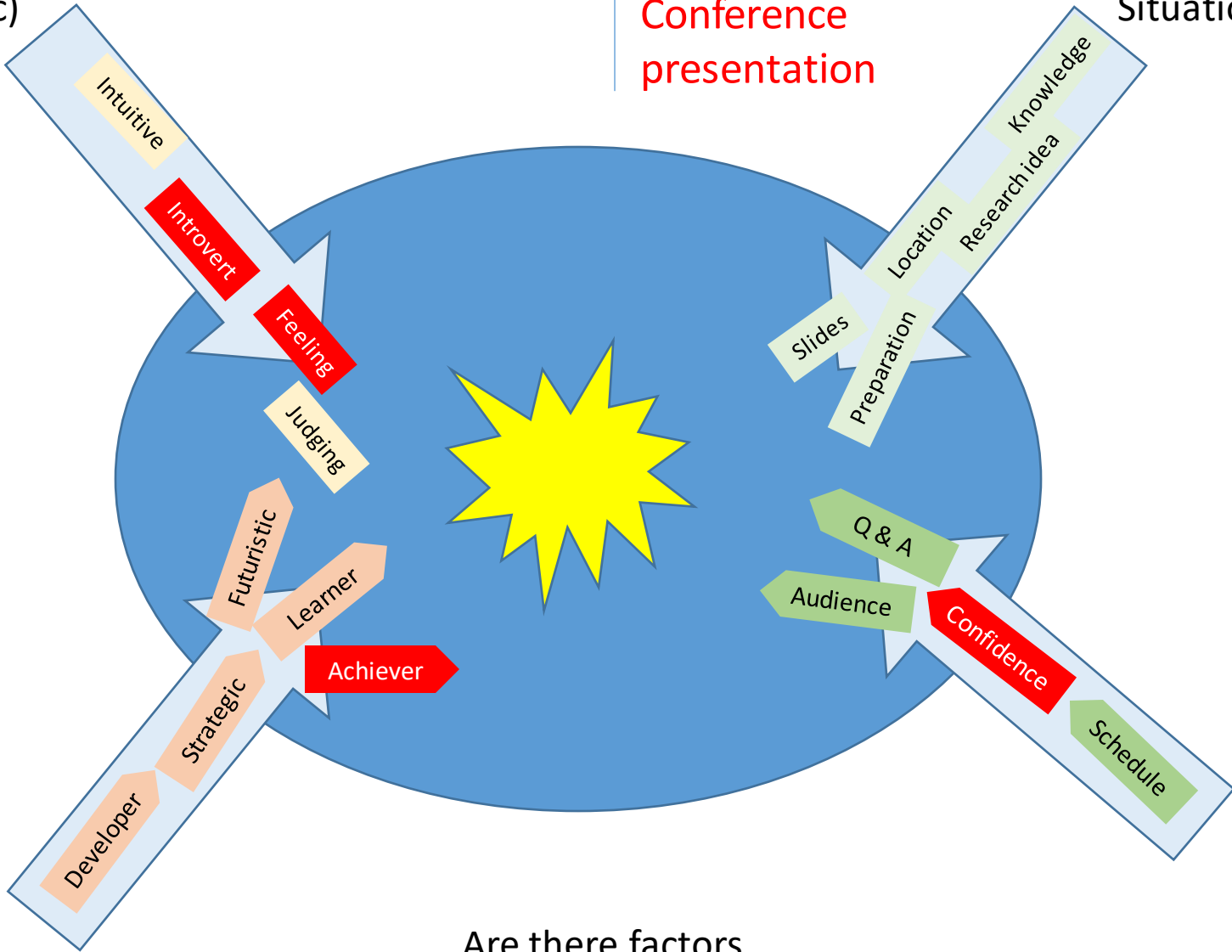
Person profiling

Situational analysis

You (Static)

Situation (Static)

Conference presentation



You (Dynamic)

Situation (Dynamic)



Are there factors that dominate in the given situation?

The Dynamic Development Model





Acknowledgements:

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One conclusion

A **skill** is managing the dynamic and static components of a situation to a successful outcome

A **dynamic component** has a sense of self momentum in a situation and is not entirely under your control. E.g. When presenting, the audience response is dynamic

A **static component** has a sense of non-changing and controllability in a situation. E.g. When presenting, PowerPoint slides are static in that they can be pre-prepared and do not change during the presentation.



The following extract comes from a paper by McAlpine who studied early career researchers transitioning in their roles, 'Becoming a PI: From doing to managing research'.

'Thus, though getting the grant was a positive experience, individuals found themselves dealing with new challenges (not doing 'what I thought I would be doing' (Juliet)) which many characterized as a shift in perspective from 'doing' to 'managing' research – 'become a manager' (Sam).

All but Romeo and Will described a range of responsibilities they had to take on that they were not prepared for: managing the grant (Jerry), dealing with people (e.g. Frances, Fiona), managing the team (e.g. Pedro, Fabien, Jerry), line managing individuals (e.g. Laura, Cathy) as well as setting priorities amongst tasks (e.g. Mike), negotiating the 'political' environment (e.g. Fabien), developing a management style (e.g. Greg, Geoff, Victor), getting people to do things they don't want to do (e.g. Dan).'

[Source: McAlpine 2016]

Lynn McAlpine (2016) Becoming a PI: From 'doing' to 'managing' research, Teaching in Higher Education, 21:1, 49-63, DOI: 10.1080/13562517.2015.1110789
PI – The 'Principal Investigator' on a research project.

