

BCCC -Professional Development Strategy & Model



The Office of Professional Development is dedicated to supporting and enhancing the skills of all faculty and staff at Baltimore City Community College (BCCC). The Professional Development (PD) team exists to support Human Resources objectives of serving staff, in order to serve students at BCCC. We will accomplish this goal based on implementing and executing a clearly defined BCCC PD STRATEGY.

Human Resources objectives are:

“The Office of Human Resources is dedicated to providing strategic partnerships with College leaders to attract, develop, and retain a qualified and diverse workforce that fosters an environment to support our students, mission, and vision- to be the leader in providing quality education to the residents of Baltimore City. Services are provided in the areas of **Recruitment/Talent Acquisition, Benefits, Classification & Compensation, Professional Development & Training, and Labor Relations.**”

It is through this mission that PD will enhance staff “*development*” opportunities and resources in order to meet the dynamics of learning across the college. Oliver Wendell Holmes once commented, “*The mind of man once stretched to new dimensions, will never return to its original form.*” Professional Development’s goal is to assist in stretching training, learning and most importantly, applying training and learning to the workplace for performance improvement and results. Delivering learning synchronous (together) and asynchronous (independent) in-class and online will form the basis of development.

BCCC Professional Development Strategy:

Mission:

1. To link training and learning to BCCC’s organizational strategy (mission, vision, values)
2. Ensure training and development opportunities enhance staff growth and succession
3. Ensure training and learning resources represent qualified facilitation and effective learning resources (manuals, curriculum, tools, facilitators) in a comprehensive manner.
4. Collaborate with the Professional Development Council to effectively govern PD funds and facilitation processes

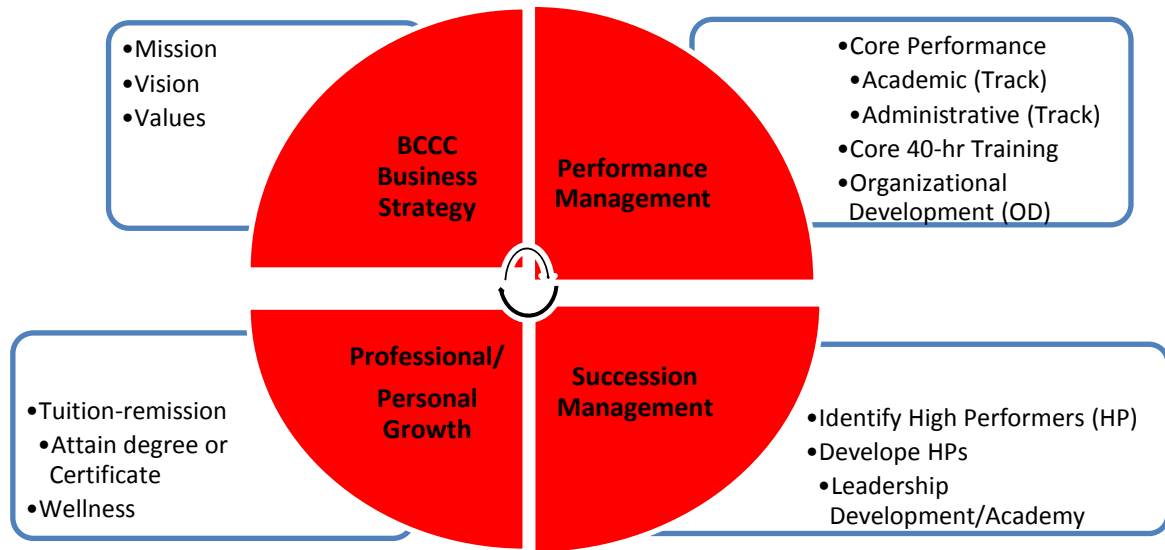
Objectives:

1. Provide learning that enhances internal growth opportunities for succession management based on the needs of BCCC organizational strategy and organizational development (OD) interventions
2. Provide variety and frequency of training and learning courses for professional and personal growth throughout the year, that is based upon job specific training and development
3. Provide training and learning opportunities via classroom, online, conferences, workshops, on-the-job matching, and other blended-approaches that are effective for staff growth
4. Ensure and enforce the annual mandatory staff 40-hour training completion requirement

***Employees are encouraged to take courses and attain degrees/certification to enhance their knowledge within their current field.**

Ideally, each staff member should be encouraged to “take charge” of their own learning, and use the opportunities presented by HR and the Professional Development department. Leaders of departments should provide advice on what learning sessions staff should take to increase growth and development within their career field, and staff should acknowledge they want to grow and be a part of the strategic direction of BCCC by “up-skilling” themselves.

**Baltimore City Community College
Professional Development Model (PDM)**



BCCC Business Strategy: BCCC’s business is offering the best services for student learning and work force matriculation. Professional Development’s (PD) strategy supports the goals of BCCC’s vision, mission and values. When training and learning are offered/attended, PD will ensure there is a *cause* (why we need learning services) and *affect* (what results will it produce) in order to connect with the over-arching college Strategic Plan.

Performance Management: PD department manages performance by ensuring that “all staff” are effectively trained on core and college-wide topics. The 40-hours annual mandatory training is the start point to ensure regulatory and job specific learning is offered. Additionally, professional development learning that are specific to *Academic* staff and specific to *Administrative/Support* staff will be provided to enhance growth and learning. Leaders of respected divisions & departments will provide guidance to staff on specific learning that is needed in departments to enhance skills/competencies. Departments will work with PD in order to ensure a blended-approach to T&D services are offered. PD will ensure all training supports the business strategy and leadership development, through Organizational Development interventions.

Professional/Personal Growth: BCCC offers tuition-benefits and wellness programs to allow for personal-professional growth. Attaining certifications and degrees that complement skills on the job are essential to meeting student demands, and provide a sense of accomplishment to staff. BCCC leaders’ supports these opportunities. Credit, Non-credit and CEU’s will be applicable.

Succession Management: A key element of BCCC’s ability to continually offer the best services is how talent is acquired, developed and maintained. It is no longer a choice as to whether we maintain high performers, but it is imperative. PD will offer leadership development learning opportunities and mentorship, that will help identify staff who are competent for increased levels of leadership. Through Succession Management, the Leadership Institute, Coaching relationships, and other effective learning opportunities, succession management helps prepare staff with potential and the desire for future leadership roles.

Evaluation Metric: All PD training and learning activities will have an evaluation metric in order to assess competency and skill development. Metrics include evaluations after training, receiving feedback on how new learning was applied at work, assessing what results are realized, and what tangible and/or intangible improvements could be gained for long-term results. These results will then be measured with BCCC’s strategic plan and adjustments made where needed to ensure commitment. Kirkpatrick’s four-level model of *Reaction, Learning, Behavior Change and Results* will form the basic evaluation process.