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ILC STUDENT EMPLOYMENT SUPERVISOR CHECKLIST

July
- Monday, July 23rd - Compass page live for all student employees for ILC Student Employee Training

August
- Friday, August 10th - Deadline to complete all ILC Student Employee Online Modules on Compass page. Supervisors should review the results of the modules with the employees during week of August 28th or September 4th.
- Thursday, August 23rd Friday, August 24th - ILC Student Employee August Training, 10am-5pm, Illini Union Room 314A
- Thursday, August 23rd - ILC Beginning of the Year Gathering
- Week of August 27th -
  - Team Expectations - Facilitated by supervisors in Team Meetings
  - Introduce Goal Setting - Facilitated in large group setting

September
- TBA – All Staff Leadership Lesson, (ILC Goal Setting & Communication)
- By Friday, Sept. 14th - Submit final SMART Goals to http://go.illinois.edu/ILCgoals

October
- TBA – All Staff Leadership Lesson
- TBA- Semester Lunch and Learn, ILC Conference Room
- Monday, October 29th - Remind student staff about the Mid-Semester Check in, and provide them with questions you will ask in advance to allow them time to reflect. Set up a meeting and complete check-in by Friday, Nov. 16th

November
- TBA – All Staff Leadership Lesson,
- By Friday, November 16th - Complete Mid-Semester Check in with Student Employees
- After Thanksgiving Break – Send all students the link to IOWA GROW questions: http://go.illinois.edu/ILCGROW
  Inform students that they will need to complete it individually by (Date determined by supervisor). Inform students that we will then discuss it at a meeting before Dec. 13th.

December
- TBA– All Staff Leadership Lesson
- Thursday, December 13th- ILC Holiday Party, 12-1pm
- By Friday, December 13th: Discuss IOWA GROW® questions with team. Take notes and submit answers to Layla.

January
- Tuesday, January 15th- ILC Winter Warm-Up, 5-6:30pm
- TBA- All Staff Leadership Lesson
- Revisit team expectations and goals set at the beginning of the semester.

February
- TBA - All Staff Leadership Lesson
- TBA- Semester Lunch and Learn, 12-1pm

March
- TBA: All Staff Leadership Lesson, 3-4pm
- By Friday, March 8th: Give students performance review and direct them to complete the self-assessment.
- TBA: Exploring Your Career (Career Center Collaboration), 12-1pm
- By Monday, March 11th: Remind and coach your student team to create their presentation that connects work experiences, to ILC Competencies and future career goals. (10 minute presentation TBA). Encourage creativity.
- By Monday, March 25th: Students turn in completed self-assessment of performance evaluation to supervisors
April

- April 8-12: National Student Employment Week
- By Friday, April 12th: Complete individual performance reviews with each student. Give completed forms to Office administrator.
- TBA – All Staff Leadership Lesson: 2 hour block for team presentations and evaluation
- By Friday, April 12th- Deadline to discuss IOWA GROW® [http://go.illinois.edu/ILCGROW](http://go.illinois.edu/ILCGROW) questions and turn in answers to supervisor

May

- Thursday, May 2nd- ILC End of the Year Gathering

*- Indicates optional participation.*
TIPS FOR SUPERVISING UNDERGRADUATE STUDENTS

☑ Schedule regular meetings
  o Schedule regular meetings (weekly or bi-weekly) either with your team or individual one-on-ones and adhere to these times. See Effective One-on-Ones for methods to conduct individual meetings.
  o Create agendas for meetings and record minutes (or assign a team member)

☑ Set clear expectations
  o Discuss job expectations, learning outcomes, and professional boundaries. Discuss best methods for communication and review disciplinary protocols.

☑ Provide regular feedback, motivation, and guidance
  o Discuss how each individual is motivated and consider methods or recognition. (i.e. monthly awards, informal praise)
  o Praise in public, reprimand in private.
  o When providing feedback use examples if possible.
  o When teaching a new task/procedure, consider different learning styles, and have students practice or repeat the procedure.

☑ Trust and Empower Students
  o It is important to let students know that you have both high expectations and a high degree of trust for them. This can lead to higher self-esteem and higher job performance. Allow opportunities for students to learn from their mistakes and empower them to make decisions.

☑ Conduct formal evaluations
  o At the ILC, we will have a mid-semester check in and an annual performance review

☑ Provide regular trainings
  o Some of this will be provided by the ILC, but also speak with your professional staff to determine additional training that will take place throughout the year.

☑ Allow for student input
  o Ask your students for their input and feedback on projects, processes, and events.

☑ Understand the difference between supervising and advising
ILC STUDENT EMPLOYEE LEARNING OUTCOMES

Communication
• Give oral presentations to peers and ILC stakeholders.
• Create and edit written reports.
• Utilize their preferred listening/communication style, and be able to adapt their communication to difference audiences in both oral and written communication.
• Demonstrate professional digital communication skills (i.e. digital identity, clear, professional e-mail communication)
• Articulate the concepts of the Illinois Philosophy & Model of Leadership

Appreciate Diversity
• Gain a greater understanding of their social identity and how that influences and shapes decision making
• Possess the skills, knowledge, and attitude necessary to create authentic relationships with those from different cultures, identities, and across difference

Teamwork/Collaboration
• Work in teams to accomplish tasks and solve problems.
• Co-create and generate ideas
• Work collaboratively to create and plan programs and initiatives
• As a team, prioritize tasks and delegate responsibility
• Manage conflict successfully

Responsible Independence
• Demonstrate autonomy and agency by taking initiative, utilizing professional judgement to make decisions, and asking for assistance when necessary.
• Manage complex tasks
• Demonstrate integrity and ethical behavior
• Employ time management skills to prioritize tasks, adhere to deadlines, and manage personal schedules

Leadership Development
• Develop a personal definition of leadership
• Identify two ILC competencies and develop a personal development plan
• Create and deliver a presentation connecting work experience to ILC competencies
• Articulate the concepts of the Illinois Philosophy & Model of Leadership

Customer Service
• Possess knowledge of policies and procedures to solve problems
• Manage in-person, phone, and e-mail communication
• Demonstrate professionalism

Career Development/Career Readiness:
• Identify personal goals which align with future careers
• Engage in reflective activities which connect work to career, and be able to communicate the connection to future employers
• Network with peers, customers, faculty, staff, alumni, and community members
• Identify two areas necessary for professional growth and create a plan of action.
• Understand how to self-advocate for opportunities in the workplace or advanced study.
Facilitating Instructions: Introduce the activity by explaining the importance of developing clear expectations in a group setting. Lead a short discussion on why it is important to have a discussion about expectations. Share the following expectations of all ILC staff: (1) All employees attend training, (2) All employees attend monthly leadership lessons unless there is a class conflict, (3) All employees are expected to know and abide by the policies in the student employment manual. As a supervisor, discuss any specific expectations you have of your team upfront (e.g. All supplies will be put away at least 2 business days after the program).

Next, provide each student a copy of the following worksheet and allow them time to engage in personal reflection. Lead a discussion about each question. This can be done as a discussion, or using a gallery walk with large post it notes around the room where students add their comments.

Based on the discussion, develop a team contract for the year. Be sure to facilitate a discussion to make the contract specific. For example, What does respect look like? What is good communication and how can we make it specific for our team? Have the group sign the contract and display

TEAM EXPECTATIONS

Name: _________________________   Team: ______________________________

Directions: When working in a team environment it is important to have open dialogue about expectations with your colleagues. Take about five minutes to reflect individually on the following questions. Each member of the team will be asked to share and we will develop a set of team guidelines.

1. What do you need from your team? What do you expect from your colleagues?

2. What do you want your team to avoid? (e.g. pet peeves, cell phone use)

3. What does effective communication for our team look like?

4. What expectations do you have of your supervisor(s)?
ILC GOAL SETTING

NAME: __________________________     TEAM: __________________________

STEP 1: GOAL BRAINSTORM

Directions: Brainstorm ideas about goals that you have for your position in the ILC this year. This is a brainstorm, so start by thinking BIG. Pull all of your ideas down.

Consider the following questions during your brainstorm
- What do you want to learn from your position at the ILC?
- What skills should you be able to demonstrate at the end of the year?
- How do you want to improve/grow from your ILC employment?
**STEP 2: CHOOSING GOALS & MAKING THEM SMART**

**Directions:** Review your list of brainstormed ideas. Choose two ideas that you want to focus on this year. Write those goals below in Idea #1 and Idea #2 below. Next

<table>
<thead>
<tr>
<th>IDEA 1:</th>
<th>IDEA 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S</strong> Specific</td>
<td><strong>S</strong> Specific</td>
</tr>
<tr>
<td>What do we want to accomplish?</td>
<td>What do we want to accomplish?</td>
</tr>
<tr>
<td>Why do we want to accomplish this?</td>
<td>Why do we want to accomplish this?</td>
</tr>
<tr>
<td>What do we need to do?</td>
<td>What do we need to do?</td>
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<tr>
<td>What barrier/constraints exist?</td>
<td>What barrier/constraints exist?</td>
</tr>
<tr>
<td><strong>M</strong> Measurable</td>
<td><strong>M</strong> Measurable</td>
</tr>
<tr>
<td>How will we know when we succeed?</td>
<td>How will we know when we succeed?</td>
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<tr>
<td>How can we measure progress?</td>
<td>How can we measure progress?</td>
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<tr>
<td><strong>A</strong> Achievable</td>
<td><strong>A</strong> Achievable</td>
</tr>
<tr>
<td>How can the goal be accomplished?</td>
<td>How can the goal be accomplished?</td>
</tr>
<tr>
<td>What steps must be taken to accomplish the goal?</td>
<td>What steps must be taken to accomplish the goal?</td>
</tr>
<tr>
<td>What resources (human/financial) do we need?</td>
<td>What resources (human/financial) do we need?</td>
</tr>
<tr>
<td><strong>R</strong> Relevant/Realistic</td>
<td><strong>R</strong> Relevant/Realistic</td>
</tr>
<tr>
<td>Why do we need this?</td>
<td>Why do we need this?</td>
</tr>
<tr>
<td>Is this the right time?</td>
<td>Is this the right time?</td>
</tr>
<tr>
<td>Is this goal in-line with our mission?</td>
<td>Is this goal in-line with our mission?</td>
</tr>
<tr>
<td><strong>T</strong> Time Bound</td>
<td><strong>T</strong> Time Bound</td>
</tr>
<tr>
<td>When should the goal be completed?</td>
<td>When should the goal be completed?</td>
</tr>
<tr>
<td>What are the benchmarks for completing this?</td>
<td>What are the benchmarks for completing this?</td>
</tr>
</tbody>
</table>
**STEP 3: CREATE SMART GOALS**  
*Directions:* Review all of the information you collected to turn your ideas into SMART Goals in Step 2. Create a 1-3 sentence SMART Goal statement.

**Smart Goal #1:**

**Smart Goal #2:**

Examples:
- I will learn how to use SPSS for data entry by September 19th, and be able to demonstrate this by entering sample survey data.
- I will enhance my knowledge of the ILC by attending at least one i-program this semester.

**STEP 4: GET FEEDBACK ON YOUR GOALS**  
*Directions:* Ask 1-3 people to review your goal including your supervisor.

**STEP 5: SUBMIT FINAL GOALS: DEADLINE: SEPT 14th at 5pm**  
*Directions:* Go to: [http://go.illinois.edu/ILCgoals](http://go.illinois.edu/ILCgoals) and submit your final goals.
MID SEMESTER PERFORMANCE CHECK IN

[Supervisor Note: Below are a variety of questions/prompts that can be asked for a mid-semester performance check in. Identify 3-8 questions that you want to discuss, and give to students in advance, so they have an opportunity to self-reflect. During individual meetings, make sure to address both positive work habits of the employee and areas that require improvement. Ensure all check-ins are completed no later than Friday, November 16th.]

Overall
- What are you most proud of in your job thus far?
- What concerns do you have about the job going forward?
- How are you managing this position with your other responsibilities?
- How are you progressing on the goals we set at the beginning of the year?

Job Knowledge
- Describe how you balance efficiency and quality in your work?
- Do you feel you have a good understanding about the process/procedures of the office and our team?
- What policies/task in your position are you most confident about executing? What areas do you want additional knowledge/training?
- How can I help you be more successful in executing the duties of your job?
- Upon reviewing the ILC employment manual, is there anything policy/procedure you need more clarification.

Responsible Independence/Motivation
- On a scale of 1-10, with 10 being high, how well do you feel you are managing your time in this position?
- What have been your strengths in managing complex tasks? How could you improve?
- Have you enjoyed working at the ILC? Why or Why not?

Teamwork
- Has our team upheld the guidelines we created at the beginning of the year? What have we done well, what should we re-focus on?
- What have you learned about working on a team?

Communication/Customer Service
- Describe your communication style.
- Describe a time when you effectively managed communication with a customer. Describe a time when you struggled or did not know an answer to a question.
- Reflect upon your customer service skills. Of the following components, identify one area that is your strength and explain and one area that you could improve: Answering questions, approachability, timely response via email, listening to customers, solving problems

Feel free to add additional team specific questions
IOWA GROW®: GUIDED REFLECTION ON WORK

1. After Thanksgiving Break send the following link to employees: http://go.illinois.edu/ILCGROW. Inform them that they need to complete it individually (by a date you set).

2. Schedule a meeting the team to discuss them. The discussion is designed to help them make meaningful connections between what you are learning in and out of the classroom. Inform students that this is not part of the performance review process and their answers will not impact their employment.

3. Conduct the interview and review each questions below. Take notes during the conversation and note any key points or quotes.

4. Thank the student for their participation, and turn in the responses to Layla by Friday, December 14.

Name: ___________________________  Team: ________________

• How is this job fitting in with your academics?

• What are you learning here that's helping you in school?

• What are you learning in class that you can apply here at work?

• Can you give a couple of examples of what you are learning here at work that you will use in your chosen profession?
First, the student employee should complete this form as a self-assessment and turn it into their supervisor(s) by March 25th. Employees must address each area and provide comments. Next, the supervisor(s) will review the self-evaluation and complete their own review. Supervisors should evaluate the employee objectively. Supervisors will then set up an in-person meeting to review the results, discuss any differences, and set goals. All evaluations should be completed by April 5th.

Ratings
5 – Outstanding: performance exceeds expected standards
4 – Excellent: performance always meets expected standards
3 – Average: performance usually meets expected standards
2 – Below Average: improvement needed to meet standards
1 – Poor: substantial improvements needed to meet standards

Employee Name: ______________________ Position: ___________________________
Evaluator: ____________________________ Position: ___________________________

1. **JOB KNOWLEDGE**
   Understanding of all team operations, responsibilities and policies
   COMMENTS:

2. **ATTITUDE/INITIATIVE**
   Supports the ILC and positively represents the center throughout campus, shows enthusiasm for job, strives to attain team goals, independent action, suggests new ideas, enthusiasm in accepting and completing responsibilities
   COMMENTS:

3. **QUANTITY/QUALITY OF WORK**
   Carefulness, neatness, and accuracy, ability to work independently, cleanliness of area, quality of work on projects and weekly assignments
   COMMENTS:
4. **PROFESSIONALISM**
   Adheres to the ILC dress code, consistently and appropriately updates supervisors of progress, ability to apply common sense and sound decision-making to situations based on policies and procedures, ability to balance professionalism in a fun/energetic work environment
   COMMENTS:

5. **TIME MANAGEMENT/RELIABILITY:**
   Full attendance, punctuality, performs job duties on time, accomplishing goals set by supervisors, turns in time sheet by deadline
   COMMENTS:

6. **COMMUNICATION**
   Listens effectively, informs supervisor of concerns, written and oral communication in job duties, active listening in group meetings, effectively digital communication skills
   COMMENTS:

7. **APPRECIATION OF DIVERSITY**
   Articulates interests in learning about identities and characteristics outside of their own experiences. Seeks opportunities to interact with customers/colleagues from different backgrounds/experiences.
   COMMENTS:

8. **TEAMWORK/COLLABORATION**
   Works effectively with other team members, shares work equally, “pulls their weight” on group assignments.
   COMMENTS:

9. **CUSTOMER SERVICE:**
   Friendly and cooperative with supervisors, staff and patrons
   COMMENTS:
10. LEADERSHIP DEVELOPMENT:

Demonstrates improvement in personal leadership development, is reflective about connecting the work experience to leadership growth, academic pursuits, and career readiness. Shows measured improvement on leadership development goals set at the beginning of the year.

COMMENTS:

11. GOAL PROGRESS

GOAL 1:
_______________________________________________________________________

UPDATE/COMMENTS: (How have you progressed on this goal? Has this goal been achieved? Do you need to revise this goal)

GOAL 2:
_______________________________________________________________________

UPDATE/COMMENTS: (How have you progressed on this goal? Has this goal been achieved? Do you need to revise this goal)

OVERALL COMMENTS:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

EMPLOYEE SIGNATURE: _____________________________  ___/___/___

SUPERVISOR SIGNATURE: ____________________________  ___/___/___

[Supervisors please staple the original self-evaluation to your completed and signed evaluation, offer the employee a copy, and place original in employees file]
# EFFECTIVE ONE-ON-ONES

## The Basics of Effective One-on-Ones (03s)

| What are the BASICS? | • Regularly Scheduled  
|                     | • Rarely Missed  
|                     | • Primary Focus on The Team Member  
|                     | • Notes & Follow Up Critical  |

## WHEN Do We Do One-on-Ones?

| Good Managers Rarely Miss Them | • For Most, Weekly With Each Team Member  
|                                | • For Some, Bi-Weekly With Each Team Member  |

## WHERE Do We Conduct One-on-Ones?

- The Key is NOT IN PUBLIC – It does NOT have to be “in private”
- If you have an office, in your office with the door closed
- If you have a cubicle, at your desk, with sensitivity – it really does work

## WHAT Do We Do and HOW Do We Do It?

| How Long? 30 Minutes | 10 Mins For Them  
|                      | 10 Mins For You  
|                      | 10 Mins For Development  |

## How Do I PREPARE?

**Ask Yourself These Simple Questions:**

- **What do my follow up notes say I need to check on?** Am I committed to following up? What notes should I make now? How might I ask that question? Am I really committed to following up?

- **What do I need to be sure to communicate?** What behavior of his/hers am I focusing on? What projects or work am I involved in? What organizational issues/news/efforts can I share? What meetings have I just attended – what did I learn? What are the common items I need to get out to everyone – about schedules or projects or workload or our team?

- **What positive feedback can I give?**

- **What adjusting feedback am I going to give?**

- **Is there something I can delegate?** What project, task or work would be helpful to their development?

## What Are Some Effective Questions I Can Ask?

| Tell me about what you’ve been working on.  
| Tell me about your week – what’s it been like?  
| Tell me about your family/weekend/ activities?  
| Tell me about anything you stumbled over.  
| Would you update me on Project X?  
| Are you on track to meet the deadline?  
| What questions do you have about the project?  
| What areas are ahead of schedule?  
| What areas of your work are you confident about?  
| What worries you?  
| What suggestions do you have?  | What questions do you have about this project?  
| Where do you think I can be most helpful?  
| How are you going to approach this?  
| What are your thoughts on my changes?  
| What do you think about it?  
| So, you’re going to do “X” by Tuesday, right?  
| How do you think we can do this better?  
| What are your future goals in this area?  
| What are your plans to get there?  
| What can you/we do differently next time?  
| Tell me about what you’ve learned on this project.
# One-on-One Tracking Form

<table>
<thead>
<tr>
<th>Team Member:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Personal: (Spouse, Children, Pets, Hobbies, Friends, History, etc.)</td>
<td></td>
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<tr>
<td>Team Member Update: (Notes you take from their “10 minutes”)</td>
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| Manager Update: (Notes you MAKE to prepare for YOUR “10 minutes”) | |
| | |
| | |
| | |
| | |

| Future/Follow Up: (Where are they headed? AND, Items that you will review at the next O1) | |
| | |
| | |
| | |

- Tell me about what you’ve been working on.
- Tell me about your week – what’s it been like?
- Tell me about your family/weekend/activities?
- Where are you on ( ) project?
- Are you on track to meet the deadline?
- What questions do you have about the project?
- What areas are ahead of schedule?
- Where are you on budget?
- What did ( ) say about this?

- Is there anything I need to do, and if so by when?
- How are you going to approach this?
- What do you think you should do?
- So, you’re going to do “X” by Tuesday, right?
- How do you think we can do this better?
- What are your future goals in this area?
- What are your plans to get there?
- What can you/we do differently next time?
- Any ideas/suggestions/improvements?
# ILC Student Employee Project Work Plan Template

**Employee/Team Name:**

**Semester/Date:**

**Project Title:**

**Project Goal(s):**

<table>
<thead>
<tr>
<th>Task/Activity/Deliverable</th>
<th>Start Date</th>
<th>Expected End Date</th>
<th>Ongoing or One-Time?</th>
<th>Resources Needed</th>
<th>Progress Report: (To whom, and frequency)</th>
<th>Hours Anticipated</th>
<th>Actual Hours to Complete (Approx.)</th>
<th>Actual End Date</th>
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</table>

Adapted from IUPUI Office of Student Employment
## ILC Student Employee Learning Outcomes

### Communication
- Give oral presentations to peers and ILC stakeholders. | BAM | I-Prog | Cert | Ed. | ART
- X | X | X | X | X
- Create and edit written reports. | | X | | | X
- Utilize their preferred listening/communication style, and be able to adapt their communication to difference audiences in both oral and written communication. | X | X | X | X
- Demonstrate professional digital communication skills (i.e. digital identity, clear, professional e-mail communication) | X | X | X | X
- Articulate the concepts of the Illinois Philosophy & Model of Leadership | X | X | X | X

### Appreciate Diversity
- Gain a greater understanding of their social identity and how that influences and shapes decision making | X | X | X | X | X
- Possess the skills, knowledge, and attitude necessary to create authentic relationships with those from different cultures, identities, and across difference | X | X | X | X | X

### Teamwork/Collaboration
- Work in teams to accomplish tasks and solve problems. | X | X | X | X | X
- Co-create and generate ideas | X | X | X | X | X
- Work collaboratively to create and plan programs and initiatives | X | X | X | X
- As a team, prioritize tasks and delegate responsibility | X | X | X | X | X
- Manage conflict successfully | X | X | X | X | X

### Responsible Independence
- Demonstrate autonomy and agency by taking initiative, utilizing professional judgement to make decisions, and asking for assistance when necessary. | X | X | X | X | X
- Manage complex tasks | | X | X | X | X
- Demonstrate integrity and ethical behavior | X | X | X | X | X
- Employ time management skills to prioritize tasks, adhere to deadlines, and manage personal schedules | X | X | X | X | X

### Leadership Development
- Develop a personal definition of leadership | X | X | X | X | X

---

[ILLINOIS Leadership Center](#)
<table>
<thead>
<tr>
<th>Competency</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify two ILC competencies and develop a personal development plan</td>
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<tr>
<td>Create and deliver a presentation connecting work experience to ILC</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Articulate the concepts of the Illinois Philosophy &amp; Model of Leadership</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

**Customer Service**

<table>
<thead>
<tr>
<th>Competency</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possess knowledge of policies and procedures to solve problems</td>
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<tr>
<td>Manage in-person, phone, and e-mail communication</td>
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<td></td>
</tr>
<tr>
<td>Demonstrate professionalism</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

**Career Development/Career Readiness:**

<table>
<thead>
<tr>
<th>Competency</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify personal goals which align with future careers</td>
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<tr>
<td>Engage in reflective activities which connect work to career, and be able</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>to communicate the connection to future employers</td>
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<tr>
<td>Network with peers, customers, faculty, staff, alumni, and community</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>members</td>
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<tr>
<td>Identify two areas necessary for professional growth and create a plan</td>
<td>X</td>
<td>X</td>
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<td>of action</td>
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<tr>
<td>Understand how to self-advocate for opportunities in the workplace or</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>advanced study</td>
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