

PROFESSIONAL DEVELOPMENT SEMINAR, Fall 2006, BUS 699

Asia Pacific Leadership Program (APLP) – East-West Center

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Please see the APLP Weekly Schedule for class times and locations

Building the Boat



APLP Program Vision and Mission: Navigating Change

The APLP introduces candidates from a wide spectrum of national origins and fields to a blend of regional and leadership coursework. We believe that through the interpretation of ‘real world’ events in the Asia-Pacific and the development of leadership capacity we are building towards a community of success that will in turn enhance the outcomes of Asia Pacific Integration.

Professional Development Seminar: Building the Boat

The Professional Development Seminar promotes professional collaboration and provides a venue to exchange professional advice with other fellows. It facilitates fellows in achieving satisfying positions which allow them to create positive change in the Asia Pacific community. Professional development is about career success. It is also about creating a vision of what our communities could be while gaining the skills and experiences needed to realize that vision.

The Asia Pacific Leadership Program uses the metaphor of ‘Navigating Change’ to describe how successful leaders in the 21st century will lead. The theme of navigation ties to the history of Polynesians who migrated from island to island to populate the Pacific. Before the master navigators of Polynesia could navigate, they needed something important – a boat. Building this boat required the entire community.

The Professional Development Seminar uses the metaphor of building a boat to describe the process of building a body of professional skills, resources and networks. As you build and strengthen your own professional life, you will see how it impacts and is impacted by others. Similarly, when you build your part of a boat, you must see how it

fits together and overlaps with other parts. To build the boat right, we must do it together.

Objectives: How We Build the Boat

- ❖ Resource Development – increase knowledge in professional field through structured conversation and sharing of information sources
- ❖ Networking Building – analyze our own network, gain tools for strengthening and empowering network
- ❖ Skills Training – improve transferable skills in communications, networks, conflict resolution and negotiation
- ❖ Action – use new knowledge through practical application
- ❖ Next Steps – prepare for next step in professional life

Content: Tools to Build the Boat

There are four components of the Professional Development Seminar:

1. Communication and Presentation Skills Training

Fellows will be guided by Hawaii Toastmaster Champion, Edison Bennett. The goals are for fellows to practice communicating in small groups and learn the basics of speech-making in a U.S. context. As well fellows will practice making professional introductions and learn how to make clear points in a classroom or business setting. Fellows will put learning into action by doing:

- ❖ News Presentations – Fellows will give two 3-minute news presentations followed by a 4-minute question and answer session. Presentations will be assessed by peers and staff using a worksheet of established criteria. Presentations are videotaped and burned on a CD for each fellow. Fellows must watch their presentation and write a self review, due one week later. Bonus points will be given for fellows who re-present the speech to a new audience (assignment shared with Regional Core Issues Seminar)
- ❖ EWC Conference Presentation in Vietnam – Fellows will present a panel or paper with their Study Groups at the EWC Alumni Conference in Vietnam. Dress rehearsals with staff are in early November.

2. Social Network Analysis Training

Wendi Backler of Boston Consulting will introduce Fellows to the basics of social network analysis (SNA) using actual mappings from the cohort. She will explain the science of SNA and how current research is used in organizational analysis. Fellows will better understanding the impact of informal networks and implications for leadership. Fellows will put learning into action by doing:

- ❖ Egonet Exercise – Fellows will map their personal network to better understand patterns and areas for improvement
- ❖ Network Weaving Exercise – Fellows will focus on strengthening connections within the cohort by finding a share interest or resource between two fellows and deliberately connecting them
- ❖ Software Training - Optional training in social network analysis software (UCInet) will be offered.

Suggested readings in Networks section (C2) of Core Issues Reading Packet:
Krebs and Holley. **“Building Smart Communities through Network Weaving.”**
Kleiner, Art. **“The Quantum Theory of Trust.”**

3. Conflict Resolution and Negotiation Training

Conflict and peace experts from the East-West Center and Hawai'i community will share indigenous and regional conflict resolution tools used in Asia Pacific. Fellows with experience in the field will share case studies from their home regions. Negotiation training and simulation will be provided by UH and Harvard Business School professor, Rob Robinson. Fellows will put learning into action by doing:

- ❖ Negotiation Exercise – The Deepport Negotiation Simulation will challenge fellows to actively negotiate their positions in a class simulation

4. Career Fest and Professional Tracks

In collaboration with the UH College of Business, UH Career Services Center, Project Management Institute and the Society for Human Resource Managers, an APLP Career Fest will occur on October 5th and 6th. The event will provide a range of workshops for fellows to gain specific tools necessary for career advancement. Fellows with relevant expertise will provide workshops as well. Proposed workshops:

- Resume Writing
- Interviewing Techniques
- Graduate School Applications
- Project Management
- Job searching in Asia
- Managing your career



Fellows will choose a Professional Track based on their career field. The purpose of the Professional Track is to help fellows find others with similar career interests and to provide a venue for discussion, resource-sharing and problem-solving within a field. The tracks are self-guided based on the needs of the members.

Fellows will put Career Fest and Professional Track learning into action by doing:

- ❖ Interviews – Fellows will conduct 2 interviews with professionals in their field (assignment shared with Regional Core Issues Seminar)
- ❖ DC Professional Interview – Fellows will set up an individual meeting with a professional in Washington D.C. to interview them about their career/organization
- ❖ Resume/Exchange - Fellows will update their resume and are encouraged to create on-line versions (see web publishing on the Hub). Fellows will exchange their resume with another fellow (can be in professional track)
- ❖ Career Resource Posting – Fellows must post at least one opportunity (job, fellowship, grant, etc.) in the Career Resources conference on the Hub.
- ❖ Reference Letter - Fellows must draft a reference letter for themselves
- ❖ Event with Professional Track - Tracks are responsible for organizing or attending one event of interest to their field during the semester

Other Components of the Seminar

Field Studies

The APLP integrates classroom learning with a variety of Field Study experiences. Within the context of the Professional Development Seminar, each event has different goals and priorities:

- ❖ **Molokai** (August 31 – Sept 4): Learning about each other (personal and professional) through team activities and informal discussion
- ❖ **New York/Washington, DC** (October 14 - 24): Pursuing professional paths by learning about organizations and setting up meetings with professionals of your choice
- ❖ **Vietnam** (November 24 – December 19): Pursuing professional paths in the region by learning about organizations and networks, including the EWC Alumni network

Study Groups

You are a member of a Study Group comprised of 7 (or 8) APLP fellows. These are different than Professional Tracks; they are more structured with specific requirements for each of the three seminars. Study Groups will work together throughout the semester. Among other activities, each team will:

1. Share learning and provide peer support.
2. Give a formal panel presentation at the EWCA Conference in Vietnam in December. A dress rehearsal will be presented in Honolulu in November with faculty and peer feedback.
3. Tackle the outdoor challenges of the Leadership Reaction Course at Schofield Military Barracks, where effective teamwork is paramount.

Service in the Hawaii Community

Service is a way to develop professional skills while meeting a need in the community. You are encouraged as individuals and members of a Study Group and Professional Track to get involved in service opportunities in the local community while in Hawaii. Stuart Coleman, Leadership Certificate instructor, invites APLP fellows to join Saturday service trips.

Role of the Instructor: Managing the Building

I coordinate the seminar, invite guest speakers, weave the APLP network, provide resources for fellows to pursue individual career paths and provide avenues to learn from and assist each other. I facilitate fellows in finding answers through individual meetings and group sessions by recommending ideas, people, and resources. For expert professional counseling and career testing services, I refer fellows to the UH Counseling and Student Development Center. UH and other resources are posted in the Career Resources or Professional Development conferences on the Hub.

Classroom Requirements and Etiquette: Rules for Building

As part of the APLP 3rd Culture, which we will co-create together, establishing a successful learning environment throughout all aspects of the program is of paramount importance. The following classrooms requirements and rules of etiquette are designed to further this goal:

- **Attendance:** Fellows are required to attend all APLP classes, field trips, events, meetings etc. If you cannot attend an APLP class or activity, you should submit written notice (via email) in advance to the Seminar coordinator.
- **Dress:** Please dress professionally. In Hawaii this means “aloha attire” (not jacket and tie for men). No shorts, slippers/flip-flops, or T-shirts in class.
- **Punctuality:** Please respect the learning environment, including the visiting instructors and your classmates, by arriving at least 5 minutes early. Classes will start and finish on time. Your time is important and will be honored.
- **Taboos:** No eating in class, unless food is provided for special events. No chewing gum. Drinks are permitted. Cell phones must be turned off at all times.
- **Preparation for Class:** Fellows are expected to come to class having read and actively engaged with designated readings, and having completed all assignments.
- **Active Participation:** While differences in English language ability, as well as cultural and educational backgrounds, will be taken into consideration, all fellows are expected to participate actively in the Seminars (and the APLP as a whole). Active participation includes contributing meaningfully to classroom discussions (without being called upon), practicing active listening, and maintaining a positive and supportive attitude toward instructors and classmates.

Specifically, please:

- Respect others
- Listen to and avoid interrupting others
- Resist the temptation to put words into another person’s mouth
- Be clear and concise
- Avoid side conversations
- Maintain a positive attitude
- Be open about your own ideas as well as the ideas of others
- Sit next to different people each class
- Be sensitive to different learning styles, language ability and communication norms
- Participate actively without dominating
- Follow the EWC Student Code of Conduct



Evaluation: How Well are We Building the Boat?

The three main areas you will be evaluated in are:

- 1) Engagement (30%)
- 2) Activities (30%)
- 3) Portfolio (40%)

Engagement (30%)

“Engagement” refers to your level of involvement with, and commitment to course and program activities, as well as your individual progress in terms of personal learning goals. The assessment of engagement will be carried out by yourself, the APLP staff and your classmates throughout the semester as follows:

- 1) Start of Term: Assessment by you. Setting your personal learning goals
- 2) Midterm: Assessment by you and staff evaluating progress on personal learning goals and overall program participation and contribution
- 3) End of Term: Assessment by you, staff and peers evaluating progress on personal learning goals and overall program participation and contribution

Areas of assessment include:

Self Assessment – ranking of objectives at the beginning, middle and end of the program. A worksheet will be given out to assist in creation of your list of learning objectives. At the midterm and at the end of term you will be asked to evaluate your progress in terms of goals and in overall program participation.

Staff Assessment – will cover staff perception of your progress in your personal learning goals, contributions to class work, group discussions and the APLP learning community (including online, field and other activities). Each course also has specific areas to assess engagement (see the Professional Development Seminar components below). You will receive a progress report at the mid point of the term.

Peer Assessment – Study Groups evaluate team members on stated objectives and in terms of Study Group contributions.

Specific areas of Professional Development Seminar assessment in terms of engagement include:

Attendance – Attendance and active participation in courses, activities, Field Studies - all course elements. Participation includes on-time attendance as well as active, informed and inclusive participation in course discussions (in class, online and in the field). The participation assessment also reflects the quality of questions asked in presentations (not quantity).

Workshops and Guest Speakers

The Professional Development Seminar is structured around discussions, , workshops and simulations with leading experts on professional skills. You will be evaluated on your presence and involvement in all these activities. Involvement means having completed preparatory work, engaging in discussions, exhibiting sensitivity to contrasting styles of communication, being open to different styles of learning, especially outside your performance comfort zones, intentionally reflecting on experience, and contributing to the overall success of a session or event.

Study Groups

Assessment will focus on your active participation and commitment during initial teambuilding before activities occur. This is a vital and demanding phase of team success.

Activities (30%)

The primary focus here is on performance and outcomes. This involves teamwork, content integration and application. In Field Studies, exercises and projects you will receive an overall grade for the totality of your work in these combined areas. Events with special relevance to the Professional Development Seminar include:

- Career Fest
- All APLP Field Studies
- EWCA Conference Presentation in Vietnam
- “Discover Vietnam” outcomes and team success

Portfolio (40%)

The detailed requirements of the personal portfolio will be distributed separately (document titled: *Program-Wide Assessment Elements of the APLP*). The portfolio is a reflection of your total progress for the semester.

Required elements in the Professional Development Seminar include the following:

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| Self Assessment | 30-Aug |
| Interview (1) Completed | 13-Sep |
| Portfolio Draft 1 | 25-Sep |
| Self Assessment Mid-Term | 27-Sep |
| Egonet | 27-Sep |
| Study Group Presentation Abstract & Plan | 29-Sep |
| Network Weaving Exercise | 4-Oct |
| Career Resource Posting, Resume, Ref Letter | 5-Oct |
| Portfolio Draft 2 | 26-Oct |
| SG Vietnam Presentation Rehearsal | 7-Nov |
| Interview (2) Completed | 15-Nov |
| Self Assessment Final | 15-Nov |
| Portfolio (Pre-Vietnam) | 22-Nov |
| SG Presentation: EWCA Conference | 8-Dec |
| Final Portfolio (with Vietnam additions) | 22-Dec |

Floating Dates:

News Presentations (2) & Self Review

Plus an Introduction to the Portfolio in which you answer these questions:

What is your next step professionally? What will you contribute and what will you gain in this next step?

Grading of Professional Development assignments

Assignments are graded on a Pass/Fail basis. Assignments are assessed primarily on effort. Writing style and language are not important as long as the main points are communicated. If sufficient effort has not been spent in completing the assignment, fellows will Fail the assignment and be asked to repeat it by a set deadline. My feedback as an instructor will be focused on providing resources and ideas to meet your goals and move fellows forward on their path.