



The Institute of College Learning
Talent Development Plan
July 2015

Purpose

In order to assess the current talent development needs within Palm Beach State College and to evaluate how well those needs are currently being met, the Institute for College Learning commissioned a Professional Development Needs Assessment during the Spring term of 2015. This assessment provided an inventory of current professional development programs being offered throughout the College and compared those programs to the talent development needs as stated by College employees and administrators. A copy of that assessment, and the consultants' recommendations are attached.

In response to the completed Needs Assessment, the Institute of College Learning has developed plans for improving talent development programs College-wide. These plans are outlined in the pages that follow. The plan's highlights are listed to the right.



Plan Highlights:

1. Creation of a Learning Council to more efficiently communicate the unique needs of all College functions and campuses. (p.2)
2. Utilization of online self-paced instruction to reach a broader audience. (p.3)
3. Collaboration with Instructional Technology and MTIS to increase offerings related to the implementation of best practices in instructional technology and other topics of key importance to faculty. (p.4)
4. Restructuring leadership development programs into a single, multi-tiered program focused on common competencies. (p.5)
5. Implementation of a service-focused program. (p.7)



Creation of a Learning Council

In order to increase dialog and collaboration for talent development purposes, a Learning Council will be created. This Learning Council will consist of 10 members and will be chaired by the Manager of Learning & Professional Development. Members of the committee will include:

- ✓ A faculty member on annual contract and a faculty member on continuing contract
- ✓ A representative from each campus
- ✓ Representatives from Student Services, Business Services, and Academic Affairs
- ✓ A representative from Instructional Research & Effectiveness
- ✓ A representative from Instructional Technology

Participants will be chosen from a pool of volunteers with approval from the Vice-President or Provost for the area they represent. Some participants will represent more than one area. (e.g. a faculty member from Boca Raton) Employees from all levels of the institution will be included on the Learning Council.

Each participant will serve as a talent development liaison to their respective area, providing information to the Learning Council regarding the talent development needs of their individual campus or function. They will also take back to their area news of upcoming talent development offerings throughout the College. This will allow the College to provide professional development more efficiently through the sharing of resources, the communication of upcoming offerings, and the identification of emerging needs. As recommended by the needs assessment, this Council will also serve as a selection panel for cohort programs.

A call for volunteers will be sent in August, and the Learning Council will hold its first meeting in September 2015.



Utilizing Technology to Reach a Broader Audience

Over the past two years, the Institute of College Learning has experienced a significant decrease in employee participation in instructor-led computer instruction courses, while simultaneously experiencing dramatic growth in requests for deskside coaching opportunities. Data gathered during the needs assessment indicates that there is a continued need for computer instruction in the areas of Microsoft Office Skills, Instructional Technology, and PantherNet Applications. This suggests the need for more online, self-paced, and just-in-time training.

During fiscal year 2015/2016, the Institute for College Learning will identify a learning platform on which we can host self-paced training courses for computer instruction. Because its curriculum requires little customization, the Microsoft Office software will be the first program transitioned to online instruction, with instructor-led-training being offered for those courses with highest demand or as department training upon request. Projected rollout for the online platform is September 2016.

The implementation of a new platform will also address issues related to the difficulty employees currently face in registering for and tracking professional development. Our present system is housed in PantherNet, which does not allow customization.

A learning platform will also allow us to add additional online courses for faculty and staff, as outlined in the College's Strategic Plan with online models specific to teaching and learning added in the Spring of 2017.



The Institute for College Learning will also partner with MTIS and the Information Technology Department to evaluate options for live online training. Currently, the College does not have an effective platform for this type of learning, but we will begin the process of evaluating potential vendors who can meet our needs in this area.

Nearly all of the PantherNet tutorials requested in the needs assessment already exist on the "How Do I" page of the Finance Department's website. <http://www.palmbeachstate.edu/finance/how-do-i.aspx> In order to increase awareness of their availability, a link to this page, and other tutorials will be added to the website for the Institute for College Learning. This information will also be included in the catalog for 2016. We will also work with the Finance department and other areas of Business Services to re-evaluate the information provided, updating and adding material where needed.

Instructional Technology and Teaching Resources

During the needs assessment, faculty identified instructional technology as their primary professional development need. Although courses are offered on a regular basis through the Instructional Technology Department within Distance Learning, these courses are often very technical in nature, and faculty members expressed a desire for professional development offerings that provided examples and showcased best-practices from faculty members who have successfully incorporated these tools into their classrooms. Managers throughout the College also identified learning technology as a key area of opportunity for additional professional development.



This finding aligns directly with the College’s Strategic Plan, which has as one of its goals to increase the number and accessibility of faculty and staff development programs directly related to teaching and learning practices by 10% annually.

Beginning in the fall term of 2015, the Institute of College Learning will partner with Instructional Technology and Media Technology and Instructional Support to provide webinars sharing practices and specific examples of how instructors have successfully incorporated instructional technology into their courses. Live sessions will be recorded so that they can be accessed by future participants. Initial courses will be targeted for rollout this fall with at least one webinar offered per term.

The Institute for College Learning will also partner with other departments throughout the College to provide resources that support faculty. One such course, Library Teaching & Learning Support for Instructors, is being piloted in Lake Worth this summer. Learning objectives include the identification of resources and services to fill classroom information literacy needs, creation of a lesson plan that incorporates library research into an assignment, and ability to access library resources from off-campus or using a mobile device.

The Learning Council will be utilized as a resource for identifying topics and potential instructors for these programs. As courses are developed, the needs of both adjunct and full-time faculty will be taken into consideration.



The Leadership Excellence Program

The needs assessment confirmed that the College should restructure its leadership development programs in a way that includes a program for front-line staff and requires additional coursework of all managers related to certain leadership skills. Rather than administer four separate programs, the Institute of College Learning will restructure all leadership development programs to a single multi-tiered program entitled the Leadership Excellence Program.

Using a model based on one developed by the Center for Creative Leadership, this four tiered system will teach the same core leadership competencies to participants in all tiers with the level of complexity progressing as one moves from one tier to the next. The four tiers will be as follows:

- ✓ Aspiring Leaders – a cohort program for front-line staff members focused on the development of skills for leading one’s self.
- ✓ Emerging Leaders – a cohort program for professional staff members not yet in management roles, focused on skill development for leading others.
- ✓ Essential Leaders – a required program for all managers at the College. This program will focus on the skills necessary for leading departments.
- ✓ Inspiring Leaders – a cohort program for managers and administrators who wish to continue their growth. This program will prepare participants to lead the institution.

Based on the feedback received, curriculum in all four programs will be developed to build participants’ capabilities in the following areas:

- ✓ Self-Awareness
- ✓ Communication
- ✓ Collaboration



- ✓ Influence and Negotiation
- ✓ Innovative Problem Solving
- ✓ Accountability for Results

To provide an example of the common-focus with different curriculum model, a communication course for the Aspiring Leaders would focus on one-on-one communication with a student, a peer or a boss, as well as effective collaboration tools. For participants at a management level, an Essential Leaders communication course may focus on effective collaboration across departments when differing priorities are involved. Both build communication skills at a level appropriate for the target audience.

As was noted in the needs assessment, the most effective talent development programs incorporate multiple learning modalities. The Emerging Leader Leaders Program exemplifies this type of structure, as participants work with a mentor, attend College Immersion activities, and complete a program project in addition to their monthly workshops. The Commitment to Excellence Pilot has incorporated similar activities. As we transition to a four-tiered model, we will incorporate multiple modalities in all programs, determining which will be most effective based on the program objectives and skill level of the target audience.

Graduation from the Aspiring Leaders and Emerging Leaders Programs will not automatically qualify employees for participation in the subsequent program, as eligibility is position based. However, we will continue to seek opportunities to offer programs for which registration is open to all faculty and staff.

The current Adventures in Leadership and the piloted Commitment to Excellence Programs will be discontinued. However, components and curriculum from both programs that align with the identified needs for the new program will be incorporated into the Essential and Inspiring Leader tiers.



Service-Focused Programs

Critical to the mission of Palm Beach State is our ability to provide the highest quality of support for our students. In order to equip our employees with the skillset necessary for providing exceptional levels of service, a new program focused on service excellence will be developed. Program topics will include the following:

- ✓ Awareness of Cultural Differences
- ✓ Building Collaboration for a Seamless Experience
- ✓ Creative Problem Solving
- ✓ Managing Difficult Interactions
- ✓ Stress-Management
- ✓ The Impact of Experience on Overall Student Success

This program will include a personal assessment that helps participants identify their own triggers and areas for growth, and will provide tools for coping with stressful situations and guiding difficult interactions toward positive resolution.

Also included in the program will be an assessment of our current service levels and active dialog regarding ways in which we can improve. Participants will be challenged to set measurable goals for themselves and their departments with specific action plans for service improvement and enhancement.

The program will consist of six one-hour sessions, each building upon the previous session. Additional reading, video, and out-of-class assignments will reinforce the learning process. This program will be required for all staff with direct student contact and will be targeted for implementation in the fall of 2016.



Customized Programs

Throughout the past few years, the Institute for College Learning has assisted departments and groups throughout the College with talent development programs targeted to their unique needs. For example, in 2014, a session on handling difficult interactions was provided to student services employees. The focus of this session was specific to student interactions. Teambuilding and self-assessment workshops are also requested frequently.

The Institute for College Learning has also assisted with the planning and facilitation of departmental retreats, providing professional development and strategic planning facilitation.

We will continue to seek out opportunities to match the unique needs of various teams to specific professional development offerings. Funding for programs that are available college-wide is provided by the Institute for College Learning. The cost for programs provided to specific departments will be covered by the department.

Professional Growth Workshops

The Institute for College Learning will continue to offer Professional Growth workshops that are available to all faculty and staff. Examples of these programs are Spanish and Haitian Creole language courses, Intergenerational Communication, Emotional Intelligence, and Teambuilding. The Learning Council will serve as a source of information regarding emerging professional development needs relevant to all faculty and staff, and programs will be developed in response.

Based on feedback obtained during the needs assessment, the language series have been extended to 12-week courses and moved to Friday mornings. This will allow us to shorten the length of individual sessions and better meet the scheduling needs of faculty and staff.

Timeline

As we prepare to implement the programs and courses outlined in the talent development plan, we have developed the following timetable for completion.



1. Creation of a Learning Council

- a. Invitation issued to members of the needs assessment steering committee; and vacant spots filled - August 2015.
- b. Committee Work to begin September 2015.

2. Updating of PantherNet Tutorials

- a. Tutorials linked to the Institute for College Learning Website - August 2015.
- b. Current materials updated and any necessary additions made by October 2016 and published annually in the talent development catalog.

3. Create recorded webinars highlighting best-practices in the use of Instructional Technology

- a. Dialog with Instructional Technology & MTIS to begin August 2015 with the first course available by October 2015.
- b. Additional webinars to be added quarterly.

4. Implementation of a Learning Management System

- a. Evaluation and selection of vendor to be completed by May 2016.
- b. Computer instruction and video library available for use - Fall 2016.
- c. Instructional Technology, Faculty Development and Leadership Modules added - Spring 2017.

Timeline (cont.)



5. Restructuring of Leadership Development Programs

- a. Consultants hired for Aspiring Leader and Inspiring Leader tiers - August 2015.
- b. Curriculum updated for future Emerging Leaders cohort - September 2015.
- c. Curriculum developed for all programs - Fall 2015.
- d. Rollout of Aspiring Leader and Inspiring Leader tiers, as well as full program implementation of the Essential Leader tier - January 2016.

6. Implementation of a Service Program

- a. Identification of a consultant to develop curriculum - March 2016.
- b. Creation of a committee to assist with customization - June 2016.
- c. Implementation of the first program module for a pilot group - October 2016.
- d. Full program implementation - January 2016.