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Designing and Delivering Staff Training for New Student Advisors: A Residential ESL Pathway School in Massachusetts

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Designing and Delivering Staff Training for New Student Advisors:

A Residential ESL Pathway School in Massachusetts

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PIM 72-J

A Capstone Paper submitted in partial fulfillment of the
requirements for a Master of Arts in International Education at

SIT Graduate Institute in Brattleboro, Vermont, USA.

December 14, 2014

Advisor: Katie Gilbertson

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Abstract

This capstone master's thesis explains the comprehensive 100-hour training program for a team of new student advisors at Massachusetts International Academy. The training was designed and delivered in May-August 2014 for the 2014-2015 academic year. The school, in a partnership with the University of Massachusetts, provides English as a second language (ESL) instruction exclusively to the increasing numbers of Chinese students seeking undergraduate and graduates degrees in the United States. The school is in eastern Massachusetts and was developed by the China Education and Research Network. The academy is a residential ESL pathways program that prepares students for undergraduate and graduate study by offering English classes, a structured residential environment and a supportive advising program.

Student advisors are a core foundation of the Chinese student experience at the academy. They provide academic advising, develop cultural programming, and maintain a safe living environment for students. A talented and well-trained student advising team is critical for positive student outcomes and the future success of the school. This paper explains how student advisors were hired and trained using a new training curriculum in August 2014. The paper then evaluates the delivery of the two-week training program and discusses best practices for training a team of six new student advisors.

Keywords: Chinese international students, ESL, staff training, training design, student advisor, RAs, training evaluation, pathways program, Massachusetts International Academy, UMass, China Education and Research Network.

List of Abbreviations

MAIA: Massachusetts International Academy

SA(s): Student Advisor(s)

SA Team: Student Advising Team

ESL: English as a second language

UMass: University of Massachusetts

RA: Residential Assistant

Introduction

The mission of Massachusetts International Academy (MAIA) is “to increase [Chinese] students’ English language proficiency, equip students with the skills needed for successful academic study, and teach students about American life and values to assist them in the acculturation process” (Massachusetts International Academy, 2014). Student Advisors (SAs) are in many ways the core foundation of the student experience at MAIA. SAs advise students, create off-campus events, and are residential staff. Since the SAs and students are so interconnected, the student experience can be greatly influenced, both positively and negatively by the presence of the SA team. A comprehensive training program was found necessary for the new Student Advising team for the 2014-2015 academic year.

Program Context & Needs Assessment

Student Advisor’s Role at MAIA

Student Advisors play a key role in the mission of MAIA, because of the high level of direct student contact. An SA team that is well trained and exhibits excellent teamwork creates a positive, nurturing environment for student success and therefore an improved English as a second language (ESL) pathways program. A pathway program is an educational program that prepares ESL students for full-time study at a partner or in some cases non-partner university (Redden, 2013). If our Chinese students are able to transfer the English language skills, study skills, and American culture to their future academic careers at University of Massachusetts (UMass), that will lead to improved short and long-term outcomes for students. Spurling’s 2008 study of adult ESL students in San Francisco found that students who are extremely persistent

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in their ESL classes and also take advantage of a college's extra services are more likely to matriculate into postsecondary education. The extra services included formal ESL placement testing, orientation, and a counseling interview. The study found that "students who received all three services were about 50% more likely to make transitions to credit than those who did not" (Spurling, 2008, p. vii). This can be applied to MAIA because SAs have observed that students who take full advantage of student programming services are more likely to succeed and matriculate into the UMass system. During the spring 2014 semester, the SA team had many interpersonal and trust issues, which negatively influenced the SA team capability and therefore affected students.

Student Advisors During Spring 2014 Semester

After the 2013-2014 academic year, seven of the eight SAs had left MAIA for various reasons. Some left for graduate school, another job, or other reasons. This left the SA team with only one returning SA. With just one staff member returning, it was clear that the new SA training would have to be effective in order to have a successful 2014-2015 academic year.

During the spring semester, there was tension between members of the student services team, which can be expected in any workspace where staff live and work together. However, these divisions and conflicts became increasingly apparent between March and June 2014 as the student advising team was facing challenges and stress from SAs leaving MAIA at the end of the academic year. Conflict arose from the typical areas: confusion about roles, private agendas, and conflicting personalities (Levi, 2001).

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Internal Survey of the 2013-2014 Year Team

There were efforts made by supervisors and staff to remedy the tension and conflict. In April 2014, all members of the SA team participated in a webinar titled “The Ten Differentiators of Exceptional Teams in Higher Education” which was followed by an open discussion and confidential survey about our effectiveness in the ten areas mentioned in the webinar.

One major area of concern was triangulation among staff members. Triangulation means involving a third person in a conflict between two staff members. Instead of directly approaching a team member about a disagreement or conflict, you instead involve a third team member. This is also called “talking behind someone’s back.” This usually works in the short term, but fails in the long term. If an individual or team uses triangulation over a long period of time, it can produce an even larger, more damaging conflict (Sanaghan, 2012). An internal survey of student advisors found that everyone knew we had a problem with triangulation in the workplace. One student advisor wrote, “I think this is something that we all know goes on, we all do it, and is a huge issue, but no one is willing to talk about it.”

Other general comments on the internal survey included: “people need to take the personal-ness out of the work place” and “we can become an exceptional team once we put our personal feelings aside.” Both of these comments were related to the personal and emotional nature of our team. Many student advisors are friends with each other and, in the past, romantic relationships have started between student advisors. By the very nature of the residential workplace, the student advising team usually has close personal relationships.

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From March – June 2014, the SA team went from eight advisors to three advisors. The three remaining student advisors were left with increasing workloads and high levels of stress for the remainder of the academic year. Graduation was June 27th and students moved out before July 3rd.

Future of the 2014-2015 Student Advising Team

In July and August, the two other SAs left, leaving me as the only remaining SA. In July, the Director of Student Programming, Director of Student Affairs, and I were able to start to plan for our August training for the new future SA team. I used my SIT education in the field of International Education, including Foundations and Training Design for Experiential Learning coursework, as well as my work experience from the Youth Peacebuilding and Leadership Program to design and deliver the training.

Literature Review

When designing a comprehensive training program for a team of new Student Advisors (SAs), existing literature must be reviewed to make the training and professional development optimally effective. Research shows us the best practices of how to form a multicultural team and how to train residential advisors. There are not many existing academic sources on how to train international student advisors, but there are existing articles on training youth workers and educators. The following is an overview of best practices to use when training a new group of individuals in how to be effective student advisors in the context of Massachusetts International Academy (MAIA).

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This literature review is the foundation of existing academic research into how to provide the most successful training and professional development for Student Advisors at Massachusetts International Academy. Creating an effective multicultural team of SAs is the foundation needed to later train SAs on UMass academics, student development theory, residential life, stress management, and student health and safety. The research in this literature review will be used to inform the design and delivery of the SA training included in this capstone thesis paper.

Training and Developing a Multicultural Team

The six individuals who are part of the new SA team come from various backgrounds and experiences and therefore the training design had to incorporate techniques and strategies to create an effective multicultural team. During the SA interview process, the student services team made sure to hire a diverse group of individuals. Because SAs perform so many roles at MAIA, they need a group of individuals with diverse skill sets and experiences.

The SA team is the primary component of the Student Services team and can be classified as a formal team but also as a self-managed team as well. A formal team "has a more rigid organizational structure, as team members tend to have distinct roles and the workload is distributed accordingly" (Tirmizi, 2008, p. 6). From the outside, the SA team would look like any formal team you might find in higher education. However, a closer examination reveals that SAs perform many duties, mostly because MAIA is a residential school that is responsible for assisting more than 200 Chinese students a year. Self-managed teams "combine aspects of formal and informal teams, since they are inaugurated by the organization's management, but

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take on the responsibility for their own management" (Tirmizi, 2008, p. 6). Most aspects of the SA job can be adjusted or changed if the group makes a decision. Since MAIA is a relatively new school, policies can change quickly without much bureaucracy. The Student Advising office and Faculty office have seen a high staff turnover ratio in the last year. MAIA policies are constantly being created to solve new issues or old policies are being revised. There are some committees tasked with finding better solutions, but they often move too slowly to actually improve daily life at MAIA. To compensate for the committee's inaction, directors and executives may step in to make decisions or create new policies quickly.

Challenges in Developing a Multicultural team

Tuckman (1965) developed the Five-Stage Model of team development. The five stages are forming, storming, norming, performing, and adjourning. During the "forming" stage, individuals desire to create a safe environment and establish the goal of the team. During this time, there is no work or social norms in effect since the individuals are coming from different backgrounds and experiences to create a new team.

During the "storming" stage, "politeness wears off, and members start to disagree. Conflict may bristle openly or it may be subtler and hide under the surface" (Halverson, 2008b, p. 90). However, if there is adequate time during the forming stage to allow individuals to create positive relationships and develop a common team goal, then the storming stage can be minimized to an extent.

During the "norming" and "performing" stages, team members create social and work norms, and task productivity starts to increase. In the "performing" stage task productivity is at

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its highest and team members are committed to the team and the tasks. It is possible for a team to enter the performing stage, only to fall back into the storming or norming stages, depending on the circumstances and interpersonal relationships. The “adjourning” stage is when the team is ending for one reason or another, and the focus is on wrapping things up and determining how personal relationships will continue after the team dissolves (Halverson 2008b).

The estimated timeline of where the MAIA Student Advising team is in relation to the Five-Stage Model of team development is as follows:

- Forming: mid-August 2014 - mid-September
- Storming: mid-September - October
- Norming: mid-September - December
- Performing: November - July 2015
- Adjourning: mid-June - mid-July

Student Advisors are all coming from different backgrounds and experiences to Marlborough, MA to start new jobs and learn new responsibilities. “Conflict is more likely to appear in the middle stages of group development, when members are adjusting their expectations to the reality of the group dynamics and wrestling for their share of control” (Ungerleider, 2008, p. 231). For this reason, it is important to be proactive and aware of how multicultural teams operate within the Five-Stage Model of team development.

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International Student Advisor Training

There is a lack of academic articles and sources on the topic of training for international student advisors. However, there is existing research about staff development in the youth development field, which does have application to SAs at MAIA.

Jane Quinn has been working in the youth field for 40 years and has brainstormed lessons learned and best practices for professional development and new staff training. "An effective system of professional development builds on the emerging consensus on essential knowledge and core competencies of youth work practice" (Quinn, 2004, p. 7). Professional development is not limited to just the staff training period, but also includes recruitment of new staff, evaluation and assessment of staff effectiveness, as well as mentoring through their job responsibility. A holistic long-term approach is needed for successful training and professional development (Quinn, 2004). To only design a training for the initial two-week training period and not consider long-term outcomes would be shortsighted and a setup for failure.

The 2008 article, *Unpacking Youth Practice* examines why youth staff training should be comprehensive and includes methods to create a powerful training based on research. One of the reasons why training needs to be comprehensive is because

“youth work practice involves a range of judgments and behaviors that must be weighed and juggled simultaneously in order for staff to be effective.

Staff in youth programs regularly navigate complicated interactions and

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dilemmas while at the same time building caring relationships and delivering program content” (Wilson-Ahlstron, 2008, p. 2).

On October 13, there was a half-day of professional development. The workshops were designed to meet the most current and relevant needs of the SAs. SAs were asked on August 29 what topics they would like to cover in October. Some of the responses included stress management, cross-cultural communication, Mandarin lessons, and academic advising. These topics and more were covered during this professional development time.

International Education Conferences and Professional Development

Professional international education conferences are an important source of information and networking for students advisors at MAIA. These conferences are the best place to learn about the current trends in international education as it directly relates to the SA position at MAIA. SAs can learn about the best practices on student advising, immigration changes, and ideas for student activities from colleagues in New England. The following chart displays conferences relevant for SAs in Massachusetts and New England.

Spring Immigration Workshop	Massachusetts Council for International Education	BASAA Study Abroad Conference
New England Returnee Conference	International Career Consortium Conference	NAFSA Regional and National Conferences

Student Advisors as Resident Assistants

In the 1980s, a series of research studies were conducted on the topic of Resident Assistant (RA) burnout and job satisfaction. Maslach (1982) found that RAs are prone to burnout because of their daily proximity to those individuals or students they are serving and working with. The Myers-Briggs Type Indicator (MBTI) is an assessment tool used to determine an individual's psychological personality. Private companies, universities, and organizations can use the tool to help employees understand their personality and how their personality can affect group dynamics (Myers, 1995). A 1982 study by Ballou hypothesized that an individual RA's MBTI type would be a predictor of RA burnout. On the contrary, his study found that MBTI results seemed "inappropriate as a predictor of an RA's predisposition to burnout and that any of the four temperament types has as great a likelihood as another to suffer from emotional exhaustion, depersonalization, and lack of personal accomplishment on the job" (Ballou, 1987, p. 20). This research finding is relevant to MAIA and other similar schools because the study found that a person's personality and character does not predispose them to succeed or fail as an RA.

In addition, the study found "that those RAs who have a keen understanding of themselves, are able to set and maintain appropriate limits, and can pull from the environment what they need to maximize self-reward will generally stay free from the burnout syndrome" (Brown, 1987, p. 23). The findings went on to say that the challenge is for school administrators to help RAs identify their personality traits during their training period and help them connect their personality trait to positive job performance (Brown 1987).

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A research study found that a training workshop on how to cope with RA stress and building a peer support system or team lessened the stress of the job, but only if the training workshop was delivered before RA job responsibilities began, instead of concurrent with RA work (Winston, 1984). During the August training, time and resources were focused on helping the new MAIA staff develop coping strategies to avoid future burnout later during the academic year.

Conclusion

The student advisor position includes many responsibilities and roles which are constantly evolving including:

“acting as a leader, providing counseling and assisting with personal problems, mediating interpersonal disputes, making referrals to both on-campus and off-campus resources, performing administrative tasks, responding to medical emergencies, advising on academic matters, designing and organizing activities and programs, maintaining a positive living environment, and enforcing university policies” (Hardy, 1998, p. 499).

Due to the complexity of the position, SAs need excellent initial training as well as ongoing professional development and mentoring from veteran staff. SA training and professional development workshops need to have clear goals before the workshop is designed in order to support SAs as much as possible. The amount of time and resources devoted to SA training and professional development will pay off exponential dividends for students and SAs in the long-term.

Recruitment, Interview & Hiring Process

The SA job description was posted on the NAFSA.com job board in April 2014 with the goal of new SAs starting work on August 18, 2014. The interview process started very early and was in the midst of an extremely difficult time of the academic year. It was the end of the 2013-2014 academic year and staff resources and time were stretched thin. However, this paid off in the long-term because we were able to find an excellent group of talented people with diverse skills. The Director of Student Programs and other SAs reviewed the application materials and selected candidates for initial Skype or phone interviews. We were looking for candidates with the following qualities:

- excellent communication, especially with ESL students
- cross-cultural sensitivity
- lived, worked, or studied abroad for an extended period of time
- organize and manage multiple projects simultaneously
- experience learning a second language
- plan, promote, and coordinate off-campus cultural events
- flexibility and adaptability while working in a team
- independent problem solving and critical thinking
- intermediate computer skills
- residential life

The full SA job description is included in Appendix A: Student Advisor Job Description.

We followed roughly the same phone interview questions for the candidates and had at least two staff members participating. During the initial phone interview we wanted to find out why the candidate was interested in the position and see if they might be a good fit and to

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explain the job in more detail. Since there are so many big and small SA job responsibilities, we wanted to be able to explain in more detail the position and answer specific questions a candidate had about the position. Since the SA position is residential, the position requires a change in personal and professional lifestyle. It is important that candidates understand this as much as possible from the beginning of the interview process. The list of interview questions is in Appendix B: Interview Questions.

After the initial interview, qualified candidates were invited to a second round of interviews. Candidates in the United States were invited to visit the campus and for a third and final interview. The campus visit also allowed other staff to meet candidates in both formal and informal settings. For example, the campus tour alone takes 30-45 minutes, so this gives a staff member plenty of time to get to know the candidate while showing them the various buildings, offices, classrooms, athletic facilities, and residential areas.

Candidates living or working abroad participated in a final third interview via Skype and did not meet the staff in person nor visit the campus until their employment began. This was a concern during the interview process, but when an organization like MAIA is searching for candidates with international work experience, often those candidates are working and living abroad. We have found that candidates who have worked or lived abroad are better able to understand our student's point of view, are able to appreciate the daily difficulties of living in a foreign culture, and are more flexible and adaptable than candidates who have not worked or lived abroad.

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One issue that arose was the lack of male candidates. At least 70% of the candidate pool was female, and the male candidates for the most part were not qualified. To compound this issue was that MAIA could not find qualified male candidates. We did find one male candidate, but he turned down the job offer. Since our student body is about 75% male, it would be helpful to have more male SAs working and living on campus, but this did not happen in this round of hiring.

Goals and Objectives

The Director of Student Programs, Director of Student Affairs, and I met in July 2014. We decided that week one of training would be focused on the theory of the SA job responsibilities. Some of the week one highlights included:

- presentation about MAIA's history and future expansion plans
- tour of campus, including lock & key system
- administrative tasks
- student database system
- presentation of MAIA policies
- student clubs and events
- driving large company vehicles
- presentation about the different UMass campuses

Week two included the application and experiential practice of the job responsibilities. Some workshops from week two covered the following topics:

- tour of Amherst and Boston campus

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- practice airport pickup, with actual drive to the airport
- CPR training
- residential life and mental health scenarios
- planning future students clubs and events

Considerable time was spent thinking how to not only cover the basic job responsibilities, but also how to work together as a team. All the trainers knew from the beginning that if we did not build an effective team during the start of the academic year, there would be conflict at the end of the academic year, similar to the 2013-2014 academic year.

During the July 2014 meeting, we discussed the goals and objectives for the training in general. We brainstormed and formed a group consensus on the training goals and objectives. The four aspects of the SA position that would require the most training resources were academic advising, residential, event planning, and administrative tasks. We spent considerable time discussing strategies to encourage teamwork and respect among the SA team. The full list of training goals and objectives are in Appendix C: Goals and Objectives.

For the participant goals and objectives, we decided that SAs should be comfortable and supported by MAIA. We also discussed the importance of learning during the training period, but were realistic that the SAs would need to continue to learn the position while “on the job,” during the fall 2014 semester. We concluded that most SAs would not be fully capable in all possible responsibilities until January 2015. The full list of participant goals and objectives are in Appendix C: Goals and Objectives.

Training Curriculum Design

Background

In May 2014, I spoke with various directors to encourage them to give SAs a full two-week training period. I advocated for a full two-weeks because I knew that a lot of time was needed to train SAs correctly before students started to arrive. Once students arrive at school, there is not enough time or resources to devote to professional development and it is much more difficult to be proactive, as SAs then begin to work in a reactive environment. The SA responsibilities are incredibly large. For example, SAs must understand everything from the class schedule to how to reset the electricity breakers in the event of power failure. SAs must be able to refer students to mental health professionals but they also need to coordinate repairs with the maintenance department. SAs reserve group airline tickets, help students navigate the bureaucratic Motor Vehicle Department, and provide basic first aid, among many other responsibilities and tasks.

After getting approval for the two-week training, I wrote a basic outline and shared it with the Director of Student Programming. The original draft version of the training schedule created on June 10, 2014 can be found in Appendix D: Draft of Training Schedule.

Lesson Plan Development for Training Workshops

Quinn's (2004) and Wilson-Ahlstron's (2008) research and theory were used in the training curriculum design, as outlined in this paper's literature review. Wiggin's Understanding by Design (2006) model was used to create lesson plans. The Understanding by Design process chart is in Appendix E: Understanding by Design.

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Several staff members participated in the lesson plan development, with periodic check-ins to make sure the content and delivery of the workshops was appropriate and that all areas of the SA job were being covered. The following sections are about how and why a selection of workshops were developed and implemented.

Training Format

The SA training was from Monday August 18-Friday August 29, 2014. The official workday was Monday-Friday 8:30-4:30. The design of the training schedule was deliberately created to be as experiential as possible and to keep the SAs engaged by often changing training rooms and mixing serious informational workshops with fun teambuilding workshops throughout the entire two weeks. During the workdays, there were several fun activities during the official workday like kayaking, a Boston city Duck Tour, a high-ropes course, a brewery tour, and a trip to a local small amusement park. The high-ropes course and brewery tour were done with the teachers, with the intention to build relationships between the faculty and SAs. The full training schedule can be found in Appendix F: Final Training Schedule.

When designing the training, the other co-trainers and I set a goal to build a strong SA team. We decided that a series of after-work optional activities would be helpful in achieving this goal. In addition, since most of the SAs moved to Massachusetts for the SA position, we decided that they would welcome the opportunity to learn about the local community. These evening activities went well and provided a chance for the co-trainers and new SAs to create informal relationships. These optional evening activities were strongly encouraged but not required. The activities were:

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- BBQ dinner with summer students
- Volleyball game
- Movie night
- Trivia night at a local bar
- Tea and coffee at local cafe

The evening activities were put in place to build a sense of community, understanding, and respect among the SA team. Some of the evening activities built upon the regular workday training workshops, which will be discussed in the curriculum section of this paper.

The entire training was about 100 hours, made up of two 40-hour workweeks plus approximately 20 hours of optional evening activities. About 90% of the optional evening activities had full attendance by all SAs and the Director of Student Programming. This time commitment left many SAs exhausted at the end of each day, but the training was designed to be mentally and physically exhausting to better prepare SAs for the busy start of the academic year in September. A calendar timeline of July-October 2014 can be found in Appendix G: Timeline.

The training format and schedule were created following a July 2014 goal setting meeting with key stakeholders, which is covered in the goals and objectives section of this paper. The following sections detail the specific workshops included in the training.

Workshop Design

Academic Advising Workshop

Academic advising on the various UMass campuses was done via PowerPoint presentations. Basic immigration information was also delivered via PowerPoint presentations.

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These Powerpoints were created from existing materials and updated during the summer.

There was time for questions after each presentation.

This workshop achieved the training goals; however, SAs were not able to retain and remember all the information from each and every presentation. To mitigate this problem, the presentations were available for SAs to review independently, and SAs were encouraged to take written notes during the presentations. This did not solve the problem completely, so information about academic advising was provided to SAs in September and October as needed.

Residential Life Workshop

As a residential staff member, student advisors can easily burnout if they do not properly manage their professional and personal life. During the August training, time and resources were focused on helping new staff develop coping strategies to avoid future burnout later during the academic year. Residential life policies and procedures were delivered using PowerPoint presentations. After SAs learned the rules and policies, there would be time for group discussion in which SAs would think of the appropriate response for a written scenario. This is a common training technique called “Behind Closed Doors” for Residential Advisors at many universities (Martin, 2010). After the written scenario, we also had SAs respond to a live situation in a MAIA dorm room. The scenario was: SA’s were sent to a dorm room where they were confronted with a situation involving two students, and they were forced to respond. Before the simulation, we had placed the students and the beer cans, along with a smoke machine to simulate cigarette smoke. This was done to connect theory to practice and give SAs the opportunity to practice a difficult job responsibility in a safe and controlled environment.

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In general, this workshop was successful but there should have been more time to practice residential life procedures during the training. SAs were technically trained on RA responsibilities, but residential life can be difficult and complex for anyone since no two situations are identical. As student situations occurred during September and October, residential life was a frequent topic of discussion during our weekly team meetings.

Student Advisor Team Building

On the first day of training, one hour after lunch was devoted to icebreakers and other team-building activities outside on the soccer field. The objectives of this teambuilding workshop were as follows:

1. SAs will begin to feel comfortable with each other.
2. SAs will have an enjoyable time.
3. SAs will be slightly challenged.
4. SAs will begin to form a team together.

The workshop included a name game, icebreaker, and two activities that required team effort and strategy. The annual summer Youth Peacebuilding and Leadership Programs held on the SIT campus use these same activities (Norton & Connolly, 2013). The lesson plan is included in Appendix H: Teambuilding Lesson Plan.

This workshop was extremely successful and met all of the training objectives. On the evaluation survey, several SAs mentioned this workshop in a positive light. This workshop is highly recommended for future SA trainings.

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Learning Style Inventory

During the 2013-2014 academic year, there had been discussion about the different personality and work types of SAs; it was common for us to discuss our personality types. SAs who had taken the Myers-Briggs Type Indicator (MBTI) in the past shared their indicator type with the group. For the 2014-2015 academic year, I wanted to make the MBTI part of the training. However, a certified MBTI administrator must deliver the test. Since only the SA team wanted to take the MBTI test and not the entire MAIA staff, I decided to scrap the MBTI and use another assessment tool that would better suit the training goal.

I took a Learning Style Inventory as part of the Training Design for Experiential Learning course taught by Ryland White in September 2013. Ryland White adapted and modified Bernice McCarthy's 4MAT System Model to create a Learning Style Inventory assessment tool to help students know which type of learning style they preferred. The 4MAT System Model was "designed to provide understanding and insight into individual preferences for learning" (McCarthy, 1990, p. 1). McCarthy presented the 4MAT System Model, which was built using the conceptual foundation of many authors including Carl Jung, John Dewey, and David Kolb. Kolb's experiential learning cycle was relevant for this training because one of the training goals was for the content to be taught by the trainers and then applied by the new SAs. Carl Jung's psychological research has had broad influences on concepts surrounding the human psyche. John Dewey's work in the field of progressive education is also an appropriate foundation for the 4MAT and the Learning Style Inventory assessment.

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Since SAs would be both learning the job responsibilities together over the next few months, a learning style assessment was selected instead of a personality style assessment. After all SAs took the assessment, I facilitated a discussion about similarities and differences between the SAs and how that could help or hurt our team. This helped SAs because we were able to create strategies to support each other during particularly stressful times. This discussion also created a safe space for SAs to discuss how they work best and what helps or hinders them. For example, some SAs are comfortable with direct confrontation when a problem arises and some SAs work best in a quiet environment without distractions. The lesson plan for this workshop is in Appendix I: Learning Style Inventory.

Avoiding Student Advisor Burnout

Since SAs both live and work at MAIA, the SA position can be extremely difficult and trying at times, especially when work and home intermix. I designed a workshop that was just for the new SAs and I. The Director of Student Programs was not invited to this workshop. The workshop was designed to create a safe space for SAs to discuss how everyone could personally succeed over the next year at MAIA. There was an “awareness” activity, and a “hope and fears” activity. John Ungerleider originally developed these dialogue activities (2012). After these two activities, SAs read an excerpt of a SIT paper I wrote on the topic of avoiding SA burnout, how to manage team conflict at MAIA, and findings from a research study on what makes a successful RA in a college dorm environment. At the end of the workshop, there was a short written evaluation of the first week of training. The results of this evaluation will be included in the evaluation section of this paper. The lesson plan for this workshop is in Appendix J: Avoiding Student Advisor Burnout.

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This workshop was extremely successful and met all of the training objectives. On the evaluation survey, one SA said she enjoyed this workshop the most. The workshop helped SAs understand the less glamorous aspects of the position and strategies to maintain personal and professional balance over the academic year. This workshop is highly recommended for future SA trainings.

Culture Workshop

The culture workshop took place over an entire morning and was intended to give the SAs a deeper understanding of the many adjustments that the students are experiencing on the MAIA campus. To begin the workshop, we watched a 20-minute video online about the South Korean university entrance exam (Suh, 2011). I selected this video because I wanted to shift the focus off China for a moment and discuss another culture's university entrance exam, in this case South Korea. The pressure and stress associated with Chinese university entrance exam *gaokao* can be difficult for understand from a Western point of view. To help manage this view, I choose the video from South Korea because South Korea has a similar university entrance exam and educational system. After the video, I made sure we had time for discussion about SAs thoughts and feelings from watching the video.

Following the South Korean video, there was a cultural simulation. Originally I had wanted to use the culture activity "Barnga", but there were not enough participants for the full activity. Instead, I decided to use a cultural simulation called "Journey to Sharahad" created by Phil Darg (1999). The goal of the simulation was "for participants to experience and adjust to

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different cultural communication patterns [and] simulate some of the intercultural barriers present today. Participants learn about ways in which cultures can differ” (Darg, p. 4).

In the simulation, the two different groups had different concepts of time, manners and etiquette, personal space (proxemics), and nonverbal body motions. The two groups became uncomfortable communicating with each other even though this was just a short simulation. This was a good simulation for SAs to understand some of the daily challenges facing ESL students who are learning a new language, but also navigating a different culture. The cultural simulation activity went as planned and the outcome followed the stated goals and objectives exactly. After the activity, participants reflected that the activity was a fun and engaging way to understand the intercultural and interpersonal challenges that arise when two different cultures interact for the first time. In addition, the application of the learning achieved from this activity has a direct relation to the communication difficulties that SAs face when communicating with MAIA students.

After the simulation everyone read the article *Diversity Is As Big As The Universe* by Tom Atlee (2003). This article explores diversity, in terms of culture and the physical world around us. Next we discussed a cartoon image about different perceptions of reality, and how different perceptions of the world are related to an individual's cultural upbringing. A short excerpt of the article and the cartoon can be found in Appendix K: Culture Workshop Material.

In general, SAs found this workshop helpful and applicable to their work. I do not know if they appreciated the cultural information about non-Chinese customs. After the training

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ended, a few SAs commented that they would have liked more culture workshops. This should definitely be included in next year's SA training.

Event Planning

Another trainer presented the administrative aspects of event planning, but I did run a "live" event where SAs participated in an event designed for students. The goal of this workshop was for SAs to help run a real event, have fun, and build the SA team. I organized a kayaking event for the trainers and the SAs. While a new SA drove the 15-person van to the lake, I spoke with SAs about what materials were needed for an event like the one they were currently on, how to market a kayaking event, and logistics to keep in mind. When we arrived at the park, we had to pay for the kayaks and sign a liability waiver. I shared tips and tricks to make a student events run smoothly, especially when you have more than 20 students for an off-campus event. After kayaking, I took the opportunity to talk about water safety.

This workshop was successful and should be replicated next year. The only change that should be made is to include examples of past event reports and event photos. These reports and photos will make it easier for SAs to understand the expectation for student events.

Health and Safety

The school nurse met with all new SAs for one hour to discuss the policies and procedures for when a student is injured. The school nurse also provided Red Cross certified CPR training, which was required for all new SAs as well as faculty members.

On August 28, 2014, Dr. Hsi Xiaolu, PhD from MIT gave a presentation to all MAIA staff about Chinese students' mental health. Dr. Xiaolu was born in China and has been working in

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the mental health field since she immigrated to the United States for university studies. She presented research study findings and common challenges that educators face when working with populations similar to our student body. Dr. Xiaolu said that typically our student population has trouble following up with important tasks and time management. Students often do not know what to do with free time when studying in the United States. In the Chinese education system, there is not much unscheduled free time. Since extracurricular activities are traditionally a key part of the United States education system, Chinese students can have trouble deciding how to use their free time. For example, in some boarding schools, the administrators turn off all building lights and Wi-Fi access at 11pm. When students come to the United States, they often have problems keeping a regular sleep schedule since they are free to make their own personal life decisions.

Dr. Xiaolu also spoke about computer addiction on Chinese university campuses. There are many 24/7 Internet and video game cafes where students can spend large amounts of time. When students come to the United States they often play for incredible amounts of time in a way that resembles “internet gaming disorder” as outlined by the American Psychiatric Association (2013).

Dr. Xiaolu also spoke about the warning signs to watch out for and when to refer a student to a mental health professional. She said every student is different and staff without formal proper mental health training should never attempt to diagnose a student. A change in student behavior is the primary warning sign that an educator can recognize. If there is a

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change in behavior, the student may need more supervision and a referral to speak with a mental health professional.

Logistics

The MAIA kitchen was responsible for all meals during training, as they are during the entire year. Departments at MAIA provided all classroom space, training materials, supplies, computers, technical support, and transportation.

All the off-campus workshops required transportation. MAIA owns several vehicles that hold between five to fifteen passengers. During training, SAs drove the vehicles to the off-campus events. The UMass Boston and UMass Amherst campus visit were on two separate days and required coordination with university representatives. The off-campus teambuilding workshops were easier to plan but required advance reservations because of the large size of the group.

Budget Narrative

Food

MAIA's kitchen staff provides meals 365 days a year. Part of SAs compensation is room and board, including meals, so each meal at MAIA was not a training expense. However, during the training period, the cafeteria was not open for breakfast, so breakfast was purchased every day of training. If the SA team was not able to eat lunch or dinner at the MAIA cafeteria because of an off-campus workshop, then food was purchased for the entire SA team.

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Teambuilding

Some of the teambuilding activities like kayaking, Boston Duck Tour and others took place off-campus and there were costs associated with them. Reservations were made in advance for all of these expenses.

Travel

MAIA vehicles were used during training, but the mileage was not counted as a training expense. Gas, parking and E-ZPass fees were included in this section.

Supplies

This section includes items purchased for SAs like staff sweatshirts and shirts.

A summary of the budget is provided below. The full budget is in Appendix L: Budget.

Total SA Training Expense	Total
Food	\$463
Teambuilding	\$1,347
Travel	\$245
Supplies	\$682
Grand Total	\$2,737

Cost per participant/trainer \$304

Evaluation

Evaluation After First Week of Training

On Friday August 22, SAs wrote a short evaluation about the first week of training. Question one asked: “What did you find most helpful during this past training week?” The results revealed that SAs appreciated the mix of fun teambuilding activities with professional detail oriented workshops and the design and flow of the training schedule. These results aligned with the training goal two to “Create the foundation for a supportive and efficient team environment.”

Question two asked: “What would you have changed about this past training week?” The results showed that SAs wanted more breaks and unscheduled free time. Some of the comments included “not enough time to think,” “not enough breaks,” and “at the end of the day I feel exhausted.” The trainers reviewed the results of this evaluation together and decided that during week two a few changes would be made. A few items were removed from the schedule, there were more frequent breaks, and lunchtime was not shortened. These small changes alleviated the problem to a degree, but it was impossible to make everyone happy. Full results from this evaluation are in Appendix M: Evaluation Week One.

Evaluation After Second Week of Training

Friday August 29 was the last day of the training. All SAs completed an online survey about the past two-week training program. This survey was more in-depth compared to the previous survey. The first half of the survey was multiple choice and focused on the program

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goals and objectives including understanding of job responsibilities and building a strong SA team.

In section one of the survey, all SAs answered several questions about the on-campus training program with a good or very good score. The full results can be found in Appendix N: Evaluation Week Two.

100% of SAs agreed or strongly agreed with the following statements:

- The training objectives “were clearly defined from the first day of training.
- They understood differences between offices and department within MAIA.
- They have a high level of understanding of the job responsibilities.
- They felt that the “SA team can work well together once students start to arrive.”
- “There was a good mix of serious and fun activities” during the training.

There were a few areas of the training that did not receive good or very good scores from all the SAs.

- 50% of SAs said they were not informed of schedule changes with enough advance notice.
- 35% of respondents said the amount of time devoted to each workshop was sufficient.

SAs felt that some workshops were rushed and there was not enough time to answer questions and gain a complete understanding of the new material. Other feedback was that the flow and schedule of some of the workshops was disjointed and some content did not build on earlier workshops.

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Overall, SAs enjoyed the training and found it valuable, but wanted better time management from the trainers. Individual workshops were successful, as measured by learning objectives. But as a whole, workshops were not always integrated and building onto each other.

Timing of the workshops and the schedule will be adjusted for next year's training as much as possible. The evaluation conclusion section below will address strategies for better time and schedule management.

Written Responses About On-Campus Training

The survey asked for SAs to write long form responses to several questions. The first two questions asked them to identify which workshop they enjoyed the most and which workshop they found the most helpful. Surprisingly, every SA answered these questions differently and there wasn't much overlap in the answers. This shows the wide variety and diversity in both the workshop content and the SA's skills and backgrounds. The third question asked about the workshop curriculum in general. Nearly all SAs wrote positive comments about the mixture of informative workshops with fun trips.

One SA wrote "One thing I have really loved about training was how much importance was placed on getting to know everyone and developing trust and friendships. I know sometimes when co-workers don't feel comfortable around each other, it is harder to accomplish goals and work. I think we're all very comfortable around each other, which is great for our team."

Another SA wrote "I also think that it was great to have 'after dinner' activities planned for every night of our first week, it was very crucial for us to

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get to know each other and get comfortable living and working together” and this will create “a bonded team before the student arrive.”

These responses demonstrate that SAs not only personally enjoyed the fun team-building activities, but also found them useful when working with their professional colleagues. This is in contrast to the previous year’s SA team, where there was a lack of trust, respect and teamwork. When designing next year’s training program, team-building activities will be a vital component of the training program.

In terms of how to improve the training for next year, SAs had several suggestions. Half of the SAs said they felt “overwhelmed and exhausted” at the end of each day and that there were too many details packed into each day. Many of the training days were completely packed with content, so there wasn’t much downtime or flexibility if a workshop required extra time.

Three SAs wrote comments about this topic:

1) “It’s sometimes hard to remember details without seeing how they fit together.”

2) “Between roles, passwords, databases, locations, room numbers, and many new details, I felt somewhat overwhelmed and that I probably won’t be able to remember everything that we were told and taught.”

3) “Timing could definitely be improved for next year. I would overestimate on time rather than underestimate, because everything seemed to take longer than expected.”

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These responses suggest that for training to be enhanced, there would need to be more time not only for the workshops themselves, but also more time for the participants to digest the new information. There are two different options to solve this problem. The first option is to expand the training period from two weeks to two and a half weeks. This would need to get approved by supervisors at MAIA, and it is unclear if this proposal would be approved.

The second option is to provide less information to SAs during the August training. Workshops that could be reduced or cancelled would be F-1 visa information, advanced academic advising, event logistics and TOEFL training. Some of the information from these workshops in August was not needed by SAs until early October. SAs forgot some of the details when they needed to apply the information, so they had to be retrained on the job. Therefore, this information could be taught in early-October, when these skills are in demand. These suggestions have been recorded and will be used for the training curriculum design for next year's SA training.

SAs were asked which topics needed to be revisited in September, after interactions with students. Responses included how to deal with residential life issues including student behavior. As well as, more detailed information on topics including airport pickup, crisis management, and academic advising. This was done during our weekly meetings in September and October 2014.

Evaluation of Recruitment, Interview and Hiring Process

The survey asked about the interview process and the information they received before the job began. Several SAs wrote responses similar to this comment: "I knew we would be

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wearing a few different hats, but there were ‘hats’ that I wasn't expecting as well.” Two SAs wrote that they thought the position was going to require much more than 40 hours a week. They were pleased to discover that SAs usually work about 40 hours a week and have days in which they are not working or required to be on-campus. One SA wrote that this misconception was a major concern when deciding whether or not to accept the position.

During next year’s recruitment and interview process, energy should be focused on making sure that all candidates receive the same information about job responsibilities and work schedule. This year, we made sure that all candidates received the same information, but some information may not have been properly communicated or fully understood. One way to resolve this problem would be to send all SAs an email with detailed work schedule information in late July or early August and emphasize the heavy work load from mid-August until mid-October.

Communication with SAs was done via the initial Skype interviews and in person for those SAs who could make an on-campus visit. After SAs accepted the job offer, most communication was done via email with the Director of Student Programming. SAs said that the email communication was excellent. Email communication was fast, clear, and detailed. However, SAs did comment that it would have been very helpful to know that the first two weeks of training would be Monday-Friday with no required weekend shifts. This is something that can be easily changed for next year’s training. The full results from the evaluation can be found in Appendix N: Evaluation Week Two.

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Trainer Successes

The primary trainers (Director of Student Programs, Director of Student Affairs, and I) were able to train SAs on many different job responsibilities and aspects of MAIA. Workshops were evenly divided among the trainers in a way that allowed the trainers to design curriculum in which they had the most experience and prior training. The two-week training covered nearly every aspect of the SA job and the school in general. In addition, SAs were able to practice most of the responsibilities during training, which allowed them to gain hands-on experience with many tasks.

As a team, the trainers met both the participant and training goals and objectives. These goals and objectives were created during the July 2014 goal-setting meeting. The training curriculum and content in particular was well designed and delivered, however there were a few unforeseen challenges that arose.

Trainer Challenges

The primary trainers did not practice our delivery of the workshops together before training began. This led to two common challenges.

The first challenge was the goal of an individual workshop was not fully understood by the other trainers. This led to some workshops getting diverted by a participating trainer, who did not realize that they were sidetracking the group conversation by talking about another related idea. For example, during a discussion about culture, a co-trainer changed the conversation towards Chinese culture specifically, but the goal of the workshop was to discuss culture in general. In retrospect, we should have devoted more time to learn each other's teaching style in relation to team-teaching. The primary trainers had worked with each other

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on many projects in the past, but had never taught workshops together. Another way to mitigate this problem would have been to review the specific goals and objectives of each workshop for as a team, instead of individually. All the trainers knew what the overarching goal of the workshop was, but we did not know the specific and nuanced objectives of each workshop.

The second common problem was that the trainers did not agree on how to handle changes to the training schedule before training began. We did not decide beforehand what would happen if a trainer went over the allotted time. This led to either the next workshop being shortened or the entire day being extended. This happened because all the co-trainers were not on the same page with each other before the training began. For example, on the third day of training we did not start our first workshop on time at 8:30am because SAs and trainers were enjoying their breakfast. This slow start caused a delay throughout the entire day that then affected the start time of every workshop. For the rest of the training, the trainers made sure that we started right at 8:30am every day. In general, more time should have been spent creating norms that we all agreed upon before the training began. However, in the weeks leading up to the training, there were many other important tasks and projects that required our attention, so there was not a surplus of time to create these norms.

It will be helpful to add additional training objectives to future goal-setting meetings that address these challenges. Such goals and objectives should include:

- 1) Trainers will be comfortable team-teaching with other trainers.

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- 2) Trainers will brief each other on the goals of each workshops and review the lesson plan before the workshop begins.
- 3) Trainers will develop a standard operating procedure if workshops go over their allotted time and/or if the schedule needs to be changed.

Evaluation Findings

When building a new SA team from the ground up it is important to keep a few things in mind. The hiring and interview process can take several months so it is important to start the process in the spring in order to find the best possible candidates. When starting to create the training program for new SAs, always start with a need assessment to help decide what topics need to be covered during training. An outsider view is helpful when designing workshop content. Trainers must deliberately step back from their work to try to see the school and the Student Services department from an outsider's point of view.

In September and October 2014, SAs said they found the teambuilding workshops helpful to building a respectful, trusting, and efficient work environment. The long-term consequences have not been realized, but this trainer believes these deliberate teambuilding training activities combined with professionally run training workshops will pay off dividends for not only the SA team, but also for the students and the school in the long-term.

Conclusion

The Student Advisor team plays a critical role at Massachusetts International Academy because it is the core of all student services. After the departure of nearly the entire Student Advising Team in July 2014, it was critical that the hiring and training process be exceptionally well designed and delivered for the new SA team. This paper explained how student advisors were hired and explained the comprehensive, 100-hour training program curriculum that was designed and delivered in August, specifically for a new 2014-2015 student advising team. The training program was then evaluated and best practices for training a team of six new student advisors was discussed. The information and research in this paper can be used for the Student Advising Team departments at MAIA and other institutions with similar student services in the future.

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Appendixes

Appendix A: Student Advisor Job Description

Massachusetts International Academy Job Description

Job Title: Student Advisor

Department: Student Services

Reports To: Director of Student Programs

FLSA Status: Non Exempt

Prepared Date: 2014

Summary Assists foreign students in making academic, personal, social, and environmental adjustments to campus and community life by performing the following duties.

Essential Duties and Responsibilities include the following. Other duties may be assigned as required by the position and the organization.

Assists instructors and coordinators with special requests and serve as centralized support between students and staff.

Develops and maintains case histories, noting language, educational, social, or physical problems affecting students' adjustments.

Provides informal counseling and orientation regarding recreational outlets, study habits, and personal adjustments.

Design and run student-oriented educational programs.

Create, promote, and implement student activities.

Plan and lead cultural excursions.

Creates a comfortable and safe living space for students and staff.

Serves as staff member on-call at least once per week, touring the building to ensure security and safety for all residents.

Address student concerns compassionately and effectively.

Drives students to outside facilities as needed.

Holds one-on-one Advising Meetings with students in advisee group.

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Holds monthly meetings with advisee group.

Provides students with important information regarding the students' identified university program.

Serves as a TOEFL Administer at MAIA's ETS site.

Maintains weekly office hours.

Be available for students outside of office hours and scheduled meetings.

Submits Student Advising Reports to Administration at least once per session.

Coordinates with administration on regular visits to universities.

Assists students in finding the appropriate persons regarding any issues.

Maintains records of all communication with each advisee through monthly reports and database.

Interprets school's regulations and requirements.

Represents students in cases involving conflict with regulations.

Encourages and coordinates activities of groups which promote understanding of foreign cultures.

Maintains compliance with all company policies and procedures.

Supervisory Responsibilities

This job has no supervisory responsibilities.

Competencies To perform the job successfully, an individual should demonstrate the following competencies :

Problem Solving - Identifies and resolves problems in a timely manner; Gathers and analyzes information skillfully; Develops alternative solutions; Works well in group problem solving situations; Uses reason even when dealing with emotional topics.

Project Management - Develops project plans; Coordinates projects; Communicates changes and progress; Completes projects on time and within budget.

Technical Skills - Assesses own strengths and weaknesses; Pursues training and development opportunities; Strives to continuously build knowledge and skills; Shares expertise with others.

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Customer Service - Manages difficult or emotional customer situations; Responds promptly to customer needs; Solicits customer feedback to improve service ; Responds to requests for service and assistance; Meets commitments.

Interpersonal Skills - Focuses on solving conflict, not blaming; Maintains confidentiality; Listens to others without interrupting; Keeps emotions under control; Remains open to others' ideas and tries new things.

Oral Communication - Speaks clearly and persuasively in positive or negative situations; Listens and gets clarification; Responds well to questions; Demonstrates group presentation skills; Participates in meetings.

Written Communication - Writes clearly and informatively; Edits work for spelling and grammar; Varies writing style to meet needs; Able to read and interpret written information.

Teamwork - Balances team and individual responsibilities; Exhibits objectivity and openness to others' views; Gives and welcomes feedback; Contributes to building a positive team spirit; Puts success of team above own interests; Able to build morale and group commitments to goals and objectives; Supports everyone's efforts to succeed.

Business Acumen - Understands business implications of decisions.

Cost Consciousness - Conserves organizational resources.

Diversity - Shows respect and sensitivity for cultural differences; Promotes a harassment-free environment.

Ethics - Treats people with respect; Keeps commitments; Inspires the trust of others; Works with integrity and ethically; Upholds organizational values.

Organizational Support - Follows policies and procedures; Completes administrative tasks correctly and on time; Supports organization's goals and values; Benefits organization through outside activities; Supports affirmative action and respects diversity.

Judgment - Displays willingness to make decisions; Exhibits sound and accurate judgment; Supports and explains reasoning for decisions; Includes appropriate people in decision-making process; Makes timely decisions.

Motivation - Sets and achieves challenging goals; Demonstrates persistence and overcomes obstacles; Measures self against standard of excellence; Takes calculated risks to accomplish goals.

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Planning/Organizing - Prioritizes and plans work activities; Uses time efficiently; Plans for additional resources; Sets goals and objectives; Organizes or schedules other people and their tasks; Develops realistic action plans.

Professionalism - Approaches others in a tactful manner; Reacts well under pressure; Treats others with respect and consideration regardless of their status or position; Accepts responsibility for own actions; Follows through on commitments.

Quality - Demonstrates accuracy and thoroughness; Looks for ways to improve and promote quality; Applies feedback to improve performance; Monitors own work to ensure quality.

Quantity - Completes work in timely manner; Strives to increase productivity; Works quickly.

Safety and Security - Observes safety and security procedures; Determines appropriate action beyond guidelines; Reports potentially unsafe conditions ; Uses equipment and materials properly.

Adaptability - Adapts to changes in the work environment; Changes approach or method to best fit the situation; Able to deal with frequent change, delays, or unexpected events.

Attendance/Punctuality - Is consistently at work and on time; Arrives at meetings and appointments on time.

Dependability - Follows instructions, responds to management direction; Takes responsibility for own actions; Keeps commitments; Completes tasks on time or notifies appropriate person with an alternate plan.

Initiative - Volunteers readily; Looks for and takes advantage of opportunities; Asks for and offers help when needed.

Innovation - Displays original thinking and creativity; Meets challenges with resourcefulness; Generates suggestions for improving work; Presents ideas and information in a manner that gets others' attention.

Qualifications To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education and/or Experience

Bachelor's degree (B. A.) from four-year college or university; plus one to two years related experience and/or training a plus

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Language Skills Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

Reasoning Ability Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

Computer Skills To perform this job successfully, an individual should have knowledge of Word Processing, Excel, Powerpoint, Database and Internet software.

Mathematical Skills Ability to add and subtract two digit numbers and to multiply and divide with 10's and 100's. Ability to perform these operations using units of American money and weight measurement, volume, and distance.

Certificates, Licenses, Registrations

Current driver's license.

Other Skills and Abilities

Ability to lead groups of students with a positive attitude.

Excellent communication skills (especially with ESL students).

Sensitivity towards people from different cultures.

Other Qualifications

Experience learning a second language.

Experience studying, living, or travelling abroad (particularly in China).

Chinese language proficiency a plus.

Physical Demands The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this Job, the employee is regularly required to stand; walk; sit and talk or hear. The employee must occasionally lift and /or move up to 10 pounds. Specific vision abilities are required pursuant to the State's vision screening and standards for a license to drive, which might include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.

Work Environment The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

Appendix B: Interview Questions

MAIA Student Advisor Phone/Skype Interview Questions

1. Why does the student advisor position interest you?
2. Explain how your educational background has prepared you for the student advisor position.
3. One of the responsibilities of this position is planning and supervising after school activities. Please list some activities and events you might plan that you believe would interest students. How would these fulfill our mission of assisting with acculturation and development of English skills?
4. Assuming you are aware of the procedures that we go through for confronting a student who is breaking a residential rule, please explain in general terms how you would handle a situation where you found a student smoking in his/her room?
5. In your last job/internship what were some of the problems you encountered and how did you overcome them?
6. As a student advisor we work with every single department in the school, sometimes on a daily basis. Tell me about a time you had a miscommunication with someone in a different department and how you dealt with it?
7. We work very closely as a team, not only working together, but living together. How do you see yourself fitting into a group that spends a lot of time together and why? What characteristics make you a valuable team member?
8. Our students deal with a variety of challenges, homesickness, pressure from school, pressure from home, culture shock etc. How have you dealt with or helped someone to deal with a similar challenge?
9. Student advisors are asked to wear many hats at MAIA. How do you handle chaos? When challenges arise, how do you reschedule or reprioritize?
10. What are your true passions in life?
11. What is something that you can do for us that someone else cannot do?
12. Do you have a valid Driver's license?
13. When will you be available to start?

Inform the interviewee that as a part of the job nights/weekends/holidays are required. At least one on-call per week. Position does require the Student Advisor to live on campus and be a presence in their hall.

Appendix C: Goals and Objectives

Training Goals and Objectives

1. Train SAs in their jobs responsibilities
 - a. academic advising
 - b. residential life
 - c. student health and safety
 - d. driving company vehicles
 - e. event planning
 - f. office technology systems
 - g. administrative tasks.

2. Create the foundation for a supportive and efficient team environment
 - a. SAs will respect and trust each other
 - b. All SAs will be on the same page
 - c. SAs will be willing to pitch in and help with difficult or annoying tasks that need to get done

Participant Goals and Objectives

1. SAs will be able to continue to learn more advanced responsibilities of the job after the official training period has ended.
 - a. SAs will be able to and willing to ask questions during and after the training.
2. SAs are confident in their position
 - a. SAs should feel comfortable and supported by MAIA

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Appendix D: Draft of Training Schedule

This is the first draft of the training schedule. It was developed on June 10, 2014. The final official training schedule can be found in Appendix F: Final Training Schedule.

Monday August 18 Day 1

<i>AM</i>	Welcome
<i>PM</i>	Team Building activities outside-Brodie
<i>evening</i>	BBQ in courtyard

Tuesday August 19 Day 2

<i>AM</i>	Myers Briggs workshop Tour of the building, keys, including weird aspects
<i>PM</i>	Health and Safety training part 1 (rules, regulations, scenarios) Medical Drive 15-person van
<i>evening</i>	Westender, drinks paid by SAs

Wednesday August 20 Day 3

<i>AM</i>	Admin training (PCR, packages, etc) SA Scheduling Office cleaning (to help new SAs learn where everything is in the office)
<i>PM</i>	UMass small group info meetings: UML, UMB, UMA Kayaking at Hopkinton State Park, paid by MAIA
<i>evening</i>	Movie night in KTV room

Thursday August 21 Day 4

<i>AM</i>	Health and Safety training part 2 (student mental health) Technology training
-----------	--

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<i>PM</i>	TOEFL test center Sample practice TOEFL test
<i>evening</i>	Basketball and/or volleyball game

Friday August 22 Day 5

<i>AM</i>	Res Life for the entire morning
<i>PM</i>	Trip and tour to UMB or UML or UMA (need 3 separate cars)
<i>evening</i>	How to manage living at MAIA/avoid burnout

=====

Monday August 25

<i>AM</i>	
<i>PM</i>	
<i>evening</i>	

Tuesday August 26

<i>AM</i>	
<i>PM</i>	
<i>evening</i>	

Wednesday August 27

<i>AM</i>	
<i>PM</i>	
<i>evening</i>	

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Thursday August 28

<i>AM</i>	Team Building activities with teachers
<i>PM</i>	meetings with teachers student mental health/joint presentation with teachers
<i>evening</i>	

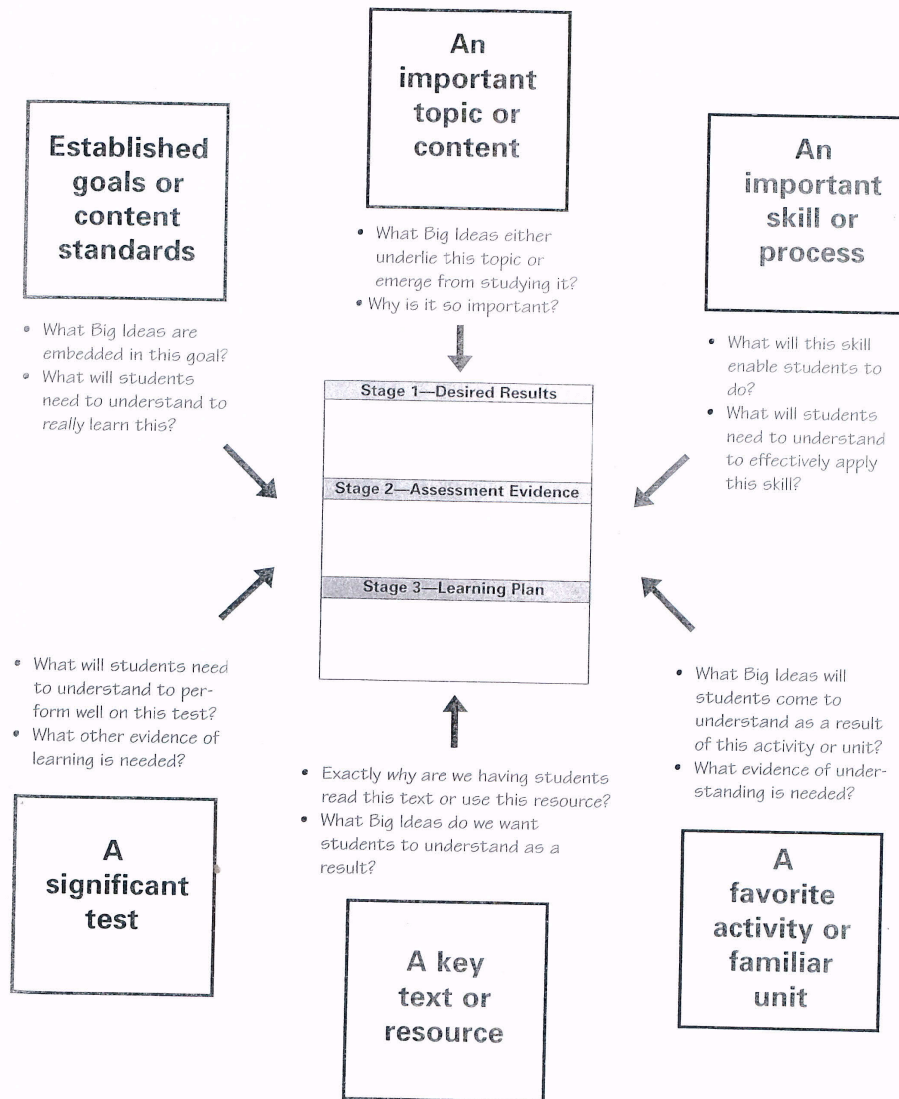
Friday August 29

<i>AM</i>	teacher group time
<i>PM</i>	
<i>evening</i>	

Appendix E: Understanding by Design

Source: Wiggins, G. P., & McTighe, J. (2006). Understanding by design. Upper Saddle River, NJ: Pearson Education.

Figure 11.1
Entry Points for the Design Process



Appendix F: Final Training Schedule

SA TRAINING SCHEDULE

Monday August 18th

8:15 AM Breakfast	
8:30 AM Introduction to Student Services	C-210
9:15 AM Introduction to MAIA	C-210
10:00 AM Tour of the Campus	
11:00 AM Q & A Lunch	
12:00 PM HR Paperwork	SA Conference Room
1:00 PM Team Building	Soccer Field
2:30 PM Tour of Marlborough and Northborough	Front Lobby
5:00 PM BBQ with Students	Courtyard

Tuesday August 19th

7:30 AM Leave for Boston (Breakfast provided on the way)	Front Lobby
9:00 AM Duck Tour	Prudential Center Boston
11:30 AM Lunch Red Pepper	
1:30 PM The Strange and Wonderful	
2:15 PM ID cards and Photos	Mail Room
3:00 PM Learning Styles	B-203

After Dinner- Volleyball

Wednesday August 20th

8:15 AM Breakfast	
8:30 AM Administrative Tasks	SA Office
9:15 AM PCR	B-203
10:00 AM Scavenger Hunt	
10:30 AM Brunch	
11:00 AM University Introductions	C-105
12:00 PM Health Services	SA Conference Room
1:00 PM Introduction to Immigration	C-210
2:00 PM Residential Life Part 1	
3:15 PM Kayaking	Hopkinton State Park

After Dinner- Movie Night KTV Room

Thursday August 21st

8:15 AM Breakfast	
8:30 AM Technology Training	B-203
9:30 AM Advising	B-203
11:00 AM Lunch	
12:00 PM TOEFL Training	B-217
3:00 PM Driving Training	Front Lobby

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After Dinner- Westender Bar-Trivia Night

Friday August 22nd

8:15 AM Breakfast	
8:30 AM Icebreaker	B-203
8:45 Cultural Training	B-203
11:00 Lunch	
12:00 Living at MAIA	B-218
1:00 PM Events & Clubs	C-109

After Dinner-

=====

Monday August 25th

8:00 AM Leave for UMass Amherst	Front Lobby
9:30 AM Tour of UMass Amherst	
10:45 AM Information Session	
11:45 AM Lunch	
1:30 PM Paintball	
3:30 PM Depart for MAIA	

After Dinner-

Tuesday August 26th

8:15 AM Breakfast	
8:30 AM Hallway Preparation	SA Office
10:00 AM Airports and Orientation Part 1	SA Conference Room
12:00 PM Lunch	
1:00 PM Residential Life Part 2	SA Conference Room
2:30 PM Islands, Soccer and the Job	TV Lounge
After Dinner-	

Wednesday August 27th

7:45 AM Leave for UMass Boston (Breakfast provided on the way)	Front Lobby
9:00 AM UMass Boston Tour	
12:00 PM Lunch	Gene's Chinese Flatbread Cafe
1:00 PM UMass Lowell Tour	
3:00 PM Depart for MAIA	

After Dinner-

Thursday August 28th

8:15 AM Breakfast	
8:30 AM Icebreaker with Faculty	C-109
9:00 AM Student Mental Health with Dr. Hsi Xiaolu	C-109
11:00 AM Lunch	

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12:00 PM Depart for Teamworks Front Lobby
3:00 Depart for Jack's Abby Brewery Tour

After Dinner-

Friday August 29th

8:15 AM Breakfast
8:30 AM CPR Training C-109
11:00 AM Lunch
12:00 PM Student Mental Health SA Conference Room
1:00 PM UMass Boston Guest Speaker C-109
2:00 PM Kimball's Farm
2:30 PM Planning SA Office

Appendix G: Timeline

Note: the text colors do not have any meaning; it is only to provide clarity to the reader.

July-October 2014						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
July 13	Clean office	Clean office	Clean office	Clean office	Clean office	
20	meeting to create goals & objectives	design training curriculum	design training curriculum	design training curriculum	design training curriculum	
27				deadline for hiring of all SAs		
August 3						
10					SAs can move into their dorm rooms	SAs can move into their dorm rooms
17 SAs can move into their dorm rooms	Training Week 1	Training Week 1	Training Week 1	Training Week 1	Training Week 1 Short evaluation	

DESIGNING AND DELIVERING STAFF TRAINING

24	Training Week 2	Training Week 2	Training Week 2	Training Week 2	Training Week 2	Long Evaluation
August 31	Holiday (Labor Day)	teachers & SAs: crisis management and HR meeting	airport pickups	airport pickups	Teacher & SA party hosted @ teacher's house-6pm	airport pickups
September 7 airport pickups	Final prep airport pickups	Student arrival group #1 airport pickups	Student orientation airport pickups	Student orientation airport pickups	Student orientation Welcome ceremony	Student orientation airport pickups
14 Student orientation airport pickups	Student orientation Student arrival group #2	Student orientation airport pickups	Student orientation airport pickups	Student orientation airport pickups	Student orientation airport pickups	Student orientation airport pickups
21 student orientation airport pickups						
28						
October 5						
12	½ day of training to build upon August training No classes				Class early dismissal	

DESIGNING AND DELIVERING STAFF TRAINING

Appendix H: Teambuilding Lesson Plan

Objectives:

SAs will begin to feel comfortable with each other.

SAs will have an enjoyable time.

SAs will be slightly challenged

The SA team will begin to form

Total time: 1.5 hours (probably need less)

Materials: see below

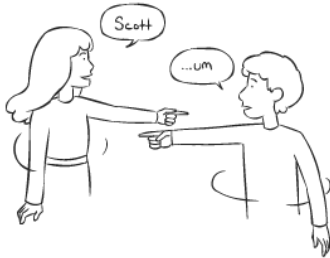
Location: outside on field

Staff: 2 trainers led activities.

Plan:

0-10 mins Big Wind blows (my name is Brodie, and I like pizza...then everyone moves who likes pizza, last person remaining stands in center)

10-20 Name Roulette. (2 lines, spin around and say other person's name faster)



10-15 Knee tag---everyone is it. if you are covering your knees, you are safe, but cannot move. You can only tag everyone by touching their knees. When you move, you must put your hands on your stomach.

Backup 5 minute activity: What are you doing? Person 1 starts an action in center of circle (climbing a ladder). Person 2 comes up and asks "what are you doing." Person 1 then says a new action "I'm snorkeling and saw a shark." Person 1 leaves, while Person 2 then makes the snorkeling/shark action. this is a self selecting activity--minimum 8 people

20-25: pool noodle pass--**need 1 for each person--(need to cut in half.)**

25-45: Satan Tarp aka Holy Tarp. **need 5x7 tarp with holes, plus 2-3 tennis balls**

WATER BREAK---need water bottles, etc

45-1:00 River crossing. **need carpet squares and 2 long ropes**

Appendix I: Learning Style Inventory

Staff: Brodie

location: sitting in a small circle

materials: pencils preferred. pens are ok
handouts (should already be in binders)
Brodie's own handouts already completed*

Plan

10:00-10:10 group discussion about different types of learners and personality.

- Qs: Has anyone ever worked on a multicultural team? It can be in the USA.
- Who do you work best with?
- In school, when did you learn best?

10:10-10:25 every SA fills in their inventory sheet.

10:25-10:40: 1) scoring sheets handed out. scores added 2) line chart handed out. fill in chart

10:40-11:10. discussion on topic of "learning style summary sheet". use these topics if needed.

11:10-11:15. ask everyone to hand in their "scoring" sheet with name on it. I will combine all of them for later.

Appendix J: Avoiding Student Advisor Burnout

Staff: all 6 new SAs plus Brodie in private room.

location: B-205 or outside

materials:

1. a few index cards cut up into slips of paper. white=hope. pink=fear
2. hat/bowl/bag
3. print handout

Plan:

12-12:10 Warm Up activity--"Group Awareness activity"

Stay Alert to both the process and the content at all times.

Activity- Name something you notice about another person is doing, or has done, in the group; then they need to notice something about another person; keep passing off until everyone has gone-no one can be unnoticed or go twice.

12:10-12:30 Hope and fears activity

1. Direction: "Write down 1 hope and 1 fear about your new role at MAIA from now until January."
2. Put papers into a hat. Then everyone reads aloud other people's responses anonymously.
3. Discussion which hopes/fear were similar, then say "we all have similar hopes/fears"

optional (if time allows). This activity takes 10 minutes (3+3+instructions time)

1. break into pairs, practice TRUE listening and speaking. This is NOT a conversation, 1 person speaks straight for 3 minutes.
2. Questions: When have you felt truly respected and really listened to?
3. What made you feel heard?
4. what were the qualities of listening that you experienced?

12:30-12:35 SAs read the handout. underline what pops out to them

12:35-1:00 Discussion on what SAs underlined.

Appendix K: Culture Workshop Materials

Short excerpt of *Diversity is as big as the universe* by Tom Atlee:

Diversity is difference. It is a natural phenomenon, intimately related to uniqueness and identity. There is a rich world of discovery awaiting us when we are ready to fully encounter our diversity. But first we have to lift our heads above the bustle around us and look at the big picture.

As important as it is to have women executives and people of other races in our neighborhoods, diversity is way, way bigger than that.

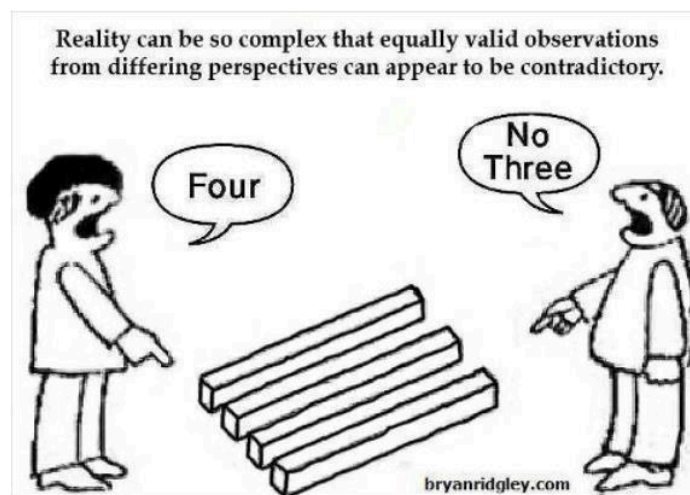
Our use of the word "diversity" primarily to address issues of racism, classism, sexism, and other oppressive isms has blinded us to the fact that diversity is a vast fact of life, deeply embedded not only in humanity but in natural systems and in the very fabric of the universe.

Diversity, like fire and genius, can be problematic. And like fire and genius, diversity has creative power we can use to make life better.

Co-intelligence is largely about using diversity creatively. Understanding diversity is an important part of working consciously with co-intelligence.

This article is an exploration of how big diversity actually is...

Below is the cartoon that SAs discussed during the culture workshop:



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Appendix L: Budget

Total SA Training Expense	Total
Food	\$463
Teambuilding	\$1,347
Travel	\$245
Supplies	\$682
Grand Total	\$2,737

Cost per participant/trainer \$342

Food	Costs			Total
Expenses	cost	unit	quantity	
1. Breakfast @ Dunkin Donuts/Panera	\$20 /Event		10	\$200
2. Lunch @ Various	\$80 /Event		2	\$160
3. Pizza Dinner	\$40 /Event		2	\$80
4. Trivia Night Appetizers	\$23 /Event		1	\$23
Total				\$463

Teambuilding	Costs			Total
Expenses	cost	unit	quantity	
1. Boston Duck Tour	\$37 /People		9	\$333
2. Kakaying	\$21 /People		9	\$189
3. Paintballing	\$45 /People		9	\$405
4. High ropes (spilt w/ teachers)	\$32 /People		10	\$320
5. Brewery tour (spilt w/ teachers)	\$100 /Event		1	\$100
Total				\$1,347

Travel	Costs			Total
Expenses	cost	unit	quantity	
1. Ezpass	\$10 /Training		1	\$10
2. Parking	\$35 /Training		1	\$35
3. Gas	\$200 /Training		1	\$200
Total				\$245

Supplies	Costs			Total
Expenses	cost	unit	quantity	
2. SA goodie bag	\$15 /Item		6	\$90
3. Staff shirt	\$19 /Item		16	\$304
4. Staff sweatshirt	\$36 /Item		8	\$288
Total				\$682

Grand Total				\$2,737
--------------------	--	--	--	----------------

Appendix M: Evaluation Week One

SA Response	What did you find MOST helpful during this past training week? (August 18-22)
#1	A lot of helpful and relevant info balanced with fun get-to-know-you activities
#2	It was great! Although it hard to sit through a ton of info at once. It was all really necessary and helped answer all my questions
#3	Bonding activities with the staff
#4	Hands on training activities (making IDs, using PCR). And obviously the fun activities gave me great ideas for activities to do with students
#5	I really appreciated that task and info-related things were interspersed with fun activities like Boston and kayaking. I think that creates a very good team atmosphere.
#6	The fact that the trainers have all been SAs in the past and have that experience to draw from was really helpful. Also having so many resources to go to if I forget the details (Google Drive, Trello, asking questions, etc)

SA Response	What would you have changed about this past training week? (August 18-22)
#1	A little more unscheduled downtime. By the end of the day I was a little overwhelmed and exhausted, although the days were valuable
#2	Find out the schedule future ahead of time
#3	A few more breaks, a little less packed info sessions. Just a little overwhelming at first
#4	Put Chromebook/tech training before PCR training
#5	I was really tired at the end of each day, but honestly I think that very good because we were always busy and like someone mentioned “we need to get used to working long days”
#6	It has been super packed and we haven’t had time to finish everything, so maybe factoring in more time for each session next time would be better

Appendix N: Evaluation Week Two

9/4/2014

Anonymous Evaluation for SA Training 2014 - Google Forms

brodie.h@maiaedu.org
[Edit this form](#)

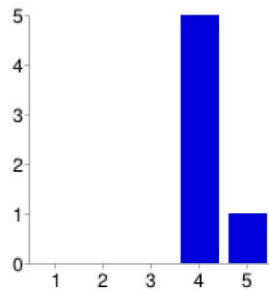
6 responses

[View all responses](#) [Publish analytics](#)

Summary

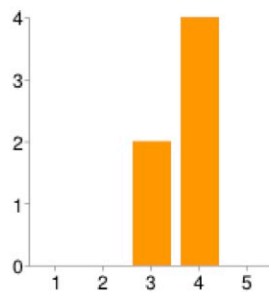
Rank these statements from 1-5.

The learning objectives of the 2-week training were clearly defined from the beginning.



1	0	0%
2	0	0%
3	0	0%
4	5	83%
5	1	17%

The training workshops content built onto each other.



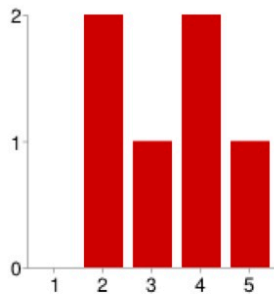
1	0	0%
2	0	0%
3	2	33%
4	4	67%
5	0	0%

SAs were informed of changes to the schedule in advance with enough notice.

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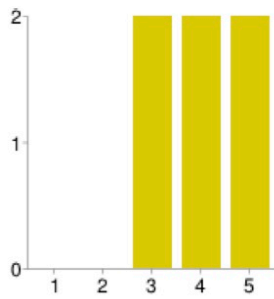
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Anonymous Evaluation for SA Training 2014 - Google Forms



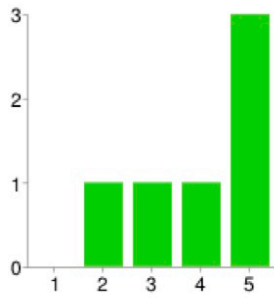
1	0	0%
2	2	33%
3	1	17%
4	2	33%
5	1	17%

I understood the schedule of each day.



1	0	0%
2	0	0%
3	2	33%
4	2	33%
5	2	33%

The time allotted for training workshops was sufficient.



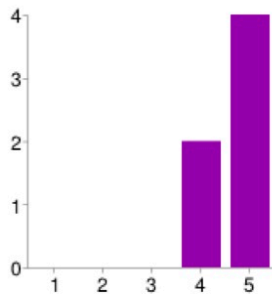
1	0	0%
2	1	17%
3	1	17%
4	1	17%
5	3	50%

The training rooms were adequate and comfortable.

DESIGNING AND DELIVERING STAFF TRAINING

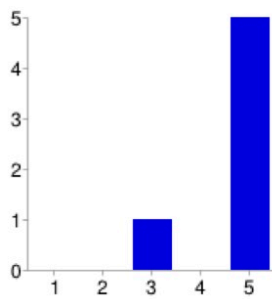
9/4/2014

Anonymous Evaluation for SA Training 2014 - Google Forms



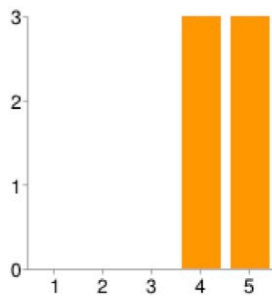
1	0	0%
2	0	0%
3	0	0%
4	2	33%
5	4	67%

There were enough snacks/drinks/coffee throughout the day



1	0	0%
2	0	0%
3	1	17%
4	0	0%
5	5	83%

I know what the different MAIA departments/offices do.



1	0	0%
2	0	0%
3	0	0%
4	3	50%
5	3	50%

I have a _____ level of understanding what the SA job responsibilities are.

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9/4/2014

Anonymous Evaluation for SA Training 2014 - Google Forms



I feel ready to start work as a Student Advisor on September 2nd.



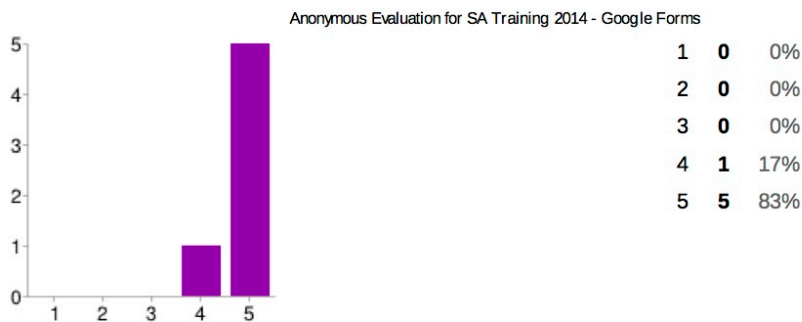
I feel that the SA team can work well together once students start to arrive.



There was a good mix of "serious" activities and "fun" activities

DESIGNING AND DELIVERING STAFF TRAINING

9/4/2014



Summer Interview Process & everything before the 1st day of work

The SA job is what I thought it would be



Did anything surprise you about the SA job that you wish you had known before you accepted the position?

N/A

I didn't know beforehand how extensive our responsibilities would be. I knew we would be wearing a few different hats, but there were "hats" that I wasn't expecting as well. That being said, I don't know that you should have done anything differently. It may have been way too much to explain all of it during the interview process.

I definitely did not know everything that was involved in the SA job but I knew that coming into the position. If anything I would like to know more about before coming in is a little more detail about the schedule. I was reluctant at first because it sounded like we would be working all day every day rather than 40 hours a week. Also knowing that the first two weeks were definitely Mon-Fri.

Before accepting this job, I was assuming that this position was a 24/7 "on" position. I was glad to find that we would have time off and were not expected to be around campus after hours every day of the week.

https://docs.google.com/a/maiaedu.org/forms/d/134cYGsFMS1Z1aclPGgvP37UbCOsqpYJx_TCiw0Svz5A/viewanalytics

5/10

DESIGNING AND DELIVERING STAFF TRAINING

9/4/2014

Anonymous Evaluation for SA Training 2014 - Google Forms

I still think I will enjoy the job and am excited to be working with the students. However, there are a lot more different roles and responsibilities than I had expected. There are a lot of miscellaneous details involved in the position. I am a little concerned about having clear boundaries between my personal life and time and professional life and time. I think it seems to be a little bit more of a "catch-all" position for the school than I had realized. I wish I had known about some of the more medical-related responsibilities we would have, but after training I feel confident that I can perform them. I think I had a relatively vague idea about what the job would entail, but I also didn't have too many expectations. I was excited to work with Chinese students and begin the job, but I didn't know exactly what I was getting into.

What was good about the email communication?

Everything! Always quick and clear responses.

I appreciated Zach's communication with me via email before I arrived.

Email responses to my questions were very quick and easy to understand. I felt that communication was very well facilitated.

It was nice to be acquainted with each other on email before we arrived.

Everyone at MAIA was very prompt in responding to my emails, and very open to answering questions I had and helping me in any way.

I had communicated with Zach a little bit before the first day of work on my personal email address, but I think we should have been given access to our work email addressed before arriving for the first day. Especially since a lot of important emails seemed to have been sent there, it was a little tricky for me to get through all of them on that first day.

What could be improved about the email communication?

It could be good to notify employees that their background check has been successfully completed so that they will know they have been approved before they start.

Timing was always good. Maybe just a little more informative about the beginning of work.

I thought email communication was handled quite well.

Nothing I noticed.

I think we could have been given access earlier or maybe just not been sent as many emails (who was staying in the building and what the menu was before we had even moved in, for example.)

I would have liked to have been sent the training schedule before we arrived in order to know what to anticipate.

Training in General

What workshop/session did you like the best?

paintball/kayaking

Living at MAIA

Everything explaining each of the roles of the job, because it's all important to our confidence in doing well in this role.

Kayaking... does that count?

CPR

for fun: kayaking; for info: advising and res life

What workshop/session will be the most helpful for the SA job?

Living at MAIA

Everything explaining each of the roles of the job, because it's all important to our confidence in doing well in this role.

Residential Life

Academic and Res Life

advising/reslife

The Advising Workshop

What did you like most about the training?

I really enjoyed the staff bonding activities because I thought they were a great way to get to know one another.

I really appreciated that the informational sessions were interspersed with fun, team building activities. One thing I have really loved about training was how much importance was placed on getting to know everyone and developing trust and friendships. I know sometimes when co-workers don't feel comfortable around each other, it is harder to accomplish goals and work. I think we're all very comfortable around each other, which is great for our team.

The balance between information, team building, and fun activities.

I liked that there was a mixture of informative/ necessary workshops and fun trips/ events. I think it would have been a little overwhelming to sit in a classroom all day just learning all the details of the SA position. Plus, all the SAs (and Zach and Charmaine) are awesome, so it was a great time getting to know each other better.

I think the flow and order of all of our sessions was well thought out, everything built upon things we had previously learned and nothing felt too rushed. I also like that we have a

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smaller group, it makes for better group discussion and it was really easy to get to know everyone. I also think that it was great to have "after dinner" activities planned for every night of our first week, it was really crucial for us to get to know each other and get comfortable living and working with each other.

I liked that there were opportunities to get to know each other well and became a bonded team before the students arrive.

What could be improved?

I think that a lot of the training was a little overwhelming and maybe all the information should not have been so packed in each day.

Between roles, passwords, databases, locations, room numbers, and many new details, I felt somewhat overwhelmed and that I probably won't be able to remember everything that we were told and taught. I think it might be easier to learn some of these things as we go and begin the job. For example, "Today we are going to be giving the students ID's. Let's learn it and then make them for all the students." And another day, "Today we are actually going to sort the mail, so let's learn it and then actually do it." Having different topics to be oriented on throughout the day, day after day, made it hard to keep mall of the information straight and commit it to memory, although it was all valuable information. I also felt extremely drained and exhausted the first week, so maybe it would be nice to have a little bit freer of a schedule.

Timing could definitely be improved for next year. I would overestimate on time rather than underestimate, because everything seemed to take longer than expected.

More notice on breakfast/meals etc. Maybe having coffee available throughout the day. Plan trips into Boston not during rush hour.

I think we could have reviewed the schedule for the following day the night before or the morning of a little better. It seemed like we missed a few activities and it would have been easier to prepare for the day.

There is a lot of information given at once and it's hard to keep everything straight when we don't necessarily see the whole picture first. It's sometimes hard to remember details without seeing how they all fit together. Still, we needed to learn all of these details quickly and I think interspersing these info sessions with fun activities helped us to avoid becoming numb and unable to process more information.

What topics need to be revisited and discussed in September?

Behavioral problems/ res life, because we may have some issues come up that we didn't discuss during training and need advice or help in dealing with them. And maybe also some of the specifics with advising for our UMass Campus, because we may have students who are in unique situations and are not sure how to advise them well.

N/A

https://docs.google.com/a/maiaedu.org/forms/d/134cYGsFMS1Z1aclPGgVp37UbcOsqpYJx_TCiw0Svz5A/viewanalytics

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I would like a little direction for how our first meetings with students should go. For example, if there is a set of topics to check off in addition to getting to know the student in general, I would feel a lot more prepared.

Probably most of the things we haven't had a chance to practice yet. For example, how to process a new student as the move in and arrive from the airport.

Testing set up - a lot of information at once! More about academics and curriculum to better answer student questions

Crisis management! How to handle situations in room write ups and what the specific policies are for those situations (for example, how to dispose of or confiscate items and when it is appropriate to involve police or medical professionals.

What topics should we cover on the 1/2 day professional development on Columbus Day (Monday October 13)?

Stress management, not only for us but for our students. I think at this point in the year they will be under a lot of pressure in their classes and that pressure may translate to the advising team.

We should do check-ins to see how people's experiences are going and see if they need additional help or support on the job.

More cultural components or communication. More technology training.

I don't know.... maybe like a Q and A time would be good. We can bring up questions we have or problems we've encountered and help each other solve them. Or maybe put all our questions into a box or email them to Zach beforehand and then answer and discuss them together. At this point, I'm not sure what I'll need help with in October, so maybe asking again then would be good.

I would like to look into a Chinese class for the staff. I also think continued team building would be very helpful especially since we've gotten a lot deeper into our job by this time.

Academics/matriculation/testing

Anything else?

I have really enjoyed the last two weeks and any reservations I had with living where I'm working have been mostly put to rest. I am very excited for this year and I think the training and fun activities had a huge impact on this.

no.

nope!

I think we're a great team and I'm so excited to be here!

It was a lot of information at once but I felt very comfortable asking questions and don't feel pressured to know everything at once. I feel that in just two weeks we were able to create a trusting and fun group of coworkers where I feel safe and welcomed. I am really

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excited for the rest of the year!

Thank you for your hard work in putting all of this together! I can tell you all worked very hard on it and want is to feel comfortable in this job.

Number of daily responses

