



Continuing Professional Development

Earlier this year when members were surveyed to express their views on various issues, a clear message was that Continuing Professional Development (CPD) was seen as an important feature within NZIF. This was perhaps not surprising, since formal CPD is an increasing trend amongst professions both within New Zealand and overseas. The Standards/CPD Task Group

has explored various aspects of CPD and the findings are reported in this issue of NZ Forestry. Members are invited to write to Bill Liley, the Task Force Convenor, or other members of the Task Group, with any comments or suggestions on the emerging NZIF CPD system.

John Galbraith

“When planning for a year

– sow corn

When planning for a decade

– plant trees

When planning for a lifetime

– train and educate men”

– Kwan-Tzu

CPD – what is it?

Kathrine Fraser*

CPD means different things to different people – this was one finding from the membership survey conducted in 1994. To ensure there is a common understanding on which to base discussions within the Institute, NZIF has developed a definition to encapsulate the concept. The Task Force investigated how other Institutes define CPD and the contribution of education theory and adult learning and this is the result:

“Continuing Professional Development is the systematic and structured learning that is undertaken by professional foresters throughout the course of their careers, to ensure that they continually maintain and enhance their professional skills and the quality of service they offer.”

Implications of definition

- CPD is one of the responsibilities of being a professional.
- Providing it is structured, CPD can include learning that occurs on-the-job, within study groups, through research projects etc, as well as attending formal seminars and training programmes.
- CPD includes any aspect of development that is relevant to an individual's practice within the forestry industry including enhancing business management, marketing and personal skills and other areas that contribute to professional effectiveness.

- Providers of CPD programmes (NZIF, universities, private providers) should apply sound educational principles and practices to the development and conduct of courses, to ensure that members receive maximum benefit.
- CPD is systematic in that it is planned with regard to the individual's overall job, client needs and career stage. Members need to identify their own particular development needs in relation to their professional situation.

The establishment of a CPD system may be viewed by some as demanding more of members, but it is in fact only formalising and refining the ongoing development activities which forestry professionals have always undertaken.

CPD activities can include:

- Participating in training programmes
- Writing articles
- Giving presentations
- Training/teaching others about forestry-related issues
- Participation in structured study groups
- Attending conferences.

The main criteria are that CPD activities have specific objectives, are planned, and can be documented. Thus, under the proposed NZIF CPD system, a wide range of opportunities will be able to be taken up by members, to achieve the required credits.

CPD – The How

Foresters work in many different roles and contexts within the industry. It is for this reason that the NZIF CPD system is being designed with maximum flexibility, for members to determine appropriate learning opportunities.

Recent trends stress the significance of multi-skilling, the transferability of skills and the critical importance of being able to learn and adapt to new demands from organisations, clients and the global marketplace. As people progress through their careers, new development needs typically emerge as they accept new responsibilities, such as supervisory and management roles, marketing functions, mentoring and instructing, and also as they adjust to other life changes. Professionals have to plan their CPD so that they are equipped to

deal with the challenge of change which has become a reality of modern life.

Planning CPD does not involve merely scanning the pages of a course directory. The first step is to take some time to analyse and overview your employment situation.

- **What range of skills is required currently in your job?**
- **What job do you see yourself doing in five years' time?**
- **What new clients/markets are emerging for your services?**
- **How will technology, legislation, and other external factors influence your job?**

Answers to these types of questions will reveal the knowledge, skills and attitudes that you need to strengthen through

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activity involved. A recommended level of CPD credits is 20 per year. These credits can be gained through many different types of learning opportunities offered by a range of providers including local sections, employers, universities and private training establishments. It seems that most members already do far in excess of this level. Twenty hours are not deemed to be the recommended level of CPD for professional foresters to undertake, but rather the minimum level.

Guidelines

Guidelines will be issued that assist members to select appropriate CPD involvement. NZIF will encourage opportunities for CPD involvement across all geographic areas of New Zealand and in all areas of practice.

All full members are expected to undertake CPD as part of their professional responsibilities. Exemptions will apply to student and affiliate members and those who have retired from work. Partial exemptions may be applied for by members who are temporarily leaving the profession for travel overseas or parental leave.

Random Audit

A random audit procedure will be used to monitor CPD participation and members will sign an annual declaration indicating that they are meeting Institute standards. This procedure is consistent with practices in other professional groups.

Table 1 gives a comparison of the CPD systems established by several other associated professions.

TABLE 1: Comparison of CPD Systems operated by Associated Professional Groups

	Credits/Yr	Credit Type	Recording	Mandatory
Association of Investment Advisers & Financial Planners	20	1 credit per hour of learning	Self-record participation in approved courses	Yes
NZ Institute of Valuers	1995: 15	1 credit per hour of learning	Self-record all participation & sign declaration	Yes from 1.1.96
	1996: 20			
NZ Society of Accountants (Chartered Accountants)	40	1 credit per hour of learning	Self-record and sign declaration annually	Yes from 1.7.95
NZ Institute of Surveyors	20	Varies with course type Divided into 3 categories	Self-record	No
NZ Institute of Agricultural Science	Under development			No

CPD Task Force – Who's Who

In convening the Task Force to investigate Standards/CPD, NZIF endeavoured to gain representation from a wide cross-section of the membership. The resulting group reflects the perspectives of members in different career stages, employment situations and geographic regions.

Bill Liley, Convenor of CPD/Standards Task Group. Bill is a Senior Forest Consultant for Groome Poyry and is involved in a variety of consultancy work in New Zealand and offshore. His special areas of interest are forest valuation, forest modelling and harvest planning and he has spent considerable time in tropical forest inventory and harvesting in Papua New Guinea.

Bill's interest in education dates back over a decade during which he has been involved in LIRA and FEI courses. Through his parallel participation in the Consultants' Committee and the Valuation Working Group, he was co-opted onto the CPD/Standards Task Group.

His vision is for NZIF to develop a workable and effective mechanism which encourages members to maintain and enhance their professional skills, which in turn will further raise the stature of the forestry profession.

Kathy Kuggeleijn is a self-employed forestry adviser, with a client base consisting of farmers, landowners and forestry companies.

She has been instrumental in encouraging investment in forestry in the Tararua district and her establishment programme this season saw 150,000 seedlings planted. As a female, sole charge consultant in a fairly new business, and contracting to both forestry companies and private owners, Kathy occupies a unique position in the industry.



Kathy Kuggeleijn

Kathy is well experienced in education, having been involved with the promotion of forestry in schools with the recently released Forestry Insights resource materials, facilitated various link courses and school field trips, and acted as Industry Representative in evaluating a Polytech forestry programme.

As a consultant she has recognised the mistrust with which the timber industry is viewed by some sectors of the community. She believes that the maintenance of standards in the industry, particularly for those providing services to the public, can do much to dispel this and she is keen to see NZIF develop this role.

David Paul works in silviculture with Rayonier in Northland. He brings a new graduate perspective to the CPD debate and is particularly keen to see CPD progressed because of its importance for career development.

David recognises the vital link between CPD and quality management, which is currently a key influence in all aspects of the forestry industry. He also believes that