

## **BEST PRACTICES, Human Resources - Emp Development**

---

**Title:** Leadership – (Developing the Leader in You) # 17

**Source:** University of Central Oklahoma **Co Area:**

**Addl Info:** [http://www.sacubo.org/sacubo\\_resources/best\\_practices/2004.html](http://www.sacubo.org/sacubo_resources/best_practices/2004.html)

**Abstract:** The University of Central Oklahoma is a state supported university. Like most state-funded agencies, the University of Central Oklahoma experienced a significant reduction in funding for this fiscal year. In response to this budgetary cut-back, the University initiated the Lean University© process which resulted in reorganization of the workforce and general operations. The Administration arm of the University implemented several programs in response to this need.

One program in particular, Leadership UCO, was designed to identify, educate, and develop the leadership skills of a selected group of faculty and staff members. Leadership UCO is a specially designed learning experience that influences participants in the management of time, talent, team development, budget, resources and risk. Increasing the number of qualified leaders improves UCO's ability to improve performance which will ultimately result in an efficient and economically sound operation.

Leadership UCO is a 10-month program coordinated by the Employee Relations department. The overall theme of the program is "Developing the Leader in You." Core program topics have been selected to move the latent leader into an active, productive leader and citizen.

Also see University Leadership Academy - <http://www.csupomona.edu/~dhrsrp/rp/ula.htm>

---

**Title:** Designing a Work/Life Balance Initiative # 54

**Source:** Barry University **Co Area:**

**Addl Info:** [http://www.sacubo.org/sacubo\\_resources/best\\_practices/2004.html](http://www.sacubo.org/sacubo_resources/best_practices/2004.html)

**Abstract:** In January of 2001, Barry University's Quality Improvement Program (QIP) helped launch a work/life balance initiative for its employees. After reviewing feedback from university staff and different departments throughout the campus, the university made a commitment to examine ways it could create a more supportive work environment. By examining its policies related to this issue, expanding training opportunities and promoting better utilization of existing and new employee benefits, the university made the "caring environment" part of its mission a reality for our faculty and staff. This ultimately was a win/win for the entire school community because our students have benefited from the positive impact this initiative has had as well. The employee response has been very encouraging. Employee attendance has increased campus wide at many of the programs and events that have been offered. New employees seem excited to begin working for an organization that espouses a work/life balance initiative. The policy changes that have taken place clearly communicate the institution's commitment to its employees.

Barry sought to support it's employees through everyday life stressors such as parenting and caregiver issues, dealing with depression and creating healthy lifestyle behaviors

## **BEST PRACTICES, Human Resources - Emp Development**

---

**Title:** Training Services **# 158**

**Source:** North Carolina State University **Co Area:**

**Addl Info:** [http://www.sacubo.org/sacubo\\_resources/best\\_practices/2003.html](http://www.sacubo.org/sacubo_resources/best_practices/2003.html)

**Abstract:** North Carolina State University is a state supported university. Currently, the state of North Carolina is experiencing a \$900 million shortfall due to a fall in revenue from key state taxes.

Due to these economic constraints, our unit had three strategic questions to answer:

1. How could our group reduce internal costs for printing, publishing, and mailing a critical resource to our customer base?
2. What products and services could our unit offer to support the critical skills and knowledge our customers needed to be effective and efficient over the next 12 - 18 months?
3. How could our unit capture a new target market in a time of downsizing?

As a result, HR Training Services created a new curriculum founded upon a new competency, "Business Acumen," with which to support business efficiency, created a certification program to support effective people management skills, and saved \$4100. The curriculum contains three new decision-making tools to ensure customer return on investment (time/money) when making training purchases.

---

**Title:** A Campus Partnership to Provide Effective Technology Training **# 176**

**Source:** University of Georgia **Co Area:** IRM

**Addl Info:** [http://www.sacubo.org/sacubo\\_resources/best\\_practices/2003.html](http://www.sacubo.org/sacubo_resources/best_practices/2003.html)

**Abstract:** The University of Georgia (UGA) in Athens, Georgia, has more than 17,000 employees. The HR Training and Development Department (T&D) plans, develops, and implements professional and personal development programs for more than 10,000 participants annually. Enterprise Information Technology Services (EITS) ensures the campus community has access to the information technology resources to best serve the institution's mission. A major challenge for both departments is providing ongoing, cost effective technology training. More than a decade ago, EITS and T&D formed a collaboration to provide effective information technology training, with both departments maximizing resources by capitalizing on the strengths of each. T&D handles administrative tasks (facilities, scheduling, marketing, registration, evaluation, lab support, planning) and EITS provides lab software (when upgrades are needed) and instructors with expertise unique to UGA. Through this collaboration, T&D can offer expert campus trainers and outstanding computer training at minimal cost. By sharing expertise in the classroom vs. individual consulting, EITS saves time and expenses equivalent to the cost of two consultants annually. The true beneficiaries of this longstanding partnership are UGA's employees, who are able to find all technology training in one catalog, attend at one dedicated training facility, and benefit from the expertise of both departments.

## ***BEST PRACTICES, Human Resources - Emp Development***

---

**Title:** Certification Assistance Program

# 194

**Source:** East Carolina University

**Co Area:** IRM

**Addl Info:** [http://www.sacubo.org/sacubo\\_resources/best\\_practices/2002.html](http://www.sacubo.org/sacubo_resources/best_practices/2002.html)

**Abstract:** In competitive labor markets, colleges and universities are often at a disadvantage to compete with the higher salaries offered by private sector employers. Given the external competition colleges and universities face, it is critical for institutions to develop alternative and innovate methods to attract and improve skilled Information Technology (IT) professionals. ECU's Department of Human Resources worked cooperatively with the Department of Information Technology and Computing Services to develop a training program to enhance recruitment and retention efforts of skilled IT professionals. ECU realized that a need existed to provide funding to interested employees that went above and beyond the training dollars set aside to fund regular in-service training. The Certification Assistance Program (CAP) was created as a result of this joint recruitment and retention effort. The CAP provides a mechanism for ECU to "grow" and retain subject matter experts within the organization.

The Certification Assistance Program (CAP) is a voluntary program in which employees can apply through their departments if they are interested in participating in the program. It is designed to attract, develop and retain IT professionals at East Carolina University. The CAP offers funding assistance to selected employees to obtain the additional training derived from professional certifications and licenses that are (1) over and above those minimally required for the position, (2) directly relevant to the participant's job duties and (3) highly beneficial to the department. The CAP is supplemental to on-going training and development programs offered to employees at East Carolina University. This program will allow the University to remain competitive and meet increasing market demands created by other universities and employers in the private sector.

(Application and Acceptance Forms are part of proposal.)

## ***BEST PRACTICES, Human Resources - Emp Development***

---

**Title:** Computer Challenge

# 199

**Source:** University of Florida

**Co Area:** IRM

**Addl Info:** [http://www.sacubo.org/sacubo\\_resources/best\\_practices/2002.html](http://www.sacubo.org/sacubo_resources/best_practices/2002.html)

**Abstract:** The goal of the Computer Challenge is to provide a coordinated approach to information technology, or IT, training opportunities available to University of Florida faculty and staff.

As a result of the ongoing need for training, the Division of Human Resources, with the support of the Office of Finance and Administration, reestablished its Training and Development section in May 2000. The charge for this office: To identify the performance needs of departments and then implement creative ways to meet those needs.

The Computer Challenge series includes core courses and electives that employees complete for certification. Certificates are offered when certain "tracks" of training are completed. The idea behind this format is to provide employees with suggestions for training and, at the same time, give them some flexibility to take courses that reflect their specific needs. Core courses and electives may be taken at any number of identified training resources on campus. An attendance tracking database helps identify when an employee is "certified" and also provides coordinated information to interested employees. See [www.it-train.ufl.edu](http://www.it-train.ufl.edu) for more information.

## ***BEST PRACTICES, Human Resources - Emp Development***

---

**Title:** My Professional Development

# 231

**Source:** University of Wisconsin - Madison

**Co Area:**

**Addl Info:** [Redirect - http://www.oqi.wisc.edu/showcase/CampusBestPractices/tabid/109/Default.aspx](http://www.oqi.wisc.edu/showcase/CampusBestPractices/tabid/109/Default.aspx)

**Abstract:** Process Improved: Advertising and locating campus learning opportunities

Customers of the Process and Their Needs:

All campus faculty and staff who need to find the most timely and appropriate learning and professional development opportunities

Problem/Opportunity Statement:

1. On-campus learning providers typically maintain their own course listings on the web
2. Connecting faculty and staff with the vast array of on-campus learning

Results:

A one-stop portal for campus learning providers to display their courses and for individual users to set up a profile for wanted courses.

See <http://www.myprofdev.wisc.edu/>. Categories are:

- Campus Climate & Diversity
- Equipment
- Financial & Business Services
- Human Resources
- Information Technology
- Law
- Leadership & Management
- Medical Education (medical & non-medical programs)
- Personal Enrichment
- Research
- Safety & Security
- Teaching & Learning
- Welcome & Orientation
- Workplace Effectiveness

## ***BEST PRACTICES, Human Resources - Emp Development***

---

**Title:** Cost Effective Staff Training # 302

**Source:** Georgia Institute of Technology **Co Area:**

**Addl Info:** [Taken Off Line - Contact Institution](#)

**Abstract:** Georgia Tech received the Barnes and Noble Management Achievement Award from the National Association of College and University Business Officers (NACUBO) in 2001 for being a best practice institution in the area of staff training. This submission provides an overview of Georgia Tech's business model for staff training.

In 1998, Georgia Tech conducted an assessment of its professional development programs. Campus leaders discovered that 1) over half the classes offered on campus were cancelled; 2) employees preferred to take classes off campus despite the greater expense; and 3) employees and supervisors wanted curriculums to be packaged that reflected the unique needs of different job families.

With no additional staff dedicated to the training function, Georgia Tech leaders decided to bring outside computer and management training vendors on campus to improve training quality – reducing the cancellation rate from 54% in 1998 to 4% in 2002, developed a series of market driven training curriculums – increasing the number of training participants from 428 in 1998 to 4127 in 2002, and negotiated deep discounts for classes – saving the campus over \$675,000 over the last four years.

Old URL - <http://www.usg.edu/bestpractices/current/?inst=git&time=2003.05.06.135420&area=fbo&year=2003>

---

**Title:** Supervisor Certification Program # 304

**Source:** Georgia College & State Univ Sys **Co Area:**

**Addl Info:** [Taken Off Line - Contact Institution](#)

**Abstract:** The GC&SU Supervisor Certificate Program is designed for supervisors with five or fewer years of experience who supervise at least one non-student worker, and for experienced supervisors who have had little or no formal supervisory training. The program addresses such issues as leadership, hiring and firing, discipline, communication, legal essentials, planning and managing, team building, conflict resolution and performance improvement. Participants who complete all required classes earn a certificate. Any employee may participate in any of the classes that meet their needs. Classes are delivered over a two-year period, open to any faculty or staff member, offered as separate modules, one or two hours in length. Core (basic) classes are offered every year, and advanced classes are offered once a month on different topics. 30 hours of core classes plus 15 hours of advanced classes are required for certification.

Benefits: Both novice and veteran supervisors benefit by gaining the skills they need to become accountable supervisors. They develop a network with other supervisor participants for support and sharing of knowledge. Employees requested this program, via the Staff Council, as they understand that competent and accountable supervision is essential for their own success.

Old URL - <http://www.usg.edu/bestpractices/current/?inst=gcsu&time=2003.05.15.094844&area=fbo&year=2003>

---

## **BEST PRACTICES, Human Resources - Emp Development**

---

**Title:** Mastery Technologies - Interactive Training Systems # 311

**Source:** Education Institutions Courses **Co Area:** Environmental Health & Safety

**Add Info:** <http://www.masterytech.com/>

**Abstract:** In researching Best Practices, this program was discovered. They deliver training via CD's and the Web and they have a 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.

Courses related to Education Institutions

[http://www.masterytech.com/courses\\_industry.php?industry\\_id=education&PHPSESSID=8265e91d874beb86d9b0a3697bf706ff](http://www.masterytech.com/courses_industry.php?industry_id=education&PHPSESSID=8265e91d874beb86d9b0a3697bf706ff)

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.

<http://www.masterytech.com/products.htm> - goes to Courses by Title or Courses by Industry or Courses by Topic

---

**Title:** Strategic Direction on Staff # 433

**Source:** University of St. Thomas **Co Area:**

**Add Info:** <http://www.stthomas.edu/strategicplan/> (Original URL No longer valid)

**Abstract:** This Strategic Direction on Staff provides recommendations to enhance the staff ability to meet the challenges of an institution in continual change. It focuses on human resource management processes that build greater staff capability, capacity and commitment to perform St. Thomas' mission. Staff is defined as St. Thomas employees in administrative, salaried, or hourly positions.

The Study Group identified numerous needs for the staff through the experience and observations of the HR partners and HR functional leaders, feedback from the Staff Council and meetings with members of the administration.

The site covers Assumptions, Rationale and Recommendations, Benefits, Implications and Cost on -

1. Enhance the leadership and management development process for staff in supervisory and leadership roles.
2. Establish a more systematic staff development process.
3. Achieve market-competitive total compensation and rewards for staff, with a greater emphasis on linking pay and performance.
4. Establish and manage a more systematic, two-way communication process that builds and maintains trust and commitment.

## **BEST PRACTICES, Human Resources - Emp Development**

---

**Title:** Performance Reviewer Best Practices # 497  
**Source:** Houston Community College System **Co Area:**  
**Addl Info:** [http://www.hccs.edu/system/human\\_resources/reviewer\\_practices.html](http://www.hccs.edu/system/human_resources/reviewer_practices.html)  
**Abstract:** List of what good reviewers do, best practice and data - example -  
Good reviewers base evaluation job performance results, not personality traits.  
Best practices: giving specific examples, using data sources listed on evaluation, focusing on observations, listing behavioral traits rather than personality or attitudes  
Data: Performance Evaluation document, classroom or workplace observation documents

---

**Title:** Supervisory Best Practices # 539  
**Source:** University of Manitoba **Co Area:**  
**Addl Info:** [http://www.umanitoba.ca/admin/human\\_resources/lds/supervisory/](http://www.umanitoba.ca/admin/human_resources/lds/supervisory/)  
**Abstract:** 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.  
  
[http://umanitoba.ca/admin/human\\_resources/training/supervisory/479.htm](http://umanitoba.ca/admin/human_resources/training/supervisory/479.htm) - This assessment inventory can be used for development planning. The best practices for supervisors at the University of Manitoba are listed, with a scale for you to identify the extent to which that particular best practice is important in this particular supervisory role, and the extent to which it would be helpful for you (or your staff) to increase their competence in that area.

## **BEST PRACTICES, Human Resources - Emp Development**

---

**Title:** 1001 Ways to Reward Employees # 540

**Source:** Nelson Motivation, Inc. **Co Area:**

**Addl Info:** [http://www.nelson-motivation.com/column\\_01.cfm](http://www.nelson-motivation.com/column_01.cfm)

**Abstract:** Bob Nelson's best-selling book, 1001 Ways to Reward Employees (now in its 47th printing with 1.5 million copies sold).

- \* Peer-Initiated Recognition Is Powerful
- \* Customers Used to Recognize Employees
- \* Creating an Informal Recognition Program
- \* Simple Awards Still the Best
- \* Asset Appreciation Produces Best Results
- \* Seven Simple Insights for Motivating Your Employees
- \* The 100 Club Helps Employees Give 100 Percent
- \* Revising & Renewing Your Recognition Program
- \* ASAP-Cubed: How to Give an Effective Praising

Here are the very best employee rewards and recognition sites on the Web - <http://www.nelson-motivation.com/recsites.cfm>

---

**Title:** Mentoring Policy # 597

**Source:** University of Queensland **Co Area:**

**Addl Info:** <http://www.uq.edu.au/hupp/index.html?page=25415&pid=25173>

**Abstract:** Overview

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.

## ***BEST PRACTICES, Human Resources - Emp Development***

---

**Title:** Center for Creative Leadership

# 745

**Source:** Center for Creative Leadership

**Co Area:**

**Addl Info:** <http://www.ccl.org/leadership/index.aspx>

**Abstract:** Center for Creative Leadership (CCL) is the leading nonprofit institution dedicated exclusively to leadership. CCL integrates cutting-edge research with innovative training, coaching, assessment and publishing to create proven impact for leaders and organizations around the world.

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.

## **BEST PRACTICES, Human Resources - Emp Development**

---

**Title:** Driving Performance

# 755

**Source:** Institute of Certified Professional Managers

**Co Area:**

**Addl Info:** [http://cob.jmu.edu/icpm/management\\_world/MWPDF/bpnov06.pdf](http://cob.jmu.edu/icpm/management_world/MWPDF/bpnov06.pdf)

**Abstract:** 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.

## **BEST PRACTICES, Human Resources - Emp Development**

---

**Title:** Orienting Administrative Staff to University Business Practices

# 801

**Source:** North Carolina State University

**Co Area:** Financial Affairs

**Addl Info:** [http://www.sacubo.org/sacubo\\_resources/best\\_practices/2007.html](http://www.sacubo.org/sacubo_resources/best_practices/2007.html)

**Abstract:** Campus departments depend on knowledgeable support staff to understand and navigate the administrative processes at the institution -- from purchasing, travel, and facilities requests; to HR/payroll actions; to budgeting, accounting, and IT system transactions. When a 'right-hand' person leaves, as one academic department chair says, "We're dead in the water. Even if I can hire someone immediately, I have no idea how this stuff works behind the scenes.

When there's no "administrative mentor" for a new staff person (or new manager) to turn to, wouldn't it be great if someone could orient your newcomer to the wide variety of operational tasks specific to your institution's environment? Someone to cover all the basics on how to process requisitions, reserve rooms, manage email accounts, and process an FTE change? Someone to decipher the weird campus acronyms (like FTE), answer the stupid questions, and provide a toolkit of useful campus resources and references?

NC State's QuickStart training program, is an introduction to University business practices for new administrative support staff – and for new administrators themselves. QuickStart not only helps participants hit the ground running on critical institutional procedures, it creates a cohort of campus colleagues; it connects participants to essential offices and content experts across the institution; and it points participants to subsequent training opportunities that offer more in-depth content applicable to their particular roles and responsibilities.

### DAY ONE

Welcome & Program Overview, University History, Organizational Structures, Training & Organizational Development Services  
Benefits Essentials, Payroll Processing, HR Information Systems & Personnel Records

### DAY TWO

Academic & Administrative IT Services, Facilities Management & Services, Employee Relations Services, Legal and Policy, Overview, Equal Opportunity/Affirmative Action & Diversity

### DAY THREE

Accounting Transactions, Budget Management, Contract & Grants Administration, Foundation Investments & Accounting / Endowment,  
Purchasing & Travel Processes, Graphics, Printing & Copy Services, Internal Audit

### DAY FOUR

Classification & Compensation /State Personnel System, Employment Services / Temp & International Employment, Transportation, Parking & Motor Fleet Services, Environmental Health & Safety / Public Safety

## **BEST PRACTICES, Human Resources - Emp Development**

---

**Title:** The Rollins Leadership Academy # 804

**Source:** Rollins College **Co Area:**

**Addl Info:** [http://www.sacubo.org/sacubo\\_resources/best\\_practices/2007.html](http://www.sacubo.org/sacubo_resources/best_practices/2007.html)

**Abstract:** The Rollins Leadership Academy was established in 2003 as a progressive, in-house leadership development program intended to develop and strengthen the capacity of employees at every level of the organization to support the Rollins mission through effective and responsible leadership. The program, designed and administered by Human Resources, is open to both current and aspiring supervisors and administrators, as well as those wishing to become more effective leaders in their staff level roles.

Since its inception in 2003, nearly 100 employees from diverse organizational units and job groups have completed the Leadership Academy's capstone program: Leadership Foundations. The Advanced Leadership Program (ALP) was established in late 2005 and served its inaugural class of 15 Leadership Foundations' graduates in the spring of 2006.

The above URL/link gives a lot of detailed information about the program

---

**Title:** Developing Leadership Potential from Within # 815

**Source:** University of Georgia **Co Area:**

**Addl Info:** [http://www.sacubo.org/sacubo\\_resources/best\\_practices/2007.html](http://www.sacubo.org/sacubo_resources/best_practices/2007.html)

**Abstract:** The senior leadership of the University of Georgia's Office of Finance and Administration (F&A) recognizes the need to improve the administrative and managerial "bench strength" and diversity within the division. A commitment to increase the number of minority employees in managerial and senior staff level positions is reflected as a goal in the office's strategic plan.

The senior team has embarked upon an ambitious staff development program to enhance the overall "bench strength" of the organization by identifying current employees with the potential to assume higher responsibilities. In one of those programs, F&A Fellows, three employees were selected for an intensive, six-month leadership rotation program.

The Fellows Program offers mutual benefits to the participants and Finance and Administration alike. The exposure and feedback the Fellows receive throughout their six-month experience provides constructive guidance to them. They realize that there is more to Finance and Administration – and the University of Georgia – than just the confines of the division in which they work. Their portfolios are enhanced in order to prepare them for future career growth opportunities within Finance and Administration as well as the University. Likewise, Finance and Administration is enhanced because the capacity of the overall workforce is strengthened.

## **BEST PRACTICES, Human Resources - Emp Development**

---

**Title:** E-Learning: The Key to Success of Professional Training # 817

**Source:** University of Memphis

**Co Area:**

**Addl Info:** [http://www.sacubo.org/sacubo\\_resources/best\\_practices/2007.html](http://www.sacubo.org/sacubo_resources/best_practices/2007.html)

**Abstract:** The E-Learning training function serves the professional needs of University of Memphis employees by providing progressive learning tools that steadily improve job performance. Over the past year, we have witnessed our online training program grow by substantial leaps and bounds. We proudly partner with our in-class training function to give employees top quality professional development programs. However, we are distinctly unique in that we give employees the opportunity to train on their time, at their pace. Online training brings learning to them, as opposed to always coming to the classroom for training. With e-Learning, employees still have the opportunity to grow professionally, while remaining flexible.

It includes 37 self-paced courses in Business Essentials, Communication Skills, Personal Development. Considering the employees' safety knowledge and their legal responsibility, we have decided to purchase two additional libraries – Occupational Safety Library and Employment Law Library. At the University of Memphis, employees at the Physical Plant Department are required to complete 57 credit training hours at the end of each year. The Physical Plant Department provides its own in-house training, however the programs can not cover their training credit hour requirement. Therefore, employees have to find other resources on and off campus. Our e-Learning program acts as a supplemental tool helping these employees complete the credit hour requirement.

---

**Title:** The University of Mississippi Training and Development Program # 823

**Source:** University of Mississippi

**Co Area:**

**Addl Info:** [http://www.sacubo.org/sacubo\\_resources/best\\_practices/2007.html](http://www.sacubo.org/sacubo_resources/best_practices/2007.html)

**Abstract:** The University of Mississippi has a comprehensive management training program entitled MASH – Management and Administrative Seminars for Human Resources. The purpose of MASH is to provide quality training to those individuals in supervisory positions looking to improve their skills, as well as those seeking a supervisory position. This program provides training in various areas including Employment Law, Hiring Procedures, Diversity, Effective Communication, Conflict Management, as well as effective leadership skills (Teambuilding, Coaching/Mentoring and Delegating). This program provides employees with the necessary tools to be an effective leader.

The implementation of this plan has created a stronger front line managerial staff, thus, decreasing attrition and creating a highly educated management team who is capable of stepping into more senior leadership positions. Overall, 25% of the employees who have completed the program have received promotions.

As a result of the enthusiasm for this program, a second program entitled SOAR - Strengthening Ole Miss' Administrator Responsibilities has been created. This program discusses higher-level issues pertaining to budget, research dollars, and general organizational concerns.

## **BEST PRACTICES, Human Resources - Emp Development**

---

**Title:** Mentoring in Higher Education: Best Practices # 931

**Source:** Robertson Publishing **Co Area:** Student Affairs

**Addl Info:** <http://rp-author.com/Canton-James/>

**Abstract:** 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:** Creating a coaching culture – UBC Coaching Career # 945

**Source:** University of British Columbia **Co Area:**

**Addl Info:** [http://www.caubo.ca/awards/documents/QP\\_Rich\\_UM\\_Summer\\_06\\_E.pdf](http://www.caubo.ca/awards/documents/QP_Rich_UM_Summer_06_E.pdf) - page 14

**Abstract:** The University of British Columbia wanted to find a strategy that would positively influence the degree to which its faculty and staff were engaged in their work. The result was the implementation of UBC Coaching Services. This is a unique program that the UBC Human Resources’ Organizational Development and Learning (ODL) unit conceived to introduce a ‘coaching culture’ into the UBC community. Engagement has been identified as contributing significantly to improving employee performance in the workplace. Coaching encourages employees to achieve their full potential, thus enhancing self-engagement in the workplace and bettering the university. The UBC services include one-on-one coaching services, team coaching, coaching triangles and training in coaching skills that create coaching conversations.

## **BEST PRACTICES, Human Resources - Emp Development**

---

**Title:** Developing Leadership Potential From Within: The University of Georgia Finance & Administration Fellows Program # 977

**Source:** University of Georgia

**Co Area:**

**Addl Info:** [http://www.sacubo.org/sacubo\\_resources/best\\_practices\\_files/2009\\_files/PDFs/09\\_BP\\_Developing\\_Leadership\\_Potential\\_from\\_Within.pdf](http://www.sacubo.org/sacubo_resources/best_practices_files/2009_files/PDFs/09_BP_Developing_Leadership_Potential_from_Within.pdf)

**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.