# CC-10: PROFESSIONALISM AND CAREER DEVELOPMENT

Extension educators have high expectations embedded in the unique roles and traditions of Extension and the work performance of our staff is a vital key to Extension’s success and continued relevance. To ensure this and to serve others, Extension staff must continually strive to be technically up-to-date, sensitive to interpersonal and community relations and are reliable, ethical educational leaders.

***SUB-COMPETENCIES AND INDICATORS***

1. Understands the history and philosophy of Extension, for example:
2. Understands the uniqueness of “Land Grant”—the history, structure and mission of Extension
3. Understands the philosophy of issue-based, as opposed to discipline-based, programming
4. Understands the concepts of transformational education and collaborative programming
5. Understands the unique funding arrangement of Extension and opportunities that exist for additional resources.
6. Shows knowledge of the strategic priorities and policies of Extension programs at state and regional levels
7. Understands partner relationships
8. Implements appropriate program cost recovery procedures and policies
9. Displays the characteristics of a professional educator, for example:
10. Understands oneself and can articulate a personal professional philosophy and mission
11. Is a scholar/practitioner, creating data-driven, research-based, outcome-oriented programs
12. Practices continuous learning, regularly assessing learning needs and taking advantage of professional development opportunities for both technical and process skills
13. Maintains a professional portfolio, sets priorities, and has a career plan
14. Effectively uses time and personal management strategies to balance personal and professional life
15. Utilizes leave opportunities, appropriately
16. Is aptly involved in mentoring, within and/or without the MSUE mentoring system
17. Adheres to MSUE procedures and policies
18. Models professional and businesslike office appearance and operations
19. Maintains high ethical standards, for example:
20. Understands and upholds Extension’s ethical, moral and legal responsibilities
21. Serves in a non-biased, objective role
22. Is impartial in controversial matters
23. Is trustworthy—displays integrity and consistency of values, emotions, and behaviors
24. Displays personal and social competency, for example:
25. Knows one’s strengths and limits, is self-confident, takes initiative, strives for excellence, and displays a positive attitude
26. Seeks and accepts constructive feedback from others
27. Exhibits empathy and effectively manages conflict
28. Is open to the ideas of others
29. Understands teamwork and collaboration, contributes to team success and brings synergy to group efforts
30. Appreciates the norms and values of diverse segments of a community, and builds appropriate networks and partnerships
31. Effectively acts as a change catalyst
32. Deals effectively with change
33. Works effectively with volunteers or community partners
34. Is an effective team member, for example:
35. Supports group goals over personal interests
36. Shows respect and consideration for other team members
37. Helps build trust among team members
38. Effectively works to resolve conflicts in teams
39. Carries out team assignments effectively
40. Promotes a positive image of the team
41. Participates in Institute, statewide programming teams as appropriate
42. Contributes to national program development teams as appropriate

***LEARNING ACTIVITIES***

1. For new staff, work closely with your MSUE assigned mentor on the sub-competencies in which you feel least comfortable.
2. For more experienced staff, participate in the MSUE mentoring training and engage in a mentoring experience with a newer staff member.
3. Maintain a record of ways and time spent developing your core competencies.
4. Participate in a professional development experience that enhances current skills or develops new ones.
5. Draft a professional development plan that incorporates formal and informal learning experiences. Share the plan with the Institute Director.
6. Reflect on your level of participation on various teams and implement changes in your involvement that fit your overall professional/career development goals.
7. Establish and continually update/maintain a record keeping system to be used in conjunction with completing the Step II and III reviews.
8. Use the professional development portfolio as a career record, identifying major on-the-job accomplishments to assist in defining future career goals.

***KEY RESOURCES***

***TOP Recommendations***

Apps. J.W. **Teaching from the Heart.** 1996. <http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=3>

Bazerman, M.H. and A.E. Tenbrunsel. **Blind Spots: Why we fail to do what's right and what to do about it. 2011.** <http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=2320>

Chandler, Steve. **Time Warrior: How to defeat procrastination, people-pleasing, self-doubt, over-commitment, broken promises and chaos.** 2011.

<http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=2331>

Crouch, Chris. **Getting Organized: Learning How to Focus, Organize and Prioritize.** 2005.

<http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=1952>

Le Blanc, Raymond. **Time Management Tips, Tools & Techniques: Learn the most important time management skills for personal life and career success.** 2012.

<http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=2330>

Loehr, Jim & Tony Schwartz. **The Power of Full Engagement: Managing Energy, Not Time, Is the Key to High Performance and Personal Renewal.** 2003.

<http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=2168>

Rees, Fran. **Teamwork from Start to Finish: 10 Steps to Results.** 1997. <http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=124>

***Other Great Resources***

Belgard, W. et al. **Tips for Teams.** 1995. <http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=1158>

Bolton, R. **People Skills.** 1979. <http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=10>

Cherniss, C. and D. Goleman. **The Emotionally Intelligent Workplace.** 2001.

<http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=705>

Cohen, N. **Mentoring Adult Learners.** 1995. <http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=956>

Conrad, P. **Balancing Home and Career.** 1995. <http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=1046>

Cranton, P. **Professional Development as Transformative Learning. 1996.** <http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=1841>

Dodd, P. and D. Sundheim. **The 25 Best Time Management Tools and Techniques.** 2005. <http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=1961>

Haynes, Marion. **Time Management: Get an Extra Day a Week.** 2009.

<http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=2284>

Haynes, M. **Personal Time Management.** 1994. <http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=1036>

Lencioni, P. **The Five Dysfunctions of a Team.** 2002. <http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=825>

Mackenzie, A. **The Time Trap.** 1997. <http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=1953>

Moore, B. **A Three-Way Partnership: Historical Highlights, MSU Extension.** 1999. <http://web1.msue.msu.edu/msue/docs/MSUEhistorychart.pdf>

Olstrom, E. and H. Miller. **Plus Two Score: The Cooperative Extension Service in Michigan, 1940 to 1980.** 1984. <http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=2075>

Rouillard, L. **Goals and Goal Setting.** 1998. <http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=1025>

Seevers, B. et al. **Education Through Cooperative Extension.** 1997. <http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=1969>

Steiner, C. and P. Perry. **Achieving Emotional Literacy (audio tape).** 1997. <http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=1004>

Steinbach, B. **The Adult Learner: Strategies for Success.** 1993. <http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=951>

van den Ban, A.W. and H.S. Hawkins. **Agricultural Extension.** 1996. <http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=843>

VerBurg, K. and R. Vlasin. **Pursuing What is Best for the World; 150 Years of Teaching, Research, and Extension--Stories of the College of Agriculture and Natural Resources. 2005.** <http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=2476>