

Chapter 4

Career Sponsorship as a Professional Practice for Participation in Professional Development Programs

Deborah Baness King

Governors State University, USA

Matthew A. Cooney

Governors State University, USA

Beverly A. Schneller

 <https://orcid.org/0000-0002-3071-8481>

Governors State University, USA

ABSTRACT

There are numerous opportunities for aspiring college presidents to participate in formal leadership development programs created by professional organizations dedicated to leadership in higher education. These formal leadership programs serve a variety of leaders in the presidential pipeline, including aspiring presidents in senior leadership positions and mid-level academic leaders. Participation in these programs is well-documented; however, participation in these programs can be stifled without a targeted professional development plan.

DOI: 10.4018/979-8-3693-7748-2.ch004

INTRODUCTION

There is no singular way to prepare for the college presidency, as the demands are multi-faceted and complex. College presidents may start their day by speaking with members of the state legislature about the budget, then meeting college alums to secure a donation for an endowed scholarship over lunch, followed by coordinating a response to student protests engulfing the campus in the afternoon. Related to the preparation practices for the unique demands of the position, Dr. Dwuan J Warmack, President of Claflin University, stated that “individuals are focused on getting to the seat (presidency) but not focused on developing the core competencies needed to remain in the seat.” (Martin & Cooney, 2020, p. 18).

Luckily, multiple organizations are dedicated to professional learning to teach aspiring college presidents about the core competencies of the college presidency. Participation in these professional development programs is essential for aspiring college and university presidents, and career sponsorship by senior leaders can open the doors to these activities. The present chapter explores how career sponsorship led to participation in national leadership development programs for three higher education leaders at various stages in their careers and the importance of career sponsorship in making participation possible.

CAREER SPONSORSHIP

In the realm of higher education, both mentorship and career sponsorship play crucial roles in shaping aspiring college presidents' professional trajectories. While these concepts are often used interchangeably, they represent distinct approaches to supporting aspiring presidents' career development. Mentorship typically involves guidance, advice, and support from a more experienced individual (Hewlett, 2013). The importance of mentorship in preparing college and university presidents is well documented (Briscoe & Freeman, 2019; Commodore et al., 2016; Freeman & Gasman, 2014). Briscoe and Freeman (2019) detailed how current college and university presidents benefited from mentorship, including preparation for the presidency by serving as role models and providing guidance and feedback during difficult situations.

In contrast, sponsorship goes beyond guidance to actively promote and champion the sponsored individual's career advancement. Sponsorship entails active advocacy and leveraging connections to create opportunities for the protégé (Hewlett, 2013). Sponsors use their influence and networks to create opportunities, recommend their protégés for positions or projects, and advocate for their advancement (Ibarra et al., 2010).

18 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/career-mentorship-as-a-professional-practice-for-participation-in-professional-development-programs/365612

Related Content

Degree Attainment in Online Learning Programs: A Study Using National Longitudinal Data

Heather Carter, Credence Baker, Kim Rynearson and Juanita M. Reyes (2020). *International Journal of Innovative Teaching and Learning in Higher Education* (pp. 19-43).

www.irma-international.org/article/degree-attainment-in-online-learning-programs/265505

Designing Authentic Field-Based Experiences with Immigrant Students through One University and Urban School Partnership

Lan Quach Kolano and Cherese Childers-McKee (2015). *Professional Development Schools and Transformative Partnerships* (pp. 84-97).

www.irma-international.org/chapter/designing-authentic-field-based-experiences-with-immigrant-students-through-one-university-and-urban-school-partnership/116177

Analysis of Competences Development in Online and Face-to-Face Teaching Modalities Through a Formative Assessment Experience

Félix Enrique Lobo de Diego and Laura Cañadas (2023). *Formative and Shared Assessment to Promote Global University Learning* (pp. 52-70).

www.irma-international.org/chapter/analysis-of-competences-development-in-online-and-face-to-face-teaching-modalities-through-a-formative-assessment-experience/326145

The Effect of Psychological Safety on the Performance of Students in Graduate-Level Online Courses

George Hanshaw and Jacob Hanshaw (2023). *International Journal of Innovative Teaching and Learning in Higher Education* (pp. 1-21).

www.irma-international.org/article/the-effect-of-psychological-safety-on-the-performance-of-students-in-graduate-level-online-courses/333864

The Resurrection of the First Accounting Course: The Case for Blended Teaching in Financial Accounting

Gregory J. Krivacek (2023). *International Journal of Innovative Teaching and Learning in Higher Education* (pp. 1-17).

www.irma-international.org/article/the-resurrection-of-the-first-accounting-course/333627