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STUDENT WORKER TRAINING PROPOSAL

A TRAINING PROGRAM DESIGNED FOR THE STUDENT WORKER JOB
AT THE ADP CENTER OF LEARNING TECHNOLOGIES

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Step One: Identify the Job and Job Context

The target of this training program is the Student Worker role in the ADP Center for Learning Technologies at Montclair State University's College of Education and Human Services department. Student Workers are employed by the ADP Center to facilitate the center's resources, room reservations, poster-printing services, and technological services. Student Workers are Montclair State University (MSU) students and work at the ADP Center during their studies. They are paid minimum wage and work 20 hours per week on campus. Student workers are expected to be the front facing customer service for the center and are responsible for greeting patrons and assisting them with any inquiries. These inquiries may range from questions about the campus to requests for borrowing technology. They will be expected to evolve and adapt to community needs while turning the space into an area for community and collaboration.

The average day for a student worker involves opening procedures for the center, such as opening the doors and preparing the space. Student workers are then required to manage the ADP Center email for room reservations- requests made by faculty at MSU to utilize one the ADP center's classrooms for a period. These classrooms will often have advanced technologies that supplement the teaching process, and the student worker is expected to pair the faculty member's needs with the corresponding room. Student workers will also process poster printing requests made by MSU students and utilize the ADP Center's printing technologies to fulfill them. Throughout the day, Student Workers are expected to provide technical support to faculty and students, distribute supplies and resources, and provide customer service to

patrons of the center. At the conclusion of the workday, the student worker is then responsible for carrying out the center's closing procedures.

A common issue that Student Workers are currently facing at the center is the length of time it takes for an employee to reach job proficiency at performing these tasks. Currently, job training is minimal outside of onboarding and a rudimentary training checklist to determine if job tasks can be performed.¹ Student Workers are often employed on a rotating period due based on the employee's graduation eligibility. Student Workers will often be hired in batches to replace the previous employees who left due to graduation. ADP staff have stated that it often takes a year for Student Workers to reach a level of task proficiency. Due to the changing nature of the center post-pandemic, ADP management will often dedicate their time to scheduling and teaching workshops and find themselves unable to assist Student Workers in learning these tasks. The most common tasks that require assistance are in providing technical support to faculty or students and in preparing requested classrooms with requested technology. Overall, it takes an extended period for Student Workers to reach a point of autonomy in task completion and the proposed training program serves to amend this problem. This training program will address and improve Student Worker's current training while also providing diagnostic tools for management to ensure the success of the training process.

The individuals that have been interviewed for this training program are current employees at the ADP Center. The first interview is with Joe Bavazzano, the current acting Director for the ADP Center of Learning Technologies. Joe has worked with the center for seven years and

¹ This training checklist is available in the appendix

started as an Assistant Director to the ADP Center. Joe is responsible for managing the ADP Center, from finding creative ways to bring students into the center to developing workshops and training events sponsored by the center. Joe is involved in both the front of house and back of house activities for the center and will often work alongside his administration to delegate responsibilities as needed. The second interview was with Jelena, the ADP Center Administrator since August 2021. Jelena works as a Graduate Student Worker 20 hours a week from Monday to Thursday. Jelena is currently responsible for managing seven Student Workers and also assists Joe in developing workshops for educators. Jelena has almost finished a year of employment at the ADP center and has been responsible for training new and existing Student Workers. The final interview was with Jenny, a current Student Worker at the ADP center. This has been Jenny's first year with the ADP Center, and she works alongside the other seven student workers. Jenny has expressed her positive interest in working with the center and was happy to give us feedback around the center's training and learning processes.

The ADP Center for Learning Technologies is part of Montclair State University's College of Education and Human Services department. Montclair State University is a higher education institution located in Montclair, New Jersey. The college serves over 21,000 undergraduate and graduate students with a variety of over 300 doctoral, masters, and bachelors programs. Currently, MSU employs 1691 faculty staff and 3101 non-faculty staff. The College of Education and Human Services department is responsible for overseeing eight separate academic departments related to education or human service fields. The ADP Center is located on-campus in the College of Education and Human Services department building known as

University Hall. The ADP Center is open Monday through Thursday from 9AM until 8:30PM, and open on Friday from 9AM until 2PM.

The largest room in the ADP Center is the Commons Room, where Student Workers operate a front desk in a large room filled with computers, desks, and other technologies for student and faculty use. Additionally, there are four separate classrooms that have technological equipment (i.e.: telecom speakers, audio-video bridges for laptop connections, charging stations) incorporated for student and faculty use. These rooms are the target of faculty room requests and will often be locked until the Student Workers sets up these rooms for use. A tech room holds the center's technological equipment and is used to charge devices when needed. A supply room is used to hold office supply inventory as well as state-of-the-art printers used for printing posters. There is a digital media suite used to assist in audio and video editing that includes two green screen rooms for recording. Finally, there are offices for graduate assistants, an office for the Teacher Assessment Coordinator, and an office for the Director of the ADP center.

The ADP Center serves as an on-campus resources for students and faculty that strives to enhance the teaching, learning, and research through the incorporation of technology. The center provides access to state-of-the-art technology and equipment as well as workshops, seminars, and conferences about using these technologies. Additionally, the center provides services in room rentals, media and printing services, equipment use, and 1:1 technology support. Support for the edTPA teacher assessment and resources are available as well. The ADP Center is run by a Director (Joe) who is assisted by two graduate assistants. One assistant is responsible for organizing workshops and events, while the other assistant is responsible for

managing Student Workers. Additionally, the ADP center houses the edTPA teacher assessment resource center which is responsible for a Teacher Assessment Coordinator as well as two graduate assistants. These graduate assistants are both responsible for assisting the Teacher Assessment Coordinator in managing teacher intern questions regarding the edTPA teacher assessment. In total, there the ADP Center has thirteen current employees.²

Step Two: Conduct a Needs Assessment

The goal of the ADP Center is to integrate technology into the learning process. The Center works towards this goal by creating opportunities for educators and students to use technology more regularly. Students can access devices like smart boards, which are similar to TV sized touch screens used for interactive presentations, or smart Rubik's cubes—which help students learn the algorithms needed to solve Rubik's cubes. They also have access to other resources like poster printing. A common way for educators to utilize the ADP Center is by teaching in one of its four classrooms. Each classroom is designed to meet a specific technological need. Some are designed like traditional modern classrooms with tables and a projector, while others are able to accommodate hybrid classrooms where some students are online while others are in person. This is done by including additional cameras and having the option for an omni-directional microphone to be installed.

The ADP Center works towards reaching its goals by instructing employees to be both supportive and helpful with customers. It is a large priority for them to welcome all students into the center and make it clear that anyone who would like to access the ADP Center's

² An organizational hierarchy chart can be found in the appendix

resources is welcomed. Management at the ADP Center helps build a warm environment for their employees by first fostering camaraderie through movie nights and other group activities.

The welcoming nature of the ADP Center is reflected in the ADP Center's orientation/training process. The student worker interviewed stated that she was trained for her work at the ADP Center in three main phases. During phase one, the interviewee was introduced to the ADP Center early in the summer before she was to begin work. The introduction consisted of a general orientation followed by a social event where ADP Center employees had an opportunity to meet each other. During the second phase of her training she described more in-depth learning modules. This included an explanation of how to complete the general tasks student workers are hired to do—such as scheduling classroom rentals and processing poster printing requests. New employees were also shown the employee handbook and had its contents explained. The third phase of the training process involved a one-month period where the ADP Center Administrator or the ADP Center Director asked the Student Worker to demonstrate proficiency in a specific task.

The Student Worker completes roughly 40 tasks as part of their normal work responsibilities. It is their responsibility to maintain most of the work required for customer service at the ADP Center. These tasks vary from procedures related to opening and closing the ADP Center, printing posters, renting equipment, and maintaining the orderly appearance of the ADP Center Facilities.

These tasks can be grouped into 10 task clusters that encompass all of the responsibilities Student Workers are accountable for on a normal day. Like the tasks they encompass, the task cluster falls broadly into customer service-related roles. These include

clusters like “ensures posters printed meet ADP Center guidelines” and “facilitates the opening of the ADP Center.”

While Student Workers need to complete a considerable number of tasks to meet the needs of the ADP Center, relatively few KSAs are required for completing those tasks successfully. General knowledge concerning the ADP Center’s rules and operating guidelines (such as the hours of operation) is important for completing tasks like opening the ADP Center and printing posters. Additionally, knowledge of how to use software and technology is also essential when scheduling events or assisting customers. The skills most often required to be an effective Student Worker are timeliness, attention to detail, communication, customer service, and IT troubleshooting³.

Step Three: Creative Training Objectives

The purpose of the training program is to reduce Student Worker errors and increase autonomy, and by targeting tasks that Student Workers find most difficult it is expected to resolve this issue. While Student Workers have a number of important tasks and task clusters, the four most important tasks can be encompassed in one task cluster—Assisting customers renting classrooms with the management of the space and requested equipment. The four tasks that make up that task cluster are: 1) assess technology requests to ensure classroom rented meets demand, 2) sets up requested equipment in reserved classroom, 3) provides technical support to educators, 4) removes equipment after class has finished.

³ A complete list of all of the tasks, task clusters, skills, and knowledge may be found in the appendix.

The first task “Assess technology requests to ensure classroom rented meets demand” refers to the process of ensuring classrooms meet the technological requirements requested. Student Workers should be able to understand if a room request meets those requirements and make changes to the room request or contact the requester to make changes if needed. The second task “Sets up requested equipment in reserved classrooms” refers to the process of preparing request rooms with the proper technology. This equipment is determined by the room rental request, and the Student Worker is responsible for understanding what technologies are necessary to prepare for each room. The third task “Provides technical support to educators” requires the Student Worker to assist educators with technology support. Student Workers should be able to diagnose technical problems and resolve them by themselves. Finally, the last task to be targeted by this training program is “Removes equipment after class has finished”, referring to the breakdown process of a requested room. Student Workers will remove the requested equipment after the room has finished use and return requested technologies back to the tech room to be charged and put away. These tasks came from the “assisting customers renting classrooms with the management of the space and requested equipment” task cluster and were identified as being the essential tasks to train. Other task clusters such as the “Student Assistance” and “Scheduling and Email Management” clusters were removed from the training program because they were either deemed less difficult to learn or they were skills that were developed on the job regardless.

Successful completion of the task cluster ‘assisting customers renting classrooms with the management of the space and requested equipment’ requires seven KSAs. Five of the KSAs are knowledge bases, but none of the information needs to be known before employment.

They are:

- Knowledge of technology in ADP Center classrooms.
- Knowledge of different technologies available at ADP center.
- Knowledge of how technologies found in the ADP Center function.
- Knowledge of common computer devices and connection ports available to customers at the ADP Center.
- Knowledge of Zoom and Skype communication platforms.

The last two are skills required to complete the tasks. Beginner level ability is helpful, but no prior experience is necessary. These skills are⁴:

- Attention to detail.
- Basic IT troubleshooting skills.

By having knowledge of the classrooms in the center, Student Workers will understand the different technological components available in the different classrooms at the center. They will be able to understand that some classrooms may be able to support certain technologies for certain faculty needs. Most importantly, they'll be able to determine what classroom will support faculty member's best needs. This will assist the Student Worker in setting up a classroom for faculty use while also enabling them to make required adjustments to room rentals if needed. If faculty requests a room that fails to provide the technological components needed, Student Workers can contact the requester and make the necessary changes to best fit their needs. This will prevent situations where a faculty member may request help for unavailable technologies and assist Student Workers in the "Sets up requested equipment in

⁴ The full list of knowledges and skills required for the Student Worker can be found in the appendix.

reserved classrooms” and the “Assess technology requests to ensure classroom rented meets demand” task.

Knowledge of the different resources available in the ADP center will assist Student Workers in creating a comprehensive knowledge of what is available at the ADP center for faculty and students. Student Workers can use this knowledge to understand the best tool or resource to resolve a problem in the center. Additionally, having this knowledge will assist the Student Worker in helping to deliver the ADP Center’s mission statement of “...providing access to state-of-the-art equipment” to the university. Being able to speak to these technologies will help in improving a student worker’s confidence regarding what is offered at the center, and directly impacts the Student Worker’s performance at the “Provides technical support to educators” task.

Knowledge of common computer connections and knowledge of common computer software are the last piece in improving the Student Worker’s ability to troubleshoot technology. Student Workers may understand the devices available in the ADP center, but it is just as vital for the employee to be able to connect to these devices. This knowledge not only includes physical connections such as audio, video, or ethernet wires but also knowledge on the Zoom and Skype telecommunication platforms. Faculty will often request rooms at the ADP center in order to use their technological potential to teach a hybrid learning classroom. By having these knowledges, Student Workers will be able to effectively pair physical equipment and connect this equipment to telecommunication software. These knowledges will directly affect the Student Worker’s proficiency at the “Provides technical support to educators” task.

In addition to knowledge, two skills were selected as the target of this training program- Attention to detail and technology troubleshooting skills. A Student Worker can benefit from having an attention to detail across multiple job tasks. For example: this skill will assist the student worker in catching room requests for rooms that won't support the required technology or will assist Student Workers when determining if a poster meets printing specifications. This was found to be a vital skill that is required for the four tasks targeted by the intervention. Additionally, it was determined that technology troubleshooting skills assist the student worker in performing the majority of technology-related tasks at the ADP center. This skill is vital in the "Provides technical support to educators" task because it provides Student Workers the skills necessary to diagnose and resolve technical issues. This training program places a large emphasis on learning these technology troubleshooting skills to increase Student Worker's autonomy while also reducing errors in troubleshooting ability.

For the purposes of this training program, certain knowledges and skills were deemed less important for new hires. Examples of these knowledges include knowledge of ADP poster printing requirements, rules of the ADP center, and knowledge of the GSuite platform (i.e.: Google Mail and Google Calendar). These were removed from the program simply because these knowledges are learned quickly on the job or taught during employee onboarding. Employee skills removed were customer service, communication, and computer application skills as these were deemed "on the job" skills as well. Additionally, some of the knowledges and skills targeted during training are expected to generalize into these other knowledges as well. For example, technology troubleshooting skills may assist in the poster printing process, and customer service skills may develop further with confidence in knowing what resources the

ADP Center has to offer. On the following pages, **Table 3.1** provides examples of ineffective and effective behavior that may give insight on performance indicators of these tasks.

Table 3.1: Effective and Ineffective Behaviors per Student Worker tasks

Task Description	Effective Behaviors	Ineffective Behaviors
Sets up requested equipment in reserved classrooms.	Upon starting their shift, the student worker noticed a room request that requires telecommunication equipment to be prepared. The student worker moved an omnidirectional conference microphone into the room and physically prepared the device. Additionally, the student worker made sure to prepare the requested room to ADP room standards. The professor who had requested the room was able to easily connect their personal device and subsequently was able to teach a hybrid classroom using the microphone	Upon starting their shift, the student worker notes the room request but fails to check if specific equipment is needed. The student worker prepares the classroom to ADP standards but neglects the need for telecommunication equipment. The professor who requested the room is unable to teach their classroom online and has to cancel class for the week.

Assess technology requests to ensure classroom rent meets demand.	The student worker notices that the requested classroom is unable to support the use of a smart board due to the lack of an available connection panel. The student worker informs the presenter who requested the room the problem and proposes a solution to move a different available room at the same time period. These changes are noted and documented. The presenter is able to utilize the smart board and available connection panel in the new room to have a successful presentation	The student worker receives a classroom request but fails to recognize the technological limitations of the room selected. They approve the request and prepare the room but are unaware of the technological limitations of the room. The presenter who requests the room is unable to present using the smart board due to a lack of a connection panel.
Provides technical support to educators.	The Student Worker receives a request for assistance from the classroom. The professor claims they are having a problem connecting the audio. The student diagnoses the problem and fixes it. The professor is able to continue the class without any additional technical problems	The student worker receives a request for assistance from the classroom. The professor claims they are having a problem connecting the audio. After troubleshooting the problem for a moment, the student asks for assistance from a supervisor. Their supervisor is forced to assist with the problem.
Removes equipment after class has finished	After a professor finishes using a requested classroom, the student worker enters the classroom to begin breaking down the requested equipment. The student worker neatly puts away the requested laptops into the tech room and ensures that the laptop cart is charging. The next professor who uses these laptops can be sure their devices are charged for their next classroom session	After a professor finishes using a requested classroom, the student worker puts away the equipment but neglects to ensure that the laptop cart is charging. The next professor who uses the cart finds that the laptops they needed for a vital lesson have not been charged correctly

Table 3.2: Training Objectives for targeted Student Worker Skills and Knowledges

Knowledge	Training Objective
Knowledge of ADP Classrooms/Set Up	Within 15 minutes student worker should be able to list the different technological components available with the rooms at the ADP center
Knowledge of ADP Center resources	Within 10 minutes, student workers should be able to know what resources can be rented from the ADP center
Knowledge of common computer connections	Within 10 minutes, student workers should be able to describe common computer devices and connection ports available to customers at the ADP center.
Knowledge of common computer software	Within 20 minutes, student workers should be able to accurately describe the basic features of the Zoom and Skype platforms
Skills	Training Objective
Attention to detail	Within 30 minutes, student workers will be able to apply techniques that assure attention to detail is met
Technology Troubleshooting Skills	Within 30 minutes student workers will be able to apply IT management skills to diagnose and fix common technological problems

By setting objectives for the training program, the program will be able to target critical skills that a Student Worker needs to prioritize. A list of these training objectives is available in **Table 3.2**. The first objective asks the student worker to be able to list different technological components within the ADP Center Rooms. There are a limited number of differences between classrooms at the ADP center, and Student Workers should be able to differentiate between them within 15 minutes. These differences will enable a Student Worker to make decisions on room requests based on the available technological resources. The second objective asks the student worker to list the available resources at the ADP Center within 10 minutes. Student Workers need to be able to accurately understand each technology's function to provide the correct resources when needed. Having this knowledge will enable the Student Worker to bring the correct equipment to requested classrooms while also allowing them to correctly distribute technology based on needs.

The third and fourth objectives request that the Student Worker be able to describe common computer devices and ports within 10 minutes, and common telecommunication platforms within 20 minutes. The ADP Center has a limited number of computer cables which can be learned in a reasonable short amount of time, and information on the most common software programs used at the ADP center should be easily recalled. Ultimately, students need to be able to recall this information while at work in a timely fashion to provide required resources to faculty and students. Student Workers should know the purpose of what devices they are assisting with, what resources the rooms they interact with have access to, and ways to connect hardware devices with computer software.

The two other training objectives target skills to be taught to the Student Worker. The first skill-based objective asks the student worker to apply techniques to assure attention to detail has been met. Student workers require a fine attention to detail in order to catch errors or diagnose technology issues. The time provided encompasses the time needed for attention to detail, as well as time required to practice these techniques. The other skill-based objective asks the student worker to be able to apply IT management skills to diagnose and fix common technological problems. Student Workers need technology troubleshooting skills to be able to properly diagnose technology issues in ADP classrooms. The multiple steps in the technology troubleshooting process, and so a Student Worker should be able to move through these steps in a reasonable amount of time.

Step Four: Develop Plans

During the training program the six training objectives are trained in order of job performance. Job performance was identified as the ideal order of training for the task cluster 'assisting customers renting classrooms with the management of the space and requested equipment' because the tasks do not escalate in difficulty and the problems related to the task are somewhat disparate. With no other logical ordering requirements, the training program was ordered in a way that would mimic the most likely order of problems.

There is a normal order of events for Student Workers helping customers who have rented a classroom. First, student workers help customers choose a classroom. Second, Student Workers collect and set up technologies requested by the customer. Third, Student Workers assist the customer with connecting their computer devices to ADP Center technologies. Fourth, the Student Worker assists with the setup of telecommunication platforms such as Zoom or Skype. Fifth, the student worker troubleshoots any problems that may occur during that process.

The training program has six modules that follow the order of events found while setting up a classroom. Module One focuses on helping Student Workers learn skills related to attention to detail. Module Two teaches Student Workers the technological components of the classrooms found at the ADP Center. Module Three introduces Student Workers to the different technologies that can be found in the ADP Center. Module Four teaches Student Workers how to identify different types of computer devices (including differences between

operating systems) and how to connect ADP Center devices to them. Module Five goes over the different attributes of Zoom and Skype in order to build knowledge of different telecommunication platforms. Module Six has students develop IT troubleshooting skills in order to diagnose potential problems that may occur during the other steps.

Module One

The objective of Module One is to teach student workers how to apply techniques that will maximize attention to detail (i.e., how to properly utilize a checklist) within 30 minutes. Module One will begin with a discussion on mistakes. The trainer will ask the trainees to discuss times they had mistakes due to carelessness and what they could have done better. This is done in order to have trainees build a personal connection between the trainees and the information they are about to learn. After this discussion the trainer will hand out a classroom setup checklist (which will later be used to set-up the first classroom in Module Two) and ask the participants to follow along with it while the trainer gives a presentation.

The presentation will consist of three sections: 1) the problems that may impede the completion of complicated tasks, 2) the purpose of checklists, 3) how to implement a checklist. Part one of the presentation begins with the introduction discussed earlier. Part two of the presentation will inform students that checklist use is encouraged because it helps decrease the number of errors caused by forgetting or distractions. It will also go on to talk about how checklist use is mandatory for fields like aviation (Degani & Weiner, 1993). Part 3 will discuss how the Student Workers at the ADP Center will actually use checklists. It will instruct them that while they are still learning how to set up classrooms at the ADP Center they are supposed to follow the checklist closely while they set up the rooms, then finish the task by going over

the checklist a second time and physically touching every cable and input to ensure that it is set properly (Degani & Weiner, 1993).

After the presentation on checklists is completed, students will be asked to use the checklist they were given at the beginning of class to set up the room in which the presentation was held. Individually, students will be asked to follow two criteria: 1) use the checklist effectively, 2) utilize the principles related to proper checklist use. Once the active part of Module One is completed the training group will conclude the session with a group discussion on how they felt while using the checklist.

Module Two

The objective of Module Two is to ensure that Student Workers can list the different technological components available in the classrooms at the ADP Center within 15 minutes. To facilitate learning the module will focus on having trainees make connections between the checklist processes they had just used and the information they will learn in Module Two. A portion of the training will also be centered around performing the room setups in order to give the students personal experience with the process.

The module will begin with a discussion of the importance of understanding the differences between the classrooms at the ADP Center. The trainer will ask students a series of true or false questions concerning what technologies can or cannot be found in the classrooms. The students will then keep track of how many questions they got right or wrong. This is meant to be a fun activity that encourages the students to start thinking about what technology can be found in the classrooms. The results have zero impact on any other part of the training.

After the introduction section of Module Two, the students will go on a tour of the

different classrooms in the ADP Center. During the tour the trainer will describe every room and their components in full detail. For example, the trainer will point out technologies such as a classroom's A/V control panel and how it is used for connecting devices to a room's audio system.

After the tour is completed, the students will be assigned to a random classroom where they will complete a closing activity. Each person will use the checklist associated with their assigned classrooms and set up the room based on specifications given by the trainer. The trainer will not give the students any guidance if the Student Worker makes a mistake while setting up the room, but they will instead encourage them to use mistakes as an opportunity to learn.

Module Three

The objective of Module Three is to teach student workers what technologies can be rented from the ADP Center as well as their function within 30 minutes. Module Three differs from Module Two in that Module Three is centered around the technologies found throughout the ADP Center while Module Two focuses on what can be found exclusively in the classrooms. During this module the Student Workers will be asked to recite the information gained during the lesson by completing a test at the end of the module. This will give the student an opportunity to practice recalling the information gained during the module.

Module Three will begin with the trainer discussing a critical incident related to technology rental at the ADP Center. The critical incident will recount a time a customer required help choosing a piece of technology they needed to rent but did not know what piece of technology would help them reach their goal. The trainer will then discuss how the Student

Worker applied their understanding of technologies at the ADP Center in order to help the customer understand what technology would help them, then helped them use the technology. The introduction will require approximately 5 of the 30 minutes allotted for this module.

The active part of this training will take the form of a guided tour of the technology storage room. The trainer will guide the student workers through the storage room and identify the items held within. They will then give a description of the item's purpose as well as how they function. After the tour is completed, the trainer will describe which items are rented the most frequently and inform the Students Workers that they should prioritize understanding these items. The tour will be approximately 15 minutes long.

The final part of Module Three will involve a 10-minute test on the tour. Pictures of the technologies will be displayed in the test. The participants will be directed to state the name of the item, its function, and its different parts. There will be an additional part of the test that will ask trainees to state the items most frequently rented from the ADP Center.

Module Four

The objective of Module Four is to have students be able to describe common computer devices and connection ports available to customers at the ADP Center within 20 minutes. This means that they should be able to differentiate between computers using Microsoft and MacOS. They should also know different computer configurations such as laptops, desktops, and tablets. Finally, Student Workers should learn the different types of cable ports and their respective cables, as well as which ports are specific to a given computer configuration/computer ecosystem. The learning process will be facilitated by having the students perform actions related to connecting different computers to devices found at the

ADP Center. This will be done in order to create stronger associations between information learned in earlier modules and what they learned in Module Four.

The trainer will introduce Module Four with a description of a critical incident. They will describe a time a customer came to the ADP Center and needed help connecting an XLR cable to their computer but did not have the appropriate ports. The Student Workers will then be led in a discussion on how they would handle that problem. The introduction discussion should conclude after roughly 5 minutes.

After the discussion at the start of Module Four the trainer will place the most frequently used devices discussed in Module Three on a table where they can be viewed by all of the Student Workers. The trainer will then give a more detailed explanation on the functions of these items as well as how to connect them to various computer configurations. The trainer will then ask the Student Workers to connect the devices to different computers after all of the items and their connections have been explained. If students are unsure of how to connect a device the trainer will encourage them to first see if it is explained in a checklist, then second encourage the student to utilize this moment as an opportunity to experiment with connecting devices so they can learn the task on a deeper level. This section should use 10 of the 20 minutes allocated to Module Four.

The instructor will conclude the training module with a guided discussion centered around another critical incident. The critical incident will focus on a time when a customer needed to connect their computer to a VGA cable but was unable to make the connection operational. The Student Workers will be asked how they would approach this problem and consider ways they could optimize this process.

Module Five

The objective of module five is to have student workers be able to accurately describe the basic features of Zoom and Skype communication platforms within 20 minutes. Students Workers will be asked to retrieve knowledge from memory by both recalling times they used various telecommunication platforms as well as retrieving information taught through a presentation during the module. Then the Student Workers will be asked to help set up either a Zoom or Skype meeting in one of the classrooms. They will also give each other feedback on ways to improve their knowledge of information related to assisting with the platforms.

Module Five will be introduced with a discussion on the transition from in-class learning to hybrid/virtual learning. The presenter will then discuss the frequency with which Students Workers are asked to assist with setting up hybrid classrooms. Finally, the introduction will end with a discussion of the Student Worker's own experiences with hybrid/virtual learning. The introduction will require roughly 5 minutes.

Once the introduction is complete the trainer will give a 10-minute presentation that discusses the fundamentals of using Zoom and Skype. They will discuss how to connect a device to a Zoom conference call, then how to connect auxiliary devices like an external microphone to the computer. The same information will then be repeated, but with a focus on Skype instead.

Module Five will conclude with an activity where students will be asked to connect a laptop to the classroom's technological systems and set up either a Zoom or a Skype call. During this activity the students will be encouraged to use a checklist during the setup of the computers. If any mistakes are made the trainer will encourage the student to use the opportunity as a learning experience. The final activity for this module should last roughly 5

minutes.

Module Six

The objective of Module Six is to have student workers be able to use IT troubleshooting skills to diagnose and fix common technological problems within 40 minutes. This will be done by first preparing learners prior to learning new information by reminding them that it is alright to make mistakes because it will give them an opportunity to develop nuance in their understanding of IT troubleshooting. The module will also facilitate learning by having Student Workers practice the skills they learn in scenarios and environments similar to where they would need to use the skills.

Module Six will begin with a reiteration of the pre-training discussion on why it is alright to make mistakes. Specifically, trainees will be reminded that learning new skills is a process that takes time. This part will conclude with a group discussion on how making mistakes gives learners more opportunities to create a fuller understanding of the desired skill. No more than 5 minutes should be spent on this section.

Next, a presentation will be given on how to troubleshoot IT problems. Before the presentation a checklist will be given to the Student Workers that will outline the steps needed to effectively troubleshoot IT problems. The presentation will give a detailed explanation of the troubleshooting checklist and how it should be applied to solve problems. The presentation should last no more than 10 minutes. After the presentation is complete the Student Workers will individually work through several stations that all have different technological problems. The Student Workers will be instructed to solve the technical problem through first applying the

IT Troubleshooting checklists then, if that fails, using experimentation to solve the problem.

This process should last roughly 20 minutes.

Once every Student Worker has completed all of the stations, Module Six will conclude with a group discussion on what did or did not help the Student Workers during the activity. They will exchange problem solving techniques they used as well as give constructive feedback on what they could have done better. This discussion will end with a reminder from the trainer that it is always important to view mistakes as learning opportunities. The closing discussion should last around 5 minutes.

Step Five: Facilitate Transfer

To facilitate readiness for this training program, ADP staff should utilize pre-training strategies to ensure that the training will be successful. It is recommended that supervisors facilitate readiness with two separate programs. Both programs will utilize a style of training referred to as Error Management Training. Error management training is a type of exploratory training that explicitly encourages the participant that errors are part of the learning process. Participants in error management training are given instructions on ways to resolve these errors and that they should expect errors as part of the training process. In this training method errors are framed positively by the trainer, who will make statements such as “Great job, you found an error! What are ways we can learn from this?” By explicitly framing errors this way, trainees can internally redefine errors as learning opportunities and focus on developing effective strategies to resolve these errors. Without EMT, errors can have negative effects on learning and often produce strong negative reactions to resolving the problem. With the use of EMT trainees will reframe these errors, develop ways to resolve them, and have a positive influence on their mood towards resolving these errors. (Frese,1991)

By using this technique, errors serve as a feedback function to indicate where an employee's mental model needs correction. (Frese,1995) Based on a meta-analysis, EMT has been found to have better effects on post-training transfer against proceduralized or exploratory training methods that don't encourage errors during training. Additionally, the meta-analysis found that EMT is most effective when transferring learned skills to novel problems to develop new solutions (Keith & Frese,2008) Considering the nature of the Student Worker position, employees utilize their attention to detail and technology troubleshooting skills to diagnose and resolve problems. This makes the use of EMT effective in teaching these knowledges and skills via the training objectives presented.

Both programs to facilitate this transfer will take place during the orientation program. The first program will be a lecture-based discussion to introduce the idea of learning from errors. Trainers will start a discussion with new Student Workers by asking questions such as "Who had to learn something difficult?" and "What do you do when learning something hard?" After this discussion, the trainer can discuss a narrative in which they had to minimize errors in a learning process. Following this, the trainer will prompt Student Workers about times they had to use errors in order to learn. This discussion will proceed to an overview of Error Management techniques from a slideshow presentation, and then a narrative on how the use of these techniques were used to improve computer science skills. This narrative will utilize Keith and Frese's 2008 meta-analysis on EMT techniques. (Keith & Frese, 2008) This program should take no longer than fifteen minutes to complete.

Following the first program, the second will further elaborate on these error management techniques by providing Student Workers with a one-pager that lists error management techniques. After being given time to review these techniques, student workers will then be asked to describe a time in which they could have used EM techniques to learn something. The program will conclude with the trainer encouraging Student Workers to apply EM techniques throughout the rest of the training program.

After the conclusion of the six training modules a post-training wrap-up will be held. During this time trainers will have the Students Workers create application goals related to skills and knowledge learned during the training program. Following guidelines recommended by goal setting theory, the goals will be difficult, specific, and time sensitive (Latham & Locke, 2018). The goals will relate to increasing the rate at which error management techniques are used after mistakes are made. An example of an appropriate goal is, "I will apply error management techniques more than 75% of the time I make a mistake by October 15th."

The reason the goals for the Student Worker is to increase use of error management techniques instead of decrease errors is because the priority is to increase their interest in learning how to use the technologies. As the Student Workers make mistakes and use error management techniques to solve the mistakes, they will gain a more nuanced understanding of the technologies compared to if they are exclusively trying to minimize errors. By having the Student Workers maximize EMTs used it is expected that errors will decrease while also creating a more nuanced understanding of the technologies.

These goals will be both documented and tracked in a file that can be found in the ADP Center. In a column in the file the participants will record both the number of mistakes made in a day and the number of times EMTs were used. These numbers will then be used to calculate the frequency of EMTs training used in a day. Student Workers will include the date on the top of the column. Frequency of EMTs used will be calculated by dividing EMTs used by Daily Errors to calculate the frequency of use. Student workers will complete these calculations at the end of their shift. Student workers will be told that this number will be used for them to track their own performance and as a measure of the effectiveness of the study. It will not be used for

future performance reviews.

After the training is completed the primary goal of all supervisors at the ADP Center is to support the Student Workers in completing their goals. First, when mistakes are made supervisors should remind the Student Workers those errors are a normal part of learning and that they should be used as opportunities to better understand the technologies at hand. When supervisors hear about times Students Workers made mistakes or the checklist was insufficient help, but the Student Worker still solved the problem on their own, the supervisor should congratulate the Student Worker and ask if they learned anything. However, when supervisors are asked for help by the Student Worker, they should first ask if the checklist was used, then ask what troubleshooting techniques were used. The supervisor should only help the Student Worker if the matter is either time sensitive or beyond the scope of Student Worker's knowledge or skills. However, the supervisor should assist the Student Worker if they are struggling with meeting their goal. Assistance should come in the form of positive feedback designed to assist with improving knowledge transfer on any points that may be confusing for the Student Worker.

Step Six: Develop Training Evaluation Plan

The validity of the training program will be assessed over 12 weeks, which will be broken into three phases. For phase one (weeks 1-4) of the new semester the Student Workers will be tracked on the number of mistakes made. This will be done by having them record both the number of times EMT was used as well as the number of mistakes made. The record should be stored in a file that can be found at the front desk. At the beginning of phase two (weeks 5-

8) a randomly selected group of Student Workers will be given the training intervention. This group will be labeled 'Group A.' All Student Workers who were not assigned to Group A will be assigned to 'Group B.' Both Group A and Group B will be monitored during the next four week for changes in EMT techniques used, mistakes made, and frequency of EMT use. At the beginning of phase three (weeks 9-12) Group B will receive the training program. Both groups will continue to be monitored regarding EMTs used, errors made, and frequency of EMTs used for the remaining four weeks.

If the training program is successful, then during phase one it will be expected that both Groups A and B will improve at the same rate. During phase two Group A, after receiving the training, should improve at a faster rate than Group B. Then during phase three Group A and B should improve at the same rate once again. This is because by that point both groups would have received the training.

To measure the overall reactions Student Workers have to the training program a survey will be handed out upon completion. The survey will ask questions concerning the Student Worker's feelings during the training, whether they thought it was effective, and how the training made them feel about making mistakes. It will conclude with a write-in section asking the Student Workers what they would change regarding the training.

Knowledge and skills developed by the Student Workers during the training will be measured using a written test given to Student Workers one week after the training program. The test will contain six sections, one for each training module. Section one will ask students questions on how to effectively apply checklist principles in the workplace. Section two will ask students questions regarding the technical components available in each classroom at the ADP

Center. In the third section Student Workers will be asked to list the different technologies available to rent in the ADP Center. Section four will ask questions on the common computer devices and connection ports that are available for use at the ADP Center. Question set five will have Student Workers diagram several telecommunication platform windows and list the functions of the different icons. Section six will have the Student Worker read several critical incidents which required IT troubleshooting skills and then have them write the different steps they would take to diagnose the problem.

Behaviors learned during the training will be monitored in a way similar to the monitoring of EMT use, mistakes made, and frequency of EMT use. In a file that can be found on the front desk in the ADP Center, student workers will be asked to note whenever they conduct the following behaviors:

1. Student Worker either used a checklist as a step-by-step guide or as a memory check.
2. The Student Worker assisted with classroom requests based on technology found in the room without the help of a supervisor.
3. Student Worker assisted with rental and or setup of technologies found at the ADP Center.
4. Student Worker was able to successfully differentiate between the different types of video and audio connections and accurately used the connections as needed.
5. Student Worker successfully set up a telecommunication call and or connected it to peripheral device(s).
6. Student Worker utilized the IT Troubleshooting checklist when prompted with a technical support question in order to effectively diagnose and resolve a problem

without the assistance from the supervisor.

Student Workers should make a tally mark within the associated box in their respective file. At the top of the column related to the box in which the tally was made, the Student Worker should write the date of the behavior's occurrence. The column related to a given day should be completed at the end of the individual's shift.

Step Seven: Facilitate Onboarding

Jenny was interviewed about the onboarding process at the ADP center for a better understanding of how effective the process was. Jenny began by discussing her memories of the ADP Center's orientation, during which every active Student Worker at the ADP center was asked to participate. This orientation session occurred during the summer before the first semester of work. New Student Workers were given a tour of the facility and met existing Student Workers and ADP staff. She recalled that the majority of the day was full of team-building exercises such as playing games for prizes. During this day Jenny got to know the full team, including Student Workers she hasn't interacted with since. Despite not seeing these Student Workers, Jenny still feels like they are all part of a bigger team and interacts with them via Slack.

Jenny stated that she felt the orientation was effective in getting to know who worked at the ADP center. It gave her a good overview of the work culture at the center while also allowing her to make fast friends with other Student Workers. Jenny explained while she doesn't get to see some of the other Student Workers, she still remembers her positive interactions with them during orientation. After the orientation, Jenny felt as though she was part of the team at the ADP Center. However, Jenny stated she doesn't remember any of the learning that took place during the day past the tour. After talking about orientation with Jelena, we learned that the first part of the day is used to go over the Student Worker

handbook and the rules of the ADP Center. While orientation at the ADP center may be effective at socializing employees, it may need to be adjusted to ensure that the handbook and ADP Center rules are remembered.

While the current onboarding process is effective in helping new Student Workers get to know their fellow associates, it lacks in its ability to efficiently inform these employees about ADP Center rules and train them on the essentials. The orientation process should remain the same in encouraging employees to get to know one another and utilize team-building processes to do so. The first suggested change would be to utilize the technology at the ADP center in part of the orientation. Orientation should continue to explain the rules of the ADP Center, but this knowledge could be taught using some of the technologies available. For example, the trainer will utilize a smartboard by demonstrating how it works and having a new employee turn it on. They will demonstrate the process of connecting to a computer, and then proceed to use the board to demonstrate the rules of the ADP Center. This provides new employees with an understanding of the importance of these technologies while also providing knowledge of the ADP Center rules.

Another way to improve orientation would be to increase the level of communication between the Director and new Student Worker. Building on one the current orientation's strengths in socialization, the Director should individually meet with each new Student Worker. This will allow the time for new Student Workers to ask general questions about the ADP Center, its mission statement and vision, and improve clarity on the Director's responsibilities. Part of the training program is reducing the need to ask for assistance (autonomy), and by clarifying the already heavy workload of the Director the new employee will develop an understanding for a need for autonomy. Additionally, this will create or improve on the relationship between the new Student Worker and Director of the ADP Center.

Finally, another possible method to improve on the orientation is to implement a 'buddy system'. While the ADP Center will often hire in batches, some Student Workers will be hired individually to fill missing positions. Existing Student Workers should already have a degree of job proficiency and can be paired with new employees to create a personal guide. These guides can then act as a single point of contact for any questions regarding the center during orientation. Additionally, after the orientation session new employees should be encouraged to reach out to these Student Workers as a reference. This enables the student workers to have a post-orientation resource that they can use, while preventing ADP Center management staff from having to assist with new Student Workers.

Step Eight: Accelerate Development

The socialization process occurs in multiple forms at the ADP Center. During the first few weeks of the school semester, Jenny experienced on-the-job training through observation by working with Jelena. Jenny would observe a behavior and then be asked to perform this behavior back to Jelena. This process was either completed in one-to-one sessions or completed in pairs with another Student Worker. This process was repeated for each task at the ADP Center until Jenny was able to demonstrate the ability to perform each task on her own without guided instruction. Jelena used the training checklist to ensure these behaviors were performed correctly. Jenny claimed that most norms and values of working as a Student Worker are taught on-the-job. A team group-chat is used by Student Workers to communicate between each other, and employees will often come in during off hours to visit each other. Both Joe and Jelena are seen as a part of the same team and are treated the same way as fellow employees. Occasionally, the ADP Center will host employee events such as movie nights as a way for employees to socialize with each other.

Student Workers often work directly from the front desk of the Commons Room, and quickly develop a layout of the center through experience. They will often have to move between the different rooms of the center even after the first week of training to collect resources or prepare rented rooms. Occasionally, Student Workers will be assigned to work in pairs- Jelena stated that when scheduling employees she tries to pair them based on availability if possible. This allows for one employee to manage the front desk while the other works on other tasks, but more importantly it allows for Student Workers to converse while working a shift. Jelena makes a point to try to stay in proximity to the front desk to assist with running the desk and answering any questions the Student Worker may have. Finally, most questions about the center can be found in the employee handbook, which is available at the front desk for employee use at any time.

Jenny stated that she was pleased with her socialization process at the ADP Center. She believed that employee events were a good way to socialize with her team members while also getting to know them better. She believes that she was not only a part of the ADP Center Team, but also of Montclair State University as a whole. Additionally, she stated that she utilizes the handbook as a reliable resource for reference. However, some technical situations cannot be answered by the handbook alone. Jenny noted that there was no formal feedback, and that her only method of knowing something was correct is that "...if it looks right, nobody is complaining." Jenny noted that some of her feedback came from faculty or students who needed assistance. Finally, Jenny noted that the use of the Slack client was an effective way to communicate with other team members while also acting as a source of information for what occurred the previous day.

Socialization at the ADP Center may be improved upon to accelerate Student Worker growth and development. Current socialization practices effectively teach social relationships and touch on the rules and policies of the ADP center. An important dimension of socialization that can be expanded on is the extent to which a Student Worker understands the culture and values of the ADP center. After our

interview with Joe, he expressed that it would often take new employees nearly a year to reach an understanding of the ADP Center's goals. Joe added that it can be difficult for Student Workers to see the impact they make helping other people and that visualizing this can be an effective training mechanism. This socialization dimension may be improved by having previous Student Workers attend employee events at the ADP Center. Joe has stated that past employees will often come to visit him directly to discuss where they are now, and how the ADP Center has helped them in this process. By having these employees share these experiences informally, it may be an effective mechanism to teach newer Student Workers the value of working at the center.

Another dimension that can be targeted is the ADP Center's goals and strategies. The ADP Center provides state-of-the-art technology to education professionals, so Student Workers should take an active role in this process. The center frequently teaches tech-centric workshops to educators that are normally taught by Joe, Jelena, or the other graduate assistant. After the pandemic, the ADP Center has been using these workshops to increase foot traffic to the center. By including Student Workers in this process, they will have a better understanding of why workshops are an important part of the center. This will also allow them to become an active participant in these events. Student Workers may even find themselves creating their own workshops to further the goals of the ADP center.

A final dimension of socialization that may be targeted is the history of the ADP Center itself. The goal of the ADP center is to teach and share these technologies with others, but this is not codified or taught at any point in the socialization process. In addition to having past Student Workers or other ADP employees come to visit the center, an effective tool may be to have the current Director of the ADP Center lead a discussion on the history and background of the center itself. This presentation can be a part of the orientation process and serve as a good starting point for the day's events. With a stronger understanding of the ADP Center's values and background, employees will be more likely to have

greater career involvement in the center as well as higher levels of job satisfaction. (Ashforth et al., 2007)

Step Nine: Lessons Learned

This training program utilized an evidence-based approach in order to derive best practices for the training program. This approach allowed our team to make effective decisions in multiple aspects of the training program's design process. We found evidenced based approaches especially helpful in identifying important task clusters for the Student Worker position, as well as identifying important knowledge and skills a Student Worker should have on the job. It helped us move past our preconceived biases of what we thought was important and allowed us to focus our attention on the correct knowledge and skills. Additionally, using these evidence-based practices ensured that we were thorough and detailed in all steps of the training process—from pre-training strategies to effective ways to ensure these skills are retained. However, we noticed that evidence-based approaches neglected to address some of the intricacies in the interviewing process. We found that critical information about the ADP Center and the Student Worker role were only discovered by asking split-second or intuitive questions about both areas. Ultimately though, evidence-based approaches were critical in the development of this program and should continue to be used.

While assessing our work, four lessons were obvious for us. An early first lesson was the importance of interviewing multiple employees when identifying employee deficiencies. While discussing the ADP Center's problems with Joe and Jelena, two supervisors, they identified problems like customer service being the primary source of the organization's troubles. However, when talking to Jenny, the Student Worker, she stated that her main problem was

related to anxiety over being judged by classes if she made a mistake while setting up the room. But Jenny was also identified as one of the most capable Student Workers at the ADP Center, so her problems may not have been reflective of Student Workers as a whole. Our team left all three interviews feeling like we had good information, but we needed more to make a strong assessment.

The second lesson we learned was that it was important to use information we gained from one interview to help us inform our question generation in later interviews. For example, we interviewed Jelena first, then Joe, then Jenny. Based on what we learned about the ADP Center from Jelena and Joe we were able to ask Jenny more specific questions that targeted key tasks, training, and ADP related matters more accurately. This allowed us to maximize our interview with Jenny and get the most out of it.

The third lesson was that it is very difficult to measure behaviors in non-intrusive ways after training sessions. We had long debates on ways to minimize things like Hawthorne effects, maturation effects, or social desirability biases. We also worked hard to minimize the effort required to collect these measures because it was believed that a measure that required too much effort would have high attrition. These considerations forced us to construct data collection methods that required minimal work for the respondent.

Our fourth lesson was that an optimal training program will use modules that prepare the learners for knowledge and skills that will be learned in later modules. Another common debate we had was how do we make this training both cost effective and as quick as possible. One solution we found was that we could use modules that either subtly train the Student Workers on concepts they learned or prepare them for things they were about to learn. Several

examples of this were when we had participants continuously use checklists past Module One in order to practice the skill throughout the program. Additionally, Module Six, the last module, trained students on IT troubleshooting skills, which we essentially taught throughout the entire program. This was done by teaching students that it was okay to make mistakes as early as the orientation, which occurred three months prior, while also encouraging students to learn the nuances of the technology as they were setting it up during the other modules. This method of never wasting an action allowed us to make a self-reinforcing training program that saved both time and money.

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APPENDIX

Appendix A) Training Checklist

Appendix B) Organizational Hierarchy Chart

Appendix C) Student Worker KSAs

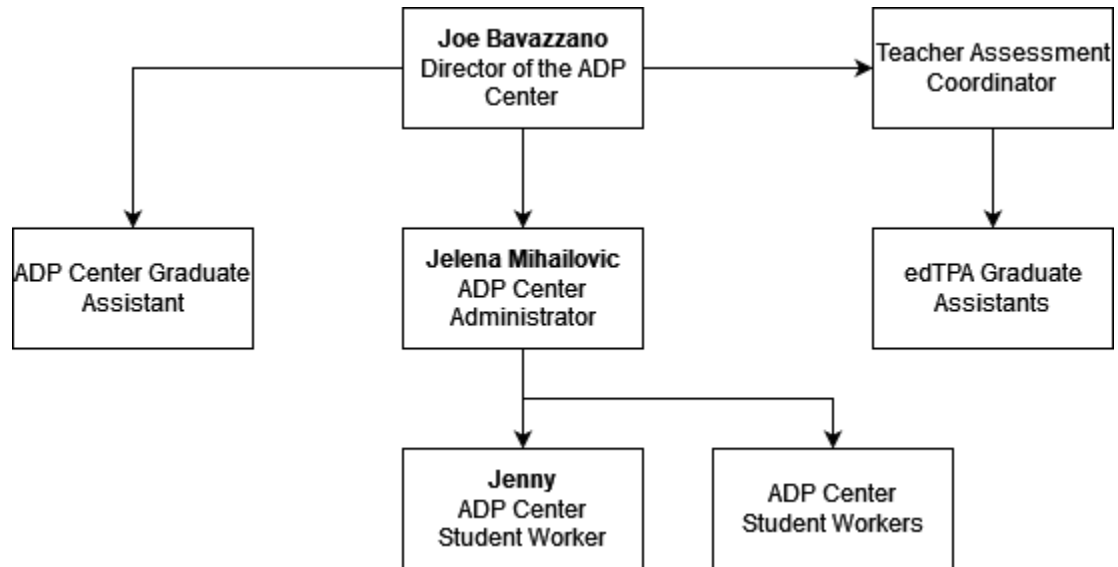
STUDENT ASSISTANT TRAINING CHECKLIST

FACILITATOR: Jelena Mihailovic

- DAILY RESPONSIBILITIES
- ROOM RESERVATIONS
- POSTER PRINTING
- REDHAWK DOLLAR PAYMENT
- CLASSROOM SETUP
 - MAC & PC SETUP
 - ZOOM CALL
 - AIR MEDIA
- DIGITAL MEDIA SUITE
- JAM BOARD
- edTPA CHECKOUT
- MEDIA DUPLICATION
- PRINTER/SCANNER

SA NAME: _____ **DATE COMPLETED:** _____

Appendix B) Organizational Hierarchy



Appendix C) Student Worker KSAs

Cluster Name	Task Clusters	Task Description	Knowledge Required	Skills Required
Maintain the order of the ADP Center.	Facilitate the opening of the ADP Center.	Unlock doors and change the open sign when ADP Center opens.	ADP Center times of operation	Timelieness, Attention to detail
		Turn on ID Reader in preparation of ADP Center opening.	ADP Center times of operation	Timelieness, Attention to detail
		Turns on light upon ADP Center opening.	ADP Center times of operation	Timelieness, Attention to detail
		Turn on Televisions in preparation of ADP Center opening.	ADP Center times of operation	Timelieness, Attention to detail
		Check ADP Center Email for emails sent while ADP Center was closed.	Knowledge of GMail platform, and ADP Center times of operation	Timelieness, Attention to detail, Computer Application Skills
		Respond to emails sent to ADP Center email while ADP Center was closed.	Knowledge of GMail platform	Timelieness, Attention to detail, Computer Application Skills
		Process requests made through ADP Center Email while ADP Center was closed.	Knowledge of GMail platform	Timelieness, Attention to detail, Computer Application Skills
		Review operation notes closing ADP Center staff sent through slack and process required tasks.	Knowledge of Slack communication platform	Timelieness, Attention to detail, Computer Application Skills

Cluster Name	Task Clusters	Task Description	Knowledge Required	Skills Required
	Facilitate the closing of the ADP Center.	Lock doors and change the open sign when ADP Center closes.	ADP Center times of operation	Timeliness, Attention to detail
		Reorder tables into an orderly fashion.	Knowledge of different technologies available at ADP center	Timeliness, Attention to detail
		Turn off ADP Center lights upon exiting the ADP Center.	ADP Center times of operation	Timeliness, Attention to detail
		Turn off ADP Center TVs upon closing the ADP Center.	ADP Center times of operation	Timeliness, Attention to detail
		Check emails for final the last time of the day.	Knowledge of GMail platform	Timeliness, Attention to detail, Computer Application Skills
		Process any final email requests for the day.	Knowledge of GMail platform	Timeliness, Attention to detail, Computer Application Skills
		Respond to emails sent to the ADP Center Email for the last time of the day.	Knowledge of GMail platform	Timeliness, Attention to detail, Computer Application Skills
		Submit operational notes to Slack.	Knowledge of Slack communication platform	Timeliness, Attention to detail, Computer Application Skills
	Maintain order within the ADP Center.	Reorganize the tech room if it becomes disorganized.	Knowledge of ADP Tech center inventory	Attention to detail
		Check inventory to ensure nothing	Knowledge of ADP Tech center inventory	Attention to detail

Cluster Name	Task Clusters	Task Description	Knowledge Required	Skills Required
		has been lost or stolen.		
		Rearrange tables, chairs, and other furniture to maintain an orderly appearance.	Knowledge of ADP Center Layout	Attention to detail
Classroom Management	Assist individuals renting classrooms with the management of the space and requested equipment.	Assess technology requests to ensure classroom rented meets demand.	Knowledge of different technologies available at ADP center	Attention to detail
		Schedules room reservation requests based on calendar and room availability	Knowledge of ADP Rooms, Knowledge of Google Calendar Software	Attention to detail
		Sets up requested equipment in reserved classrooms.	Knowledge of different technologies available at ADP center	Basic IT skills, Attention to detail
		Provides technical support to educators.	Knowledge of different technologies available at ADP center	Basic IT skills, Trouble Shooting, Attention to detail
		Removes equipment after class has finished	Knowledge of different technologies available at ADP center	Basic IT skills, Attention to detail
Poster Printing	Ensures posters printed meets ADP Center guidelines.	Checks submitted poster specifications to see if they match requirements	Knowledge of ADP Poster Printing Requirements	Attention to detail

Cluster Name	Task Clusters	Task Description	Knowledge Required	Skills Required
		Notifies customer if poster cannot be printed due to failure to meet ADP Center guidelines.	Knowledge of ADP Poster Printing Requirements	Customer Service, Communication
	Processes poster printing orders for ADP Center customers.	Prints posters for ADP Center customers.	Knowledge of poster printing process, ADP Poster Printing Requirements	Attention to detail, poster printing skills
		Packages posters for customer pickup.	Knowledge of poster printing process,	Attention to detail
		Notifies customer when poster is ready for pickup.	Knowledge of poster printing process, ADP Poster Printing Requirements	Customer Service, Communication
Student Assistance	Provides Customer Service to Students within the ADP Center	Provides office supplies to students upon request.	Knowledge of ADP Center Supplies	Customer Service
		Answers questions for students or educators regarding the ADP Center or Montclair State University.	Knowledge of ADP resources/mission and general information on Montclair State University	Customer Service, Communication
	Welcome students entering the ADP Center.	Encourages students to use the ADP Center.	Knowledge of interpersonal skills	Customer Service, Communication
		Have students sign-in upon entering the ADP Center.	Knowledge of ADP Center sign-in process	Customer Service, Communication

Cluster Name	Task Clusters	Task Description	Knowledge Required	Skills Required
Scheduling and Email Management	Process and respond to emails sent to ADP Center email.	Check ADP Center email periodically.	Knowledge of GMail platform	Time Management
		Respond to emailed questions on ADP center resources.	Knowledge of ADP Center resources	Customer Service, Communication
		Schedule room requests sent to ADP center via email.	Knowledge of scheduling software and technology found in rooms.	Attention to detail
Kit Rentals & Equipment Loans	Facilitates the equipment rental process.	Distributes edTPA (video rental equipment) kits.	Knowledge of rules and technology in the ADP Center	Customer Service
		Distributes equipment rented from ADP center	Knowledge of rules and technology in the ADP Center	Customer Service
		Collects collateral for equipment distributed	Knowledge of rules and technology in the ADP Center	Customer Service, Communication