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| **Chapter Name** | Chicagoland Chapter Association for Talent Development |
| **Chapter Number (ex. CH0000)** | CH50009 |
| **Chapter Location (City, State)** | Chicago, IL |
| **Chapter Membership Size** | Medium (101 - 349) |
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| **Phone Number:** | (773) - 757 - 4574 |
| **Chapter Board Position:** | Director of University Relations |
| **Chapter Website URL:** | [https://atdchi.org/](http://enotification.td.org/track/click/30530608/atdchi.org?p=eyJzIjoiSlV2MlhjRXFrcWNsRUZDSDB0OGJiS0ZENkVVIiwidiI6MSwicCI6IntcInVcIjozMDUzMDYwOCxcInZcIjoxLFwidXJsXCI6XCJodHRwczpcXFwvXFxcL2F0ZGNoaS5vcmdcXFwvXCIsXCJpZFwiOlwiMmExNDY1NjAxZGM2NDM4ZjgwZDNlYmU5ZTI0ZmU3YzhcIixcInVybF9pZHNcIjpbXCJmMzk3M2U1MmJhNmNlMDE5Y2NjMzljNTQ2OGYyM2Q2NjNhMWM3NDg1XCJdfSJ9) |
| **Submission Title:** | Student Ambassador Program: Bringing New Energy into the Talent Development Profession |
| **Submission Description:** | In 2016, ATDChi began the Student Ambassador program to embody the goals of bringing new energy and developing the next generation of Talent Development professionals. The program is strategically designed to provide benefits to students, the institutions students attend, and ATDChi |
| **Need(s) Addressed? Please be specific.** | The Director of University Relations focuses on creating and developing relationships with colleges and universities that offer degree programs in Talent Development. The Director of University Relations uncovered an area of opportunity to cultivate consistent and sustainable relationships in order to increase ATDChi’s presence in these institutions. This led to the development of the Student Ambassador program. The primary purpose of the program is to provide meaningful learning experiences for students, institutions, and ATDChi. |
| **What is your chapter's mission?** | In embracing the ATD mission to "Empower professionals to develop knowledge and skills successfully," ATDChi's purpose is to provide its members with the knowledge, skills, tools and resources necessary to ensure ongoing professional development, and the ability to deliver exceptional value to their organizations in the areas of workplace learning and performance. |
| **How does this effort align with your chapter's mission (Please provide specific examples)?** | Student Ambassador attended an WLPI session and returned to her institutions to share information and learning with other up and coming professionals, She did this in online class forums and class guest speaker stops. Also, mentorship has shifted for some Student Ambassadors based off growing interest. |
| **National ATD's mission is to "empower professionals to develop talent in the workplace". How does this submission align with ATD's mission? Please provide specific examples.** | ATDChi strives to bring new energy to the Talent Development Profession and to develop the next generation of Talent Development professionals. The Student Ambassador program provides mentorship and professional development to students while students provide a consistent ATDChi presence at partner institutions. Additionally, the program offers an opportunity for student members to socialize and interact with like-minded students and workplace learning professionals to bridge the gap between academia and real world practice. |
| **Target Audience: (Who will benefit/has benefited from this effort?)** | The Student Ambassador program benefits students, the institutions students attend, and ATDChi.   Students benefit from opportunities to collaborate with Talent Development and workplace learning professionals in the Midwest. Student Ambassadors receive a free membership to ATDChi while serving as an Ambassador and may attend up to four ATDChi chapter events for free while participating as an Ambassador. The student develops by conducting needs assessments and developing programs in partnership with ATDChi, leveraging their understanding and then responding to student needs in knowledge, skills, tools and resources for professional development. Students develop presentation and leadership skills by engaging in campus and workplace learning community events. Ambassadors receive mentoring and guidance from veteran ATDChi members; in turn this provides ATDChi members the opportunity to hone their mentorship and advising skills.   Institutions benefit from the Student Ambassador program by gaining additional support for student services initiatives. Student Ambassadors design create, and implement campus events, such as information tables and class presentations. Institutions further benefit from an expanded network with practitioners.   ATDChi benefits from the Student Ambassador program by having an ATDChi advocate in an institution, and more narrowly, within disciples ATDChi targets, such as Human Resources Development, Adult Learning, Organization Development, and others. The ATDChi Board also develops a deeper understanding of current learner and institutional needs and this partnership facilitates cross-functional opportunities to respond to the identified needs. |
| **Costs/Resources Used: (include any details regarding use of resources including monetary, donations, contributions, volunteer hours, people resources, etc. and how you went about getting these resources)** | The cost and resources used include the ATDChi Board approving to waive Student Ambassador membership fees and attendance fees to selected events. Additionally, ATDChi mentors/advisors volunteer their time to develop and support their assigned Student Ambassador and conduct presentations at partner institutions. |
| **How did you implement: (please give a brief description)** | After receiving ATDChi Board approval, the Director of University Relations partnered with the Membership team to identify all of the ATDChi student members. The Director of University Relations then contacted and provided Student Ambassador applications to all ATDChi student members, institutional faculty and staff.  Student Ambassadors had to be enrolled in a part-time or full-time undergraduate, masters, or doctoral program of study within the Talent Development or workplace learning profession (i.e. instructional design, training & development, human performance improvement, organizational development, etc.). They needed to be available four hours per month to work on ATDChi college/university promotion. They needed to be adept at using social media to promote ATDChi and demonstrate a willingness to speak in small and large group forums to promote ATDChi. If a student met these parameters, he or she was invited to submit a letter of application (i.e. a cover letter), resume, and transcripts to the Search Committee.  Once the Search Committee reviewed the application materials, they selected candidates for interviews. Following the interviews, the Search Committee reconvened to discuss fit for the program, potential to support the three core areas (the student, the student’s institution, and ATDChi), and to identify a potential mentor/adviser. Student Ambassadors were selected by term or semester with the opportunity to re-apply.  The primary responsibility of the mentor/adviser is to provide an orientation and manage the needs and objectives of the Student Ambassador. The orientation may include:  1. Introducing the Student Ambassador to information on the ATD local and national organization. This content may include the organizations history, mission, vision, etc.;  2. Discussing the ATDChi Board members’ roles, responsibilities, and resources;  3. Providing guidance on unwritten rules, such as dress and communication (in person and virtual) recommendations when representing the organization; and  4. Determining guidelines on when and how (e.g. phone, email, etc.) to check-in.   Managing the needs and objectives of the Student Ambassador may also involve:  1. Identifying and documenting term/semester goals and objectives;  2. Outlining the Student Ambassador's monthly roles and responsibilities to achieve goals and objectives;  3. Checking in with the Student Ambassador weekly. This provides the Student Ambassador mentorship, which is a critical part of this experience. This provides the adviser a clear idea on how the Student Ambassador is progressing toward his or her objectives. Additionally, during these sessions, the mentor/adviser and Student Ambassador are encouraged to review the learning objectives and assess the Student Ambassador's learning, growth, and areas of future development;  4. Identifying clear deadlines regarding how the Student Ambassador will report on progress of tasks and larger goals and objectives;  5. Providing regular professional feedback and opportunities for growth;  6. Serving as a host or guiding during ATDChi events. Student Ambassadors are provided the opportunity to attend four events for free. If the mentor/adviser is unable to attend an event that the Student Ambassador attends, the mentor/adviser is asked to connect the Student Ambassador with another ATDChi member prior to the event; 7 7. At the conclusion of the term/semester, completing a written review of the Student Ambassador's work. The review will include assessment of achieved tasks, goals, objectives, engagement in mentorship and professional development, and overall learning aligning with the learning objectives. During this review both parties will determine whether the Student Ambassador will continue in the role for another term/semester. This written report is submitted to the Director of University Relations, so he or she may organize the next term/semester. |
| **What were the Outcomes: (Please include hard data regarding financial gains, membership increases, target audience satisfaction levels, publicity for the chapter or for the profession, etc.)** | We've now had three student ambassadors for the last three semesters. Each student ambassador has increased ATDChi awareness within three different universities. We've had the opportunities to speak with different classes to promote the Talent Development profession and student benefits within the ATDChi organization. Each ambassador has continued their involvement with the chapter and are now transitioning into formal board positions. |
| **Lessons Learned: (hints and tips for other chapters who may be considering a similar effort)** | The Communications team, of which University Relations is a part, was successful in recruiting potential Student Ambassadors during class visits and guest lectures. Working with a Student Ambassador is a significant time commitment for the mentor/advisor and students have diverse interests; as a result, rather than University Relations overseeing all Student Ambassadors, ATDChi leveraged the expertise and talents of the ATDChi Board and Membership team. Once a student was identified, we examined the student’s interests and desired areas of growth to identify potential mentor/advisors.  We are now starting our third term working with Student Ambassadors. Our most recent Student Ambassador provided the following feedback, “I feel this opportunity has opened my professional horizons; I went in with little knowledge of the field, and in my first semester of the graduate program. This experience helped me connect with seasoned professionals whose knowledge and expertise helped me narrow down my interests, as well as explore them more (in the case of writing about OD). I also think that it helped me connect with my program coordinator, professors, and my classmates more. I made connections with university staff I wouldn’t otherwise have made, and having this ambassadorship experience also improved my credibility at work in what I do, in the sense that it has given me more weight with co-workers and my boss. Most importantly, as a perfectionist, it helped me realize that it is OK to not know everything, most importantly in the T&D field, and that it is OK to learn as I learn.” |
| **Please list the specific ATD chapter resources that helped guide you in the process of completing this best practice (e.g. people, documents, policies, by-laws, etc.):** | The ATDChi Executive team was critical in approving the benefits and working with their teams to execute any of the benefits, for example, complimentary membership, attendance in WLPI, etc. |
| **How did you become familiar with the Sharing Our Success (SOS) program?** | Saw or heard of SOS on an area call with my NAC |
| **Would you be willing to present on this submission at the ATD Chapter Leaders Conference (ALC)? \*Request for Proposals (RFPs) open in May of each year at** [**td.org/alc**](http://enotification.td.org/track/click/30530608/td.org?p=eyJzIjoiS3I5cUhSaFYyNE5rX2NSTkFqWTdPblhNNElJIiwidiI6MSwicCI6IntcInVcIjozMDUzMDYwOCxcInZcIjoxLFwidXJsXCI6XCJodHRwOlxcXC9cXFwvdGQub3JnXFxcL2FsY1wiLFwiaWRcIjpcIjJhMTQ2NTYwMWRjNjQzOGY4MGQzZWJlOWUyNGZlN2M4XCIsXCJ1cmxfaWRzXCI6W1wiNTYzOWQ5MmYyNjI4ZmQ3YjQ3YmRjNDRhNzYxY2IwMDliZWVkYzA3ZVwiXX0ifQ)**. Selected session facilitators receive complimentary registration.** | Yes |