

## Next Steps for Training Development

Habley's Training Classification focuses on three components of training:

**C Conceptual** – Defining and understanding the purpose of advising and how it fits within the institutional and advising mission and goals. A key area of growth in conceptual component is having a clear definition of advising. This can be personal and institutional. One way to best understand and apply this is through a personal advising philosophy.

*Advising Philosophy*

Awareness of one's own personal philosophy of academic advising provides a solid foundation for advising practice and enables the advisor to examine and improve their relationships with and the outcomes for students.

In 2-3 sentences, develop your advising philosophy, including the following considerations:

- Your conception of advising
- A description of how you advise
- The rationale for why you utilize this philosophy

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**I Informational** – Focusing on what advisors need to know, this may include policies, procedures, curriculum, campus resources, technology and advising tools, etc. A key area of growth in informational component is understanding institutional structures and functions, students' needs, and self-awareness. One mechanism for continuing to improve self-training within the informational component is through self-assessment of competencies.

	Extremely Unconfident	Somewhat Unconfident	Neutral	Somewhat Confident	Extremely Confident
Discussing college policies					
Discussing degree or major/academic requirements					
Discussing change or major considerations					
Discussing course selection for upcoming term					
Discussing personal values					
Discussing study abroad/ special academic programs					
Discussing transfer credit and policies					
Discussing career options/ alternative careers					

	Extremely Unconfident	Somewhat Unconfident	Neutral	Somewhat Confident	Extremely Confident
Discussing probation and dismissal policies					
Referring students to campus resources					
Discussing study skills or study tips					
Discussing internships/ cooperative educational opportunities					
Talking about or setting personal goals					
Evaluating students' academic progress					
Developing relationships with students					
Discussing and recommending extracurricular opportunities					
Discussing the purpose of a college education					
Discussing time management					

How confident are you in working with the following student groups?	Extremely Unconfident	Somewhat Unconfident	Neutral	Somewhat Confident	Extremely Confident
Adult learners					
First-year students					
Second year students					
Student athletes					
Students with disabilities					
Transfer students					
Veterans, military students and family members					
First generation students					
International students					
LGBTQ students					
Students from ethnic minority groups					

**R** **Relational** –Personal awareness, communication skills, interpersonal skills, cultural skills, referral skills, and handling difficult situations, among others, as areas for advisors to demonstrate and develop. The following brief self-assessment can help you think about what relational skills you have and areas you may want to seek to develop further.

Ability to...	Extremely Unconfident	Somewhat Unconfident	Neutral	Somewhat Confident	Extremely Confident
Demonstrate active attending behavior					
Listen to and understand nonverbal behavior					
Listen to what students say verbally, noticing their experiences, behaviors, and feelings					
Understand student's point of view					
Response with accurate empathy					
Ask open-ended questions					

Ability to...	Extremely Unconfident	Somewhat Unconfident	Neutral	Somewhat Confident	Extremely Confident
Establish a collaborative relationship with students					
Ability to summarize conversations with students					
Understand and facilitated decision making					
Explore/ understand my personal attitudes and beliefs and how they impact my work with students					
Understand and have awareness of own biases and prejudices					
Broach cultural issues with students and discuss issues of diversity					

## Reflection

### Academic Advising & Student Advocacy

- How have you helped to foster student development?"
- What is your approach to facilitating student goal setting?
- How do you help or encourage the development of life skills?
- How do you work toward developing a relationship with students?
- How does student development theory impact your relationship development and goals in meeting with students?
- How have you created or do you plan to create connections with diverse students?
- How have you incorporated culturally appropriate and inclusive work practices?

### Professional Development & Service

- How have you challenged yourself professionally?
- What situations have challenged or impacted your professional practice?
- How do you best solicit and receive feedback on performance?
- What activities have you sought or participated in to enhance your professional development and experience?
- How are you challenged by peers, supervisors, and students? How do you seek out or address these challenges?
- How are you impacted by the greater university environment? How are you involved within your institution?

### Accomplishments, Challenges & Goals

- What accomplishments are you most proud of and why?
- What have been your biggest challenges or barriers?
- What goals do you have in the future?
- How do your goals fit in with your advising philosophy?

## Next Steps for Training Development

Goal I have for this semester:

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Goal I have for this academic year:

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Two things I need from my supervisor to help me achieve my goals:

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2) \_\_\_\_\_

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O'Brien, T., Buckwald, B. E., Eltzroth, S., Lazarowicz, T. (2017, October). Self-Directed Training: The Gateway to New Advisor Success. Pre-conference session at the 41st National Academic Advising Association Annual Conference, St. Louis, MO.