

Title: **Bansosha (guide runner) as a metaphor to suggest a professional development model for 'third space professionals'**

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Session Learning Outcomes

By the end of this session, delegates will be able to:

- develop an understanding of the Bansosha Model and theories behind it
- be able to share ideas and methods to promote reflective practice

Session Outline

This paper introduces challenges and questions arising from developing a supporting model called 'Bansosha Model' for third space professionals in higher education (HE), which I and Kiiko Katsuno have worked on over a few years. In this model, a staff (practitioner) works with a peer called Bansosha or the guide runner to reflect on the practices and to become proficient through regular reflective dialogue.

Characteristics of third space professionals in HE include unfixed work, yet to be established as a profession, no role model, no set career path, unclear sets of skills and body of knowledge, and little understanding of the role from other staff (Whitchurch 2008). Therefore, designing professional development structures for those staff is critical but difficult. In addition, studies on work place learning show that the most effective professional development methods are those embedded into daily activities rather than professional development seminars and workshops outside of daily practices (Rothwell and Arnold, 2005).

Referring to these discussions, we developed a professional development model that could be embedded into the everyday life of those third space professionals which would encourage critical reflection by using a peer as a guide runner (Bansosha). The reason why we use 'Bansosha' as a metaphor instead of other similar concepts such as a mentor, coach and counselor, is to emphasize the importance of the idea of "trustworthy third party" and "understanding from inside", which we borrowed from ethnographic research methods.

We carried out pilot studies to develop instructional material and to examine the effectiveness of the model. In the presentation, we will outline the background of this applied

research, the flow of Bansosha Model, and challenges and difficulties that arose from the pilot studies.

Session Activities and Approximate Timings

The outline of the workshop is as follows;

[20 minutes' presentation]

- Overview of the Bansosha model
- Results from pilot studies
- Questions for discussion

[20 minutes' discussion]

1. Some participants struggled to reflect deeply on their roles and the challenges faced. How can we encourage deep reflection? What is the difference between those who conduct deep reflection and those who struggle to do this?
2. How does work place learning deepen? Are there different stages to go through?
3. How can we share the understanding of these professionals with others across the university?

[5 minute's wrap up]

References

- Peseta, T. (2011) Professing in the field of academic development: is content a dirty word? *International Journal of Academic Development*, Vol. 16, 1, 83-86.
- Rothwell, A. and Arnold, J. (2005) How HR professionals rate continuing professional development. *Human Resource Management Journal* Vol 15, No13, 18-32.
- Whitchurch, C. (2008) Shifting Identities and Blurring Boundaries: the Emergence of Third Space Professionals in UK Higher Education, *Higher Education Quarterly*, Vol 62, No. 4, 377-396.