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STUDENT EMPOWERMENT, ENGAGEMENT AND REPRESENTATION IN LEBANESE UNIVERSITIES

StEER-Leb

Training Curriculum

Self-development Skills for Working with Students



TRAINING TITLE: SELF-DEVELOPMENT SKILLS FOR WORKING WITH STUDENTS

Targeted participants	Student affairs and services professionals in higher education
Number of participants	Between 12 and 15
Duration (contact hours)	120 minutes

Objectives

- Introducing participants to the concept and basic tactics of self-development.
- Highlighting the significance of self-development in communication with students.
- Sharing methods to enable participants to engage in critical self-reflection and identify the relationship between beliefs and actions.
- Sharing means to enable participants to engage in rigorous and systematic self-reflection and share insights with others as appropriate.

CONTENT

Introduction:

- Participants are asked to introduce themselves based on 3 or 4 questions related to their personal and professional profile. Examples of self-assessment questions (personal development questions):
 - What is the purpose of my life?
 - What is the most important thing to me?
 - What should I spend more or less time on?
 - Where do I get my motivation from?
 - What are my values?
 - What do I really want from life?
 - What do I like about my life?
 - Have I done enough for myself?
- The trainer provides feedback and a presentation of the main components of self-development behavior and explains the objectives of the meetings.
- The trainer explains how self-development can be an opportunity for professionals to have a new perspective about their lives and how this can impact their professional plans and behavior.

Vision:

- After a presentation about self-development, participants are asked to draft their personal and professional visions.
- Participants present their results.
- A debrief is then conducted by the trainer highlighting the impact of personal values, beliefs, and histories on professional behavior and development.

Ensuring the balance between professional and personal life:

- An exercise is conducted to measure if participants can manage the balance between their professional and personal expectations.
- The objective is to enable participants to understand that the balance between their professional and personal life is crucial to adopt positive behavior with students.
- During this exercise, individuals evaluate their own lives, observe the personal growth they have experienced, and decide whether they are satisfied or not.
- Being able to understand our needs is a key component to understanding student expectations and adapting our actions accordingly: Increased awareness of self can assist individuals in effectively using their strengths and competencies in a given situation.

How to communicate with students – topics covered:

- Interdependence between the self-development of professionals working with students and their ability to communicate with students.
- Concepts of communication (presentation).
- Being credible: aligning what we think, what we say and what we feel.
- Definition of the concept of empathy and tips for building mutually supportive relationships with colleagues and students.
- More skills that need to be acquired when working with students:
 1. Communication
 2. Patience
 3. Creativity
 4. Enthusiasm
 5. Confidence
 6. Dedication
 7. Conflict Resolution
 8. Organization

DESCRIPTION OF THE TRAINING METHODOLOGY

- Interactive discussions between the participants and the trainer based on specific topics.
- Quizzes and self-evaluation followed by sharing results with other participants.

PREPARATION BY THE PARTICIPANTS BEFORE THE TRAINING (IF APPLICABLE)

No specific preparation is required from participants before the training.

MATERIAL TO BE PROVIDED TO PARTICIPANTS DURING THE TRAINING

Questionnaires to be prepared and distributed to participants.

PowerPoint presentation to explain the main concepts: mission, vision, communication codes, etc.

REFERENCES

Example of questionnaire to measure work-life balance:

<https://www.projecttimes.com/images/batimes/pdfs/SelfAssessingYourWorkLifeBalance.pdf>

<https://www.brandman.edu/news-and-events/blog/how-strong-is-your-worklife-balance>

Online questionnaire elaborated by the Canadian Mental Health Association: <https://cmha.ca/work-life-balance-quiz>

Report by Oxford Brookes University about work-life balance:

<https://www.brookes.ac.uk/documents/cdprp/resources/work-lifebalance-report/>

Love, P. G. (1995), Exploring the impact of student affairs professionals on student outcomes. *Journal of College Student Development*, 36(2), 162-170.

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Stan Carpenter & Matthew T. Stimpson (2007) Professionalism, Scholarly Practice, and Professional Development in Student Affairs, *NASPA Journal*, 44:2, 265-284, DOI: 10.2202/1949-6605.1795

Kristyn Muller, Dustin Grabsch & Lori Moore (2018) Factors Influencing Student Affairs Professionals' Attainment of Professional Competencies, *Journal of Student Affairs Research and Practice*, 55:1, 54-64, DOI:10.1080/19496591.2017.1345755

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For more information: info@steerleb.net