In researching Best Practices, this program was discovered. They deliver training via CD's and the Web and they have approximately 200 courses listed. A few of the topics are Accident Investigation, Backs; Back Safety, Basic Electrical Safety in the Workplace, Automotive Repair, Preventing Workplace Violence to Supervision. They relate to Safety, Job Skills, and Administrative Training and are comprehensive business solutions.

Mastery's courseware and software products enable you to easily and quickly create training solutions for every aspect of your operations. License courses from our library of over 200 off-the-shelf titles or create your own with Mastery Course Shells. Mastery deployment systems help you deliver exactly the right amount of instruction to each employee exactly when and where it is needed. Mastery's administrative systems help you make sure the training is done. The courseware and software work alone or in concert with any learning management system you may already have in place. Purchase paid-up licenses, subscriptions or purchase on a "per-view" basis.

Supervisors at the University of Manitoba are responsible for leading their work units/teams to achieve unit goals and for respectful, positive climate for unit members. They also are responsible for contributing to overall excellence in the University of Manitoba through collaboration with other units/teams in achieving university strategic priorities.
1.1 This policy provides a standard definition for and a consistent approach to mentoring for academic and general staff across The University of Queensland. Mentoring is defined as a private, non-reporting relationship that is a valued element in the array of staff development methods. Responsibilities for performance management are distinguished from those of mentoring relationships. Attention is drawn to existing policies on conduct and equity that must be observed within individual relationships and in program design. Principles of best practice for program design are provided. The University Staff Development Committee will provide training, communication and guideline support at central level for local programs within organization units. Organization units are responsible for design, implementation and evaluation of their own programs.

1.2 Traditionally, mentoring has been understood as a more senior person guiding and sponsoring a more junior person. While many existing mentoring arrangements reflect good practice, mentoring has the potential to serve a variety of functions in the context of the University's current strategic objectives. The traditional model does not fully cover the diversity of needs at the University where mentoring will focus primarily but not exclusively on staff induction, career mentoring and equity support.

Our mission is to advance the understanding, practice and development of leadership for the benefit of society worldwide. At the Center, we recognize that leadership development is crucial for individual and organizational success. Today, executives and managers must find creative solutions to complex challenges where the call for effective leadership is stronger than ever.

A Special Resource: The Education Sector Group
In an era of high stakes accountability and rising expectations, the Center's Education Sector (ES) group brings a leadership development resource to contemporary educators to assist them with the tough but critical job of reforming and restructuring schools and school districts. Strengthening the leadership capability of those responsible for K-12 public and private schools, colleges and universities so that educational reforms for excellence can occur is its unique and important mission.
Driving Performance

Institute of Certified Professional Managers

http://cob.jmu.edu/icpm/management_world/MWPDF/bpnov06.pdf

Becoming performance driven is about motivating the entire workforce—including all employees, partners, suppliers, agents and others inside and outside the enterprise—to work together to execute the organization’s strategy.

Yet, there are generally two very distinct approaches to performance management—one focused on the performance of the organization and the other focused on the performance of its people. The approaches are further differentiated depending on the part of the organization (sales, finance or human resources) to which someone belongs.

In essence, effective performance management is when every part of the organization and every person is drumming to the same beat and marching in step.

For many organizations, becoming performance-driven might cause a cultural upheaval that, at least in its early stages, results in turmoil, a perception of chaos and a lot of discomfort. It can trigger turnover of long-time employees who do not like to be held accountable for goal achievement and who feel entitled to a certain level of pay regardless of their performance. And it might cost money as you make the initial investments.

But with the leadership and commitment of senior management, becoming performance-driven will lead to dramatic improvements in performance in financial terms, with respect to employee productivity and morale and in the flexibility to quickly adapt to change. The effort will be well worth it.

Mentoring in Higher Education: Best Practices

Robertson Publishing

http://rp-author.com/Canton-James/

Mentoring in Higher Education: Best Practices focuses on models of effective mentoring that can be used for staff development and also what administrators and faculty can do to work effectively with diverse student populations in order to promote high levels of student academic success.

This book describes the significance of best mentoring practices in academic institutions and is designed as a resource for boards and presidents, chancellors, faculty, affirmative action officers, administrators of mentoring programs, academic affairs officers, student counselors, and participants in mentoring programs.

The book also proposes strategies for improving the effectiveness of existing and new programs in mentoring that were designed to increase retention and graduation rates of all students, with emphasis on “students of color.”
| Title: Developing Leadership Potential From Within: The University of Georgia Finance & Administration Fellows Program | Source: University of Georgia |
| Abstract: The University of Georgia faces a significant challenge: within the next 10 years, close to half of the senior leaders in its Finance and Administration division will be eligible for retirement. Rather than view the challenge as a threat to institutional stability, Finance and Administration (F&A) has chosen to regard it as a prime opportunity to diversify the leadership team and improve the overall “bench strength” of the organization. Toward this end, Finance and Administration has embarked upon an ambitious staff development program, the pinnacle of which is the Finance and Administration Fellows Program. Over the past four years, this program has served to identify 10 potential “rising stars” in the division, testing their aptitude and expanding their horizons through six-month placements in F&A departments other than their own. | # 977 |

| Title: Building Partnerships to Enhance Administrative Effectiveness | Source: University of Florida |
| Addl Info: [http://www.sacubo.org/docs/bestpractices/2010/Partnerships.pdf](http://www.sacubo.org/docs/bestpractices/2010/Partnerships.pdf) | Co Area: |
| Abstract: The University of Florida’s Pro3 series, is designed to increase the knowledge and skills of administrative professionals in the three aforementioned areas. Linked directly to the identified competencies needed by UF employees, this series focuses on cultivating skills and knowledge in areas such as accounting, budget development, fund and spending knowledge, completing hiring and appointments, problem solving, and analytical thinking. Since launching the program in the fall of 2006, evaluative data have indicated an increase in understanding and ability to complete transactions, with a reported reduction in errors. This program was designed and implemented without any new resources or funding. Workshops are currently offered free of charge, and more than 10,000 participants have attended the Pro3 workshops since the series’ implementation. | # 1160 |

| Title: Maximize Shrinking Resources – Link Budget to Mission and Pay to Performance | Source: University of South Florida |
| Abstract: In an effort to maximize scarce resources and to ensure attainment of its critical missions, the USF College of Medicine implemented an Asset Investment Management System (AIMS) focused on the alignment of resources with the three College missions, the maximization of resources by linking compensation to performance and the easy access to a comprehensive, real-time performance database. The AIMS Council Salary Plan Sub-committee was charged with developing a salary plan that linked pay to performance. The Salary Plan was designed to create a culture that encouraged and rewarded excellence by linking performance to pay. | # 1164 |