DEVELOPING and ADMINISTERING TRAINING & DEVELOPMENT PROGRAMS

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Administrators' Institute 2020

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Overview

- Content for Training and Development
  - Resources
  - Planning
  - Delivery Methods
  - Administration
  - Assessment and Evaluation
  - Working Together

“Comprehensive” Programs

- Address all areas of advisor competencies
  - Informational
  - Relational
  - Conceptual
- Use varied delivery methods

Warm-up Questions

- What brought you to this session?
- What specific challenges with training and development do you hope to address?
Content Resources

Context is key:

What should your academic advisors know, understand, and be able to do?
Create a Curriculum

Pre-service

New Advisor Training

Ongoing Development

One Example

Phoenix College Academic Advisor Training Outline

Institutional Overview

- PC Mission & goals, size, students, organizational structure
  - PC Locations: PC Online, PC Downtown
- Maricopa mission, size, students, organizational structure
- Academic Advising at PC: Organization & structure; Mission statement; Vision & Value Statement
- Why students seek advising: Mandatory categories, Desired advising

Theories, philosophies, and approaches to academic advising

- Approaches: Prescriptive, developmental, learning-centered, appreciative
- Theories: learning, student development, narrative
- Strategies: Proactive/intrusive advising, group advising,

Basic Curriculum, Enrollment, & Graduation Requirements

PC Programs Offerings

- Transfer: AA, AS, ABDE, AA-Fine Arts, AAS, & AGEC
  - General Studies
  - MAPP, NAU/RSU
- Other Transfer Partners
- Occupational: AAS & CO
  - Nursing, Dental Hygiene & other health-related
  - Paralegal
  - IFF and Others

See your participant booklet for the entire outline

Start Planning...

Delivery Methods

How will advisors gain that information, understanding, and skill?
Mix it up...

- One-on-one, personalized learning
- Group sessions
- Recorded sessions, videos
- On-line via LMS
- Handbooks, Google Sites, Intranet
- Presenters, panels, discussion groups
- Role play, case studies
- Observation

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<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Week 1 Activity</th>
<th>Location</th>
<th>Who</th>
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<tbody>
<tr>
<td>Monday</td>
<td>08:00 - 09:00 am</td>
<td>New Hire paperwork, get badge, parking decal, One Stop and Campus Tour</td>
<td>Building</td>
<td>Elena</td>
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<tr>
<td>Monday</td>
<td>09:00 - 10:00 am</td>
<td>Welcome; introductions; office culture, processes &amp; expectations</td>
<td>Room 151</td>
<td>Julie V</td>
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<tr>
<td>Monday</td>
<td>10:00 - noon</td>
<td>Observe Bear Trax</td>
<td>Room 151</td>
<td>Recruitment staff</td>
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<tr>
<td>Tuesday</td>
<td>09:00 - 10:30 am</td>
<td>PC steaming overview, philosophy, theory, and approaches</td>
<td>Room 151</td>
<td>Jennifer Horton</td>
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<tr>
<td>Tuesday</td>
<td>10:00 - noon</td>
<td>Technologies Overview: IP, sample, Appliance, Google Drive, Qless,</td>
<td>Room 151</td>
<td>Ann Dodge</td>
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<tr>
<td>Wednesday</td>
<td>08:00 - 10:00 am</td>
<td>Observe Registration Room</td>
<td>Upper level</td>
<td>Nancy Berlin</td>
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<td>Wednesday</td>
<td>10:00 - noon</td>
<td>AAPPs, Transfer Degrees &amp; AGCs</td>
<td>Room 151</td>
<td>Ray Harrison</td>
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<tr>
<td>Thursday</td>
<td>09:00 - 10:00 am</td>
<td>Shadow/observe Welcome Desk staff</td>
<td>Welcome Desk</td>
<td>Bert Brooks &amp; staff</td>
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<tr>
<td>Thursday</td>
<td>10:30 - noon</td>
<td>Overview of Nursing Program</td>
<td>Tiffany's office</td>
<td>Tiffany Baxter</td>
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**EXAMPLES**

**PC Academic Advising Partners**

<table>
<thead>
<tr>
<th>Date</th>
<th>Source</th>
<th>Chapter</th>
<th>Presenter</th>
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<tr>
<td>19-Sep</td>
<td>The Power of Story</td>
<td>Ch 4</td>
<td>Julie</td>
<td>Jimmy</td>
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<td>17-Oct</td>
<td>Approaches</td>
<td>Ch 5</td>
<td>Corey</td>
<td>Anjanette</td>
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<td>21-Nov</td>
<td>NAGuidebook</td>
<td>Ch 7</td>
<td>Thelma</td>
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<td>18-Dec</td>
<td>Beyond Foundations</td>
<td>Ch 9</td>
<td>Lindsay</td>
<td>Tiffany</td>
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<tr>
<td>23-Jan</td>
<td>NAGuidebook</td>
<td>Ch 4</td>
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<td>20-Feb</td>
<td>Approaches</td>
<td>Ch 2</td>
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<td>Nancy</td>
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<td>26-Mar</td>
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<td>Ch 5</td>
<td>Alicia</td>
<td>Carlos</td>
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<td>17-Apr</td>
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<td>Ch 6</td>
<td>Julie H</td>
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<td>15-May</td>
<td>Approaches</td>
<td>Ch 8</td>
<td>Tanya</td>
<td>Salim</td>
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<tr>
<td>19-Jun</td>
<td>Beyond Foundations</td>
<td>Ch 14</td>
<td>Chayenne</td>
<td>Lucia</td>
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<tr>
<td>17-Jul</td>
<td>Beyond Foundations</td>
<td>Ch 15</td>
<td>Jennifer</td>
<td>Jill</td>
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*Use your resources*
Administering the program

• Who will do it?
• One person? Or a committee?
  • General vs. specific knowledge & skills
  • Responsibility and authority
  • Skills and traits
• Creation and Maintenance

Assessment & Evaluation

• Is the training program successful?
• Have advisors learned?
  • Identify learning and program outcomes
  • Map where learning takes place
  • Plan methods of measuring learning and performance
    • Questionnaire
    • Observation
    • Portfolio

What is your training & development challenge?

Ending thoughts

• Start where you are
• Do what you can
• Use available resources
• SUPPORT training and development
  • Talk it up!
  • Commit financial resources
  • Devote the time
WE NEED TO HEAR FROM YOU!

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