



Illinois Leadership[®] Center

ILC Student Employment Supervisor Kit

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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 (e.g., digital identity, clear, professional e-mail communication)
- Respond to phone calls and email communication

Appreciation of 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
- Work collaboratively to co-create and plan programs and initiatives
- Prioritize tasks and delegate responsibilities as a team
- 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
- Possess knowledge of ILC and university policies and procedures to solve problems
- 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

Technical Knowledge & Skills

- Utilize current technologies and adapt to new technologies used by the ILC
- Connect concepts, strategies, or technical skills learned within the classroom at work

Career Development/Readiness

- Demonstrate professional conduct on the job
- 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 for employment or advanced education

TIPS FOR SUPERVISING UNDERGRADUATE STUDENTS

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

- ❑ **Set clear expectations**
 - Discuss job expectations, learning outcomes, and professional boundaries. Discuss best methods for communication and review disciplinary protocols.

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

- ❑ **Trust and empower students**
 - 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**
 - At the ILC, we will have a mid-semester performance review and an end of year performance evaluation.

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

- ❑ **Allow for student input**
 - Ask your students for their input and feedback on projects, processes, and events.

- ❑ **Understand the difference between supervising and advising**

STUDENT EMPLOYEE SUPERVISOR CHECKLIST

July

- Thursday, July 18: Compass modules for online training go live for all student employees

August

- Thursday, August 15: Deadline for all student employees to complete all Compass modules for online training
- Monday-Tuesday, August 19-20: Graduate Student Employee Training
- Thursday-Friday, August 22-23: All Student Employee Training & Beginning of Year Gathering
- Monday-Friday, August 26-30: Complete Team Expectations & Goal Setting exercises in team meetings

September

- Monday-Friday, September 3-6: Review results of Compass modules in team meetings
- Friday, September 13: Deadline for student employees to submit SMART Goals to <https://go.illinois.edu/ILCSMARTgoals>
- Friday, September 13: All Staff Leadership Lesson, 12:00-1:00 PM, Illini Union 209

October

- Friday, October 11: All Staff Leadership Lesson, 12:00-1:00 PM, Illini Union 405
- Monday, October 14: Inform students about mid-semester performance review, begin scheduling 1:1 meetings, & provide students performance review questions & link to Iowa GROW questions <https://go.illinois.edu/iowaGROW>
- Monday-Friday, October 21-25: Graduate Student Appreciation Week
- Thursday, October 31: Deadline for supervisors to complete mid-semester performance reviews with student employees & students to submit Iowa GROW responses
- Thursday, October 31: ILC Halloween Potluck

November

- Monday-Friday, November 4-8: Discuss Iowa GROW responses in team meetings
- Friday, November 8: All Staff Leadership Lesson, 12:00-1:00 PM, Illini Union 407

December

- Friday, December 6: All Staff Leadership Lesson, 12:00-1:00 PM, Illini Union 407
- Thursday, December 12: ILC Holiday Party

January

- Wednesday, January 22: ILC Winter Warm-Up, 5:00-7:00 PM, Illini Union 210
- Monday-Friday, January 27-31: Revisit team expectations & goals set at the beginning of the semester

February

- Friday, February 7: All Staff Leadership Lesson, 12:00-1:00 PM, Illini Union 406
- Thursday, February 14: ILC Valentine's Day Potluck

March

- Friday, March 6: All Staff Leadership Lesson, 12:00-1:00 PM, Illini Union 406
- Friday, March 13: Inform students about end of year performance evaluations, begin scheduling 1:1 meetings, & provide students self-assessment form & link to Iowa GROW questions <https://go.illinois.edu/iowaGROW>
- Monday, March 16: Coach your work team to create a presentation that connects ILC experience to competencies & career
- Monday, March 23: Deadline for students to complete self-assessment form & submit Iowa GROW responses

April

- Friday, April 3: Deadline to discuss Iowa GROW responses in team meetings
- Friday, April 10: Deadline for supervisors to complete performance evaluation meetings with student employees
- Monday-Friday, April 13-17: National Student Employment Week
- Friday, April 17: All Staff Leadership Lesson (Career Connections Presentations, 2 Hours), 11:00-1:00 PM, ILC Conference Room

May

- Thursday, May 7: End of the Year Gathering

TEAM EXPECTATIONS

Facilitator Instructions: Introduce the activity by explaining the importance of developing clear expectations. Lead a short discussion on why it is important to set expectations as a team. Share the following expectations of all ILC staff (1) All employees attend staff trainings, (2) All employees attend monthly Leadership Lessons unless there is a class conflict, (3) All employees attend team meetings, (4) All employees know and abide by guidelines and policies outlined in the Student Employee Manual. As a supervisor, discuss any specific expectations you have of your team upfront (e.g. all supplies will be put away at least two business days after a program).

Next, provide each student a copy of the following worksheet and provide them time to engage in individual reflections. 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 as specific as possible. For example, if someone says they need effective communication, unpack it – what does effective communication look like for you and for the team? Have the group sign the contract and display it on the wall for the remainder of the meeting.

Name: _____

Work Team: _____

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

GOAL-SETTING

Name: _____

Work Team: _____

STEP 1: BRAINSTORMING

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! Write all of your ideas down as they come to mind – do not worry about writing in complete sentences.

Consider the following questions during your brainstorm:

- What do you want to learn from your experience at the ILC?
- What skills should you be able to demonstrate at the end of the year?
- In what ways do you want to grow through your position at the ILC?
- What unique contributions might you make to the ILC?
- What experiences or skills might help you with your career goals?

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 the columns below. Next respond to the sequence of questions for each of your two ideas.

		<i>IDEA 1:</i>	<i>IDEA 2:</i>
S	<i>Specific</i>	What do we want to accomplish? Why is this goal important?	
M	<i>Measurable</i>	How can we measure progress? How will we know when we succeed?	
A	<i>Achievable</i>	How can we accomplish this goal? What do we need to accomplish it?	
R	<i>Relevant/ Realistic</i>	How is this goal worthwhile? Is this the right time? Does this goal align with our mission?	
T	<i>Time Bound</i>	By when should this goal be completed? What are the benchmarks for completing this goal?	

STEP 3: DRAFTING SMART GOALS

Directions: Review all of the information you wrote down in Step 2 to turn your two ideas into SMART Goal statements. Draft a 1-3 sentence SMART Goal statement for each of your two ideas.

SMART Goal #1:

SMART Goal #2:

Examples:

- I will learn how to use SPSS for data entry by September 19, 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: GETTING FEEDBACK ON YOUR GOALS

Directions: Ask 2-3 people to review your goals – this includes your supervisor and 1-2 other people.

STEP 5: SUBMITTING YOUR FINAL GOALS

Directions: Go to <http://go.illinois.edu/ILCSMARTgoals> and submit your final goals.

MID-SEMESTER PERFORMANCE REVIEW

*[Note: Below are varieties of prompts/questions that can be asked during a mid-semester performance review. Identify 3-5 questions that you want to discuss, and give to students in advance, so they have an opportunity to self-reflect. The questions listed under "Future Plans" MUST be asked of every student employee. During review meetings, make sure to address both positive work habits of the employee and areas that need improvement. Ensure all performance reviews are completed no later than **Thursday, October 31**].*

Overall

- What are you most proud of regarding your work at the ILC?
- How are you progressing on the goals we set at the beginning of the year?
- How are you managing the requirements of this position with your other responsibilities?
- What concerns do you have about the position moving forward?

Job Knowledge

- Do you feel you have a thorough understanding about the policies and procedures of the office and our team?
- Is there any policy or procedure for which you need clarification?
- Which responsibilities and/or tasks are you most confident in executing? For which areas do you need or want additional education or training?
- How can I help you be more successful in meeting the expectations and requirements of your position?
- Describe how you balance efficiency and quality in your work.

Responsible Independence

- Provide an example of a time you took initiative in managing a task or solving a problem.
- Describe a time you demonstrated integrity in making a decision in your position.
- On a scale of 1-10, 10 being extremely well, how do you feel you are managing your time in this position?

Teamwork/Collaboration

- What have you learned about working on a team?
- Has our team upheld the expectations we set at the beginning of the year?
- What have we done well and what should we work on improving moving forward?

Communication

- Describe your communication style.
- What communication methods have worked best for you so far?
- Describe a time when you effectively managed communication with a team member.
- Describe a time when you struggled with communication with a team member.

Future Plans (MANDATORY)

- Thoughts about returning next year?
- Thoughts about switching work teams?
- Thoughts about applying to be a Graf Intern?

Feel free to add team-specific prompts or questions as well.

IOWA GROW®: GUIDED REFLECTION ON WORK

[Note: All four questions below should be asked of every student employee during the mid-semester performance review and end of year performance evaluation. Students will answer the questions below individually using an [online form](#) and you will discuss their responses with them in team meetings. Inform the students that their responses will not impact the status of their employment. Make sure to take notes as you address each question with your team. Submit any notes to Clair before the end of each semester].

Name: _____

Work 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?

END OF YEAR PERFORMANCE EVALUATION

First, student employees should complete this form as a self-assessment and turn it into their supervisor(s) by **March 23, 2020**. Employees must address each area and provide comments. Next, the supervisor(s) will review the self-evaluation and complete their own form. Supervisors should evaluate the employee objectively. Supervisors will then schedule an in-person meeting to review the results, discuss any differences, and set goals for the following year. All performance evaluation meetings should be completed by **April 10, 2020**.

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: _____

EFFECTIVE ONE-ON-ONES

The Basics of Effective One-on-Ones (O3s)	
What are the BASICS?	<ul style="list-style-type: none"> Regularly Scheduled Rarely Missed <i>Primary Focus on The Team Member</i> Notes & Follow Up <i>Critical</i>
WHEN Do We Do One-on-Ones?	
Good Managers <i>Rarely</i> Miss Them	<ul style="list-style-type: none"> For Most, Weekly With Each Team Member For Some, Bi-Weekly With Each Team Member
WHERE Do We Conduct One-on-Ones?	
<ul style="list-style-type: none"> 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	<div style="display: flex; justify-content: space-between;"> <div style="width: 80%;"> <ul style="list-style-type: none"> 10 Mins For Them 10 Mins For You 10 Mins For Development </div> <div style="width: 15%; text-align: center;">  </div> </div>
How Do I PREPARE?	
Ask Yourself These Simple Questions:	
<ul style="list-style-type: none"> 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?	
<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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	
Team Member:	Date:
Personal: (Spouse, Children, Pets, Hobbies, Friends, History, etc.)	
Team Member Update: (Notes you take from their "10 minutes")	

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 O ³)

- | | |
|--|--|
| • Tell me about what you've been working on. | • Is there anything I need to do, and if so by when? |
| • Tell me about your week - what's it been like? | • How are you going to approach this? |
| • Tell me about your family/weekend/ activities? | • What do you think you should do? |
| • Where are you on () project? | • So, you're going to do "X" by Tuesday, right? |
| • Are you on track to meet the deadline? | • How do you think we can do this better? |
| • What questions do you have about the project? | • What are your future goals in this area? |
| • What areas are ahead of schedule? | • What are your plans to get there? |
| • Where are you on budget? | • What can you/we do differently next time? |
| • What did () say about this? | • Any ideas/suggestions/improvements? |

STUDENT EMPLOYEE PROJECT WORK PLAN TEMPLATE

Employee/Team Name:						Semester/Date:		
Project Title:								
Project Goal(s):								
Task/Activity/Deliverable	Start Date	Expected End Date	Ongoing or One-Time?	Resources Needed	Progress Report: <i>(To whom, and frequency)</i>	Hours Anticipated	Actual Hours to Complete <i>(Approx.)</i>	Actual End Date

Adapted from IUPUI Office of Student Employment

STUDENT EMPLOYEE LEARNING OUTCOMES BY TEAM

	BAM	I-Prog	Cert	Ed.	ART
Communication					
Give oral presentations to peers and ILC stakeholders.	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	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
Identify two ILC competencies and develop a personal development plan	X	X	X	X	X

Create and deliver a presentation connecting work experience to Illinois Leadership competencies	X	X	X	X	X
Articulate the concepts of the Illinois Philosophy & Model of Leadership	X	X	X	X	X
Customer Service					
Possess knowledge of policies and procedures to solve problems		X	X		
Manage in-person, phone, and e-mail communication		X	X		
Demonstrate professionalism	X	X	X	X	X
Career Development/Career Readiness:					
Identify personal goals which align with future careers	X	X	X	X	X
Engage in reflective activities which connect work to career, and be able to communicate the connection to future employers	X	X	X	X	X
Network with peers, customers, faculty, staff, alumni, and community members	X	X	X	X	X
Identify two areas necessary for professional growth and create a plan of action.	X	X	X	X	X
Understand how to self-advocate for opportunities in the workplace or advanced study.	X	X	X	X	X