
UTM Career Centre Student Staff Training Model

Purpose & Objectives of Orientation & Training

- Integrate student staff into the team and build a sense of community
- Build knowledge and awareness of Career Centre resources, services and programs
- Increase confidence and skill levels
- Increase familiarity with duties and responsibilities of individual roles
- Set expectations for the upcoming school year
- Get students thinking about their own career development
- Provide professional development opportunities for returning student staff

Questions to ask when developing Orientation & Training

1. What things do new staff need to know about the work environment to make them feel comfortable?
 - ✓ During the Career Centre's Student Staff Orientation & Training, new student staff are made to feel that their work is valued by the organization, as well as valuable to the students that they serve in their roles.
 - ✓ They are made aware of the supportive team environment that we foster, where they will learn and grow.
2. What impression/impact do you want to have on the new staff's first day?
 - ✓ New staff are made to feel like a welcome part of the team. Breakfast is provided on the morning of the first day along with a chance to meet and talk to all the other student staff (16 in total), as well as the student staff supervisors and the Director and Assistant Director.
 - ✓ Aside from bigger group orientation and training, each individual unit of student staff is allotted time during the day with their smaller team to receive more role specific training and interact with their team members and supervisors in a more close-knit way.

3. What key policies and procedures must new staff be aware of on the first day?
 - ✓ Student staff are given insight into how the Career Centre operates, our mission, vision, values etc.
 - ✓ They have a session with our Business and Operations Coordinator to go over HR documents and policies such as submitting timesheets, getting paid, absenteeism, punctuality etc., in addition to the Confidentiality Agreement which they all sign.

4. What special things (desk, work area, equipment etc.) can you provide to make new staff feel welcome and secure?
 - ✓ There is one main dedicated space for the majority of the 4 days of the training. This space is supplemented by use of computer labs, and other smaller rooms for breakout sessions as needed.
 - ✓ On the first day of training/orientation all student staff receive a binder with the materials that will be needed for the training. The binder also includes an agenda for the four days of training in addition to a class composite style picture of all the new student staff. A composite picture of the professional staff is also provided to help them get familiar with names and faces.
 - ✓ Student staff are also given name tags and a Career Centre T-shirt. The T-shirt is not mandatory for their regular shifts, but is required to be worn at Career Centre Outreach events such as Fairs, Tabling etc. They get to keep the shirt even after their employment with the Career Centre ends.

5. How can you help the new employee's supervisor be available to the new employee throughout the first day to provide personal attention and send a clear message that the new employee is a valuable addition to the team?
 - ✓ Each student staff supervisor is present at the welcome meet and greet breakfast on the first day of training. There is also specific time set aside each day for each student staff supervisor to meet with their group of student staff for individual unit training. Most of the student staff supervisors have an open door policy except for when they have individual appointments or meetings.

6. What training methods will be used?
 - ✓ A variety of training methods are used throughout the 4 days of orientation/training. Our training methods include workshop (lecture style, plus group activities), ice breaker/team building activities, hands-on learning in a computer lab, simulations and role plays.

7. Who will deliver the different parts of the training?
 - ✓ We use subject matter experts (our full time staff), plus create professional development opportunities for returning/senior student staff to be involved in developing and facilitating different parts of the training. They serve as role models for the new student staff, and can share their knowledge and experience. Their active involvement helps to combat training fatigue if the information to be covered is similar to their initial training/orientation.
8. What training materials need to be designed/developed?
 - ✓ Handouts, PowerPoints, materials necessary for activities, prizes for games, materials necessary for simulations, training binder.
9. How much time will be needed to deliver the training?
 - ✓ Our main orientation and training takes place over four full days with breaks and lunches built in. More role specific, and on-the-job training takes place over the following weeks.
10. Are there any costs associated with delivering the training?
 - ✓ Time cost, materials cost, food cost
11. Have different learning styles been considered in putting the training together?
 - ✓ Different learning styles have been considered. Both individual activities and group activities have been incorporated into the training to accommodate those who prefer to do individual work and those who are comfortable participating in a big group. A combination of lecture style, visuals, hands-on, and application exercises are used to facilitate different learning styles.
12. How will the new skills & knowledge be applied/used/useful on the job?
 - ✓ We are intentional in providing information that will be relevant to the student staff on the job, and about showing the impact and relevance of what they are learning. The role plays and simulations are taken from real life scenarios that can help student staff navigate certain situations with skill and confidence.
13. Do the learning outcomes for each part of the training support the overall objective of the training?
 - ✓ Each module or part of the training, in some way, relates back to the overall objectives and learning outcomes of the training. Student staff are asked to fill out an evaluation at the beginning and at the end of the training. Their feedback allows us to gauge where they are

when they start and where they are at the end of the training. Achievement of the learning outcomes are evaluated as part of the feedback.

Helpful practices

- ✓ Send the training agenda beforehand so that new staff know what to expect (dress code, relevant info etc.)
- ✓ Encourage co-workers to say hello on the first day
- ✓ Assign mentor or buddy to show the new person/s around, make introductions etc.
- ✓ Each section or module of the training should build on the previous one or somehow have a natural progression.
- ✓ The learning outcomes for each section/module of training should support the overall objectives of the training.
- ✓ At the end of each section/module/day of the training, there should be a de-briefing of what was learned.
- ✓ Ask for feedback/Evaluate the training – were the desired outcomes achieved? Get feedback from the students, stakeholders and others in the department.

Additional Notes

- ✓ As part of our ongoing training each student staff group holds weekly meetings with their supervisor/s and this often includes some “just in time” in service trainings that are relevant to the job and the student life cycle.
- ✓ At the midway point of the first term, we generally check-in with staff using a skills rubric related to their job to gauge where they are in their comfort level with performing the job and note any areas for improvement or to be developed.
- ✓ At the end of the school year, we facilitate a Skills Reflection discussion that allows students to look back at the year and think about the skills they have gained on the job. We then help them to articulate those skills with examples which will help them when talking to employers or grad school admissions reps etc. The Skills Reflection exercise is in addition to the end of year check-in using the job specific rubric.