

### Fostering Student Worker Success

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#### Introductions



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### **Agenda & Learning Outcomes**

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

- Upon completion participants will be able to recognize the value of student supervisee growth and development in every workspace.
- 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 theses 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?







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!





- 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









- 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

 Multiple Dimensions and Identities

- Representation of Society
  - •How do I belong?
  - •What value do I bring?

- Cultural Capital
  - Sense of belonging
  - Interest and investment
  - Yasso
  - •Bourdieu



- 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**

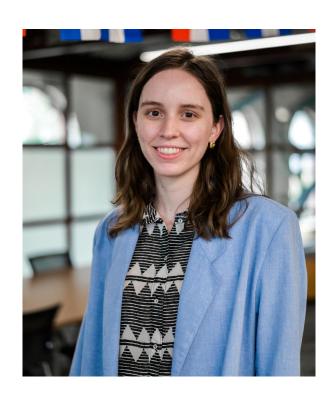
- Pick one of the scenarios, and have a conversation in your group about how you would support this student
  - •If you have extra time, have a conversation about another scenario!
- We will share out some ideas in a larger group!



#### **Connect with Us!**



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