



# Jeff Miller

## Manager at Small Company

### Demographics

<b>Age:</b>	45 years old
<b>Status:</b>	Married with two teenagers
<b>Occupation:</b>	IT Manager
<b>Income:</b>	~\$125,000
<b>Location:</b>	Suburb of Philadelphia, PA
<b>Education:</b>	MS, IT Management

### Professional Goals

- Improve the efficiency and durability of the company's software solutions
- Make well-informed decisions about IT
- Build skills to keep up with new tech solutions
- Lead a strong team with a focus on staff retention

### Narrative

Jeff is an IT manager at a small for-profit company. He has worked at this company for the majority of his 20+ year career and has worked his way up to a management position where he manages a team of four people. He is now responsible for company-wide IT solutions and strategy. While he needs to understand the concepts of open source products to lead the team, Jeff is ultimately interested in this program to improve his business skills. More recently, he has seen staff get frustrated and leave because of lack of opportunity in skill growth at his company and he sees OSS as an opportunity to not only create efficiencies and savings within his own company but also to engage with the larger OSS community that will hopefully contribute to improved job satisfaction for his team.

### Challenges and Pain Points

His daughters are both heavily involved in extracurricular activities outside of school. This makes Jeff's schedule and commitments vary by day and time of year. He needs maximum flexibility in the time, order, and duration of the program to adjust for busy work and personal periods.

Jeff considers self-paced learning modules a waste of time as he has had to take a number of compliance-related trainings and associates online learning with this experience. He also has found it difficult to measure the benefits of learning for himself and his staff.



# Vanessa

## Student, MA in School Counseling

Vanessa works full-time as an administrative assistant in human resources and shares an apartment with several roommates while she continues to pay off her college loans. She lives near family in Connecticut. Vanessa has a BA in psychology and graduated the previous year. In high school and college, she worked during the summer as a camp counselor and became the lead counselor for the program.

Vanessa first considered school counseling when she was studying psychology and was introduced to the different fields of work. She initially thought that human resources would be a good fit and offered more opportunity but she misses working with children and thinks often about how her school counselor played a pivotal role in deciding what to do after high school. She is attracted to BC because she like the social justice orientation to the program and would like to work with underprivileged students in an urban area. Vanessa recognizes how mental health issues impact young people as they develop and is primarily interested in working with elementary or middle school students.

Vanessa has no experience with counseling skills. Her work as camp counselor was more about organizing the activities and supporting campers' needs. She lacks confidence in her ability to counsel and advocate for children as she still sees other adults as authority figures in her life, particularly in an educational setting.

Vanessa hopes to gain confidence through the relationships that she builds with faculty and fellow students. She would like to connect with students who have already gone through the program. Vanessa sees the practicum as an essential component that will help give her confidence to apply and practice what she has learned. She has excellent study and time management skills and likes the convenience of taking online courses, particularly from a highly ranked program.

- Early 20s
- Single
- Graduated a year ago
- Works full time and lives in Connecticut
- Available to study part-time
- Likes to take classes online
- Wants to complete in 2 years
- Prefers to work with pre-teens



# Lydia Turner

Learning Designer (5+ years)

## Demographics

**Age:** Late 30s  
**Relationship Status:** Married  
**Education:** PhD  
**Nationality/Ethnicity:** Asian-American  
**Other Experience:** Finance, Teaching  
**Other Info:** 2 pre-school children

## Learning Designer Skills

□ Curriculum Design, Ed Tech and graphic design skills, mentoring and supervisory skills, consultation skills, project management, LXD, Storyboarding  
□

## Skills/Interest to Develop

UI/UX skills, Advanced coding skills, Expand multicultural competencies, advanced leadership skills.

## A day in the life...

Lydia wakes up early to prepare her kids for daycare. They eat breakfast prepared the night before along with lunch which she will take to work with her. She drops them off by 7:45 in order to arrive at the office between 8:30 - 9:00 a.m. She prepares for the work day with a coffee at hand. She focuses on reviewing and organizing for meetings and updates a to-do list for the day. Afterwards, she responds to and sends emails, following up on the previous day's work. Lydia meets with faculty to cover new course design, usually between 10-11 am. If it is Wednesday, she will be in a team meeting at 11 am. She eats lunch at her desk at noon. As part of Lydia's responsibilities, she supervises GAs, so she meets with them at 1 pm. on this day followed by a meeting with faculty to review their course assessments. She often engages in short conversations with colleagues with questions or updates. Lydia has booked on her calendar time to work on her projects from 3-5 p.m. In the evening, she teaches an online course at another institution, so she spends time from 7-8:30 p.m. reviewing students' work, responding to their questions and posts. She coordinates with her spouse about preparing dinner meal and they take turns putting the children to bed.

## Technical Skills/Apps

CSS, AR/VR, Advanced HTML, Tableau E-learning authoring tools (articulate, captivate, etc.)

## Networks/Affiliations

OLC  
POD  
EDUCAUSE  
ATD (Association for Talent Development)  
Quality Matters

## Work Dependencies (other staff/processes)

Media production, Project Manager, LDA, Innovation team, Library, IT, TA, Instructors

## Challenges and Pain Points

Delivering final product on time, varying workstyles, Communication (frequency and volume), the process of actualization and discovery, multitasking, volume of work, over commitment, in ability to step out of your comfort zone, Excessive complaining, Perceptions of the work culture and environment, Anxiety & stress

## Motivation, Success, Satisfaction

High quality courses, faculty empowerment, positive student feedback, collaborative work spaces and partnerships, effective assignment/assessment designs, friendly working environment, appreciation and recognition of work.