



Fostering Student Worker Success



March 9th, 2023

Mina House (she/her) and Sara Sheibani (she/her)



Introductions



Mina House (she/her)
Peer Advising
Coordinator



Sara Sheibani (she/her)
International Student
Advisor



Agenda & Learning Outcomes

- Personal & Group Reflection
- Management Styles and Benchmarking Tools
- Student Development Theories & Perspectives
- Application Activity: Student Scenarios

1. Upon completion participants will be able to recognize the value of student supervisee growth and development in every workspace.
2. Participants will be able to learn how to best utilize the time they have to create and implement evaluation plans and check-ins with supervisees.
3. Participants will learn about the importance of understanding multicultural lenses to better foster the supervisor-supervisee relationship.
4. Participants will learn strategic approaches supervisors can take when approaching different levels of participation and involvement with supervisees.



Management Styles and Benchmarking

—



Let's do an Activity!

- Let's do an activity together! (~5 – 8 min)
 - Getting to Know the Manager and Office Needs of Your Department Handout
- Please introduce yourselves at your table!
- Something you can focus on as you are doing this activity is thinking about the resources available to you:
 - Think about availability
 - Think about your training materials
 - Think about the obstacles
 - When you do this work think about your team as a whole and how your student, or student team, fits within it



Management Styles and Benchmarking

- Let's talk about our own Management/Supervisory Styles!
 - Think about the areas/styles which are working really well and which are not working well
 - Have you adapted these styles based on the student?
 - What is something you do within your supervisory or supporting roles that set the student up for success?
 - How do we set a student up for success?

Creating a Supportive On-Boarding Process



Students thrive on positions which have clear initiatives and training plans to on-board.

By taking time to write out a thorough training plan, you will notice the student will feel better prepared to start their position. It also allows you to have time to connect with the student and get a feel on their character/skills.

Creating a Supportive Student Experience



- How to create a supportive 1:1 and check-in process with your students
 - Build in a set agenda, but allow there to be time for the student to share whatever they would like
 - Have consistent frequency in meetings to make sure you are consistently meeting with your students.
 - This might differ for students so be flexible if possible!
 - Try your best to make this time dedicated to your student!



Creating a Supportive Student Experience

- What to discuss during your dedicated time together?
 - If you are ever unsure about what to talk about your dedicated time with a student start out by making it informal!
 - Check-in with them, or recap on something they mentioned to you previously or in passing
 - When thinking about your agenda reflect back on goals for the student or goals for the office.
 - Earlier we did a hand out which recognizes the supervisor's needs and goals for their team. Think about how work goals could be established from this activity



Creating a Supportive Student Experience



- We have noticed that student employees tend to thrive in environments where they feel they belong
- Holding students accountable is very important when establishing goals and directives for your office!
 - During your 1 on 1s, it might be a good time to review goals for a student.
- Establish times when you can do evaluations and performance check-ins with your students.
 - Typically these can be done for each term the student has been employed.



What is the Student Perspective?

—
Understanding where students are at and the impact of student employment



Checking-in: Student's Experience

- Student Development Theories
 - Psychological
 - **Sociological**
- Representation of Society
 - How do I belong?
 - What value do I bring?
- Multiple Dimensions and Identities
- Cultural Capital
 - Sense of belonging
 - Interest and investment
 - Yasso
 - Bourdieu



How does Student Work Impact Students?

- Employment is a two way street
 - What sentiments or expectations you have for your employee
 - Butt in a seat, or temporary
 - Setting expectations and future opportunities
- Personal Experiences
 - Sometimes it is just a job
 - Students still learn transferable skills
 - What leads to initiative and motivation
 - Professional development
- Strength Based Supervision





Combining Management and Student Perspective Together

—
How can you apply what we've discussed
to your workplace?



Scenario Practice

- Pick **one** of the scenarios, and have a conversation in your group about how you would support this student
 - If you have extra time, have a conversation about another scenario!
 - We will share out some ideas in a larger group!
-



Connect with Us!



Mina House (she/her)
Peer Advising Coordinator
Mihouse@wisc.edu



Sara Sheibani (she/her)
International Student Advisor
Sheibani@wisc.edu