Introduction

Advising is a rich and rewarding but also a complex and demanding profession. Effort and time are often needed to re-evaluate skills and abilities and to re-connect with professional values and goals. This workbook is designed to facilitate personal reflection and goal setting and to help advisors reaffirm their strengths and commitment to ongoing professional development. As an advising community, we are committed to putting our best selves forward for our students, programs, campus and ourselves.

What drew you to advising? What keeps you interested in advising? What aspects of advising do you find motivating?

Think about your advising role models and super heroes. Who are they? What about them do you admire? How do you emulate them?

How is your current advising practice informed by these experiences and influences?

1

IDENTIFY

What advising tasks are you so good at that you take them for granted?

Think about yourself when you are doing your best advising? What do you see when you are watching yourself advise at your best?

What are your core advising values? (Choose five…)

Sample values: Accountability, Balance, Calmness, Commitment, Community, Cooperation, Courtesy, Curiosity, Dependability, Diligence, Efficiency, Excellence, Fairness, Growth, Hard Work, Humility, Inquisitiveness, Intelligence, Intuition, Leadership, Loyalty, Making A Difference, Mastery, Merit, Openness, Order, Originality, Positivity, Practicality, Professionalism, Resourcefulness, Self-Control, Sensitivity, Simplicity, Strength, Support, Teamwork, Thoroughness, Timeliness, Trustworthiness, Understanding, Vision, Vitality.

What Are Your Values: Deciding What's Most Important in Life
http://www.mindtools.com/pages/article/newTED_85htm

Which of the following advising roles do you most identify with?
Adjudicator
Advocate
Assessor
Coach
Counselor
Disciplinarian
Enforcer
Evaluator
Facilitator
Guide
Leader
Mediator
Mentor,
Planner,
Problem Solver
Resource
Role Model
Teacher

What do you value most about working with students?

How do your strengths and values inform your philosophy of advising and your current practice?

Some Questions and General Outline Adapted from Laurie A. Schreiner, Ph.D., *Strengths Based Advising*
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2

AFFIRM

When have you received praise from students, faculty, fellow staff and your supervisor?

Describe a career highlight? What made this a highlight? What did you know or do to make this happen? What made this highlight particularly satisfying?

How do you regularly gain input from others?

Consider taking up the courage to ask others about your professional strengths. Ask your students, peers, mentors, supervisors and colleagues to comment on your work. Incorporate this feedback into your future direction, goals, plans and opportunities.

3

ENVISION

How would you describe the professional you want to become?

What do you want to know or be able to do?

What do you want your professional persona, identity or brand to look like? If a future employer *Googled* you – what would you like them to discover?

What does your ideal career trajectory look like?

What are your professional development goals?

- Improve your performance?
- Take on new responsibilities?
- Seek a promotion?
- Update or broaden your skills?
- Refresh and re-motivate yourself?
- Adapt to changing job responsibilities?
- Engage and connect with the advising community?
- Change jobs or transition successfully to a new job?
- Retool your skills for a new line of work?

Describe

What would you like others to say about your work?

4

PLAN

Think through your skills in these key competency areas…where would you like to focus future development? Are you building depth and breadth?
(Habley, 1995 and McClellen, 2002)

Conceptual	Informational	Relational	Technical	Personal
Conceptual and Theoretical Foundations of Advising	*Institutional specific knowledge of Programs, Policy, Procedure, Resources*	*Interpersonal and Communication Skills – Building Rapport Needed to Facilitate the Advising Process*	*Effective Use of Student Systems and Technological Resources*	*Developing an intentional and thoughtful advising practice*
Understanding the role of advising (Methods, theory, models, structures, history, philosophy, values, trends, ethics, etc.)	**Knowledge of disciplines and Berkeley's schools, colleges and academic programs**	**Essential Verbal and Non-Verbal Communication Skills**	**Proficient use of primary student information systems**	**Understanding and Developing Your Individual Advising Strengths, Values and Goals**
Understanding students (Student development theory, populations, learning styles and strategies, barriers to success, etc.)	**Knowledge of laws (FERPA), unit or campus specific policies, procedures**	**Essential Couseling and Referral Strategies**	**Knowledge of and proficient use of Campus databases**	
	Knowledge of resources	**Creating an equitable, inclusive, responsive environment able to meet the needs of a diverse population and work across differences**	**Assessment of student learning and program effectiveness**	

What new projects appeal to you? What roles appeal to you?

What new skills, expertise, or training are required in your advising work? How will you acquire these?

What resources, organizations, people, and strategies will help you reach your goals?

Resources	Organizations	People	Strategies
Options: Courses, workshops, in-house training, professional journals and articles, seminars, webinars, continuing education, project based learning, degree programs, leadership development, conferences, committees, etc.	*Communities of Practice: Advising Network Community (ANC), Berkeley Peer Advisors Network (bPAN), Cal Assessment Network (CAN), Berkeley Facilitators Network (BFN), Business Process Analysis Working Group (BPAWG), etc.*	*Co-worker or peer with special knowledge, training and experience to motivate? Supervisor? Team leader? Mentor? Committee Chair? Director or other leader or manager? Other?*	*Develop specialized advising knowledge, expertise (strategies for working with special student populations, methods etc.)*
	Staff Organizations: Berkeley Staff Assembly, etc.		*Build a specific skill (e.g., presentation skills, assessment, technical ability, etc.*
	Professional Associations: NACADA, NASPA, etc.		*Take on new roles (team member, individual contributor, project manager, leader)*
			Take on a new project, get involved with an organization, etc.

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APPLY

What kind of enviornment tends to bring out the best in you? What will be needed for you to create and sustain that environment for yourself?

How will you employ your strengths to benefit students? Your program, department, school or college? The University?

My yearly 80 *hours of professional development time*! **My Professional Development Action Plan**

Remember the 70/20/10 rule – 70% of professional development comes from on-the-job experiences and working on tasks and problems, 20% comes from feedback from supervisors and mentors and 10% comes from courses and reading (Lombardo and Eichinger, 1996).

Objective (What would you like to know or be able to do? What skills or competencies would you like to develop? How will your attitude or disposition change?)	Tasks (What will be needed to achieve this goal?)	Success Criteria (How will you know you have succeeded?)	Resources (What resources, organizations, people or strategies will you use?)	Time Frame (Is this a short, mid-range or long-range goal?)

What strengths and resources will you use to remain motivated and on track? Who will provide support if your plan needs adjustment over time?

What self-care strategies (physical, mental, spiritual) will you employ to sustain yourself?
Take Thomas M. Skovholt's *Practioner Professional Resiliency and Self-Care Inventory* www.leadership.umn.edu/news/documents/Gold_ResiliencyInventory.pdf

What rewards will continue to motivate you?

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