

GROW[®] at ST OLAF OUTCOMES

WHAT IS THIS? This document outlines the nine expected outcomes of student employment at St. Olaf

How does GROW[®] connect to the outcomes of student employment?

1. Writing Skills
2. Verbal Communication Skills
3. Diversity
4. Independence
5. Conflict Negotiation
6. Problem Solving
7. Preparation for Real-World Employment
8. Learn about Career Options
9. See Connections Between Work & Academics

How can you use the nine outcomes?

The nine outcomes of student employment listed above can be used in your conversations with students. You can use the outcomes to help prompt students when they are thinking about what they've learned in their job and how it connects to what they've learned in the classroom and vice versa. These outcomes can help facilitate conversations and get to the specifics.

For Example:

Instead of...	Try...
"What are you learning here that's helping you outside of school?"	"What have you learned about time management while working here that you have used outside of work?"
	"You mentioned that you are taking a communications course. What have you learned about verbal communications during your student employment?"
	"What have you learned about working with a diverse group of people that you could use in your future career?"

SUPERVISOR REFLECTION CONNECTING WORK & ACADEMICS

What should students know and be able to do after working in your office? (Tasks, skills, competencies)

When you think about the students you supervise, answer this question...

“By May, I hope the students I supervise are able to....”

(do more, do better, know more, know better)

Thinking about student employment conversations and the other considerations shared, discuss this prompt... **“For me, what might work would be to....”**

Would you consider your student employment opportunity a high-impact activity?

If yes, what components make it high-impact?

If no, what changes could be made to make it a high-impact activity?

What additional questions could you ask your student employees to help them connect their work experience as a high-impact learning activity?

- o How is this job fitting in with your academics?
- o What are you learning here at work that is helping you in school?
- o What are you learning in class that you can apply here at work?
- o Can you give me a couple examples of things you are learning here at work that you will use in your chosen profession?
- o
- o
- o

I would like to try the following to enhance my students' learning experience in their work environment:

- o Hold meetings (individual or group) with student employees to foster conversations about the connections they are making with their academics and work.
- o Incorporate language of student learning into job announcements and position descriptions.
- o Create and use interview questions that encourage students to make connections between the world of work and academics.
- o Add discussions of learning outcomes to Orientation/Training checklists. o Utilize goal setting.
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For questions or for more information, contact the Human Resources Student Employment Specialist at 507- 786-3480

GROW® at ST OLAF QUICKSTART GUIDE

Most supervisors regularly chat with their student employees. But, we realize not every supervisor feels comfortable having GROW® conversations that focus on what students are learning on the job and in class. This QuickStart guide is meant to help supervisors who:

1. Desire more structure for the GROW® conversation
2. Don't feel comfortable yet with the four main GROW® questions
3. Work in a high production unit such as dining services, where making time for the conversations may be more difficult

Students learn a lot from working on campus. They learn to do things like cook, clean, and provide customer service. But they also learn how to manage time, how to work as a part of a team, and how to handle disagreements or unhappy customers. We call these transferable skills because they transfer from one place (work) to other places (classes, student organizations).

GROW® at St. Olaf helps students get important practice in talking about what they are learning in their campus job. We want them to think about transferable skills and how those might help them in other parts of their lives.

Your role as a supervisor for the GROW® conversation is actually pretty simple – you get to listen and support what your students are learning, and if you have ideas of what you think they are getting out of work that they don't think of, throw those into the conversation.

Student employees spend a lot of time in the workplace. Your role as a student supervisor means you are one of the caring adults that your students see nearly every day, and you serve as a great support for them. GROW® conversations are just another way for you to show that support.

As a start, try choosing one of these three skills to focus on for your conversation:

1. Time management
2. Working as a part of a team
3. Handling conflict or unhappy customers

Steps for Conversation Two:

- 1.** Determine whether a small group meeting or individual meetings work best for your student employees.
- 2.** Send your student employees an email or memo a week before your meeting with the following information.
 - a.** Refer to the previous meeting and inform students that the questions are the same questions as in the last meeting.
 - b.** The list of questions you'll be discussing.
 - c.** Instructions to think about what they have learned this semester, particularly anything new they have learned since you last met.
 - d.** Note that the student may repeat some of the same things you discussed in the earlier conversation. This is fine.
- 3.** If your student employees are having a hard time answering these questions, feel free to share your ideas or observations on what they are learning.
- 4.** You may find it useful to take notes during the conversation to refer to in the next conversation.
- 5.** Remember we have provided you a list of resources in case a student employee indicates that they need extra help.

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NOTES TEMPLATE

WHAT IS THIS? Supervisors may find it useful to take notes during GROW at St. Olaf conversations. This document is a template for note taking.

Student's Name _____

Position Title _____

Date _____ Semester/Year _____

Semester Meeting One Two

Department _____

Supervisor _____

1. How is this job fitting in with your academics?
2. What are you learning here at work that is helping you in school?
3. What are you learning in class that you can apply here at work?
4. Can you give me a couple examples of things you are learning here at work that you will use in your chosen profession?

Supervisor Comments:

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FACILITATION TIPS

WHAT IS THIS? Supervisors have provided feedback for having GROW® conversations. Some tips for facilitating conversations are outlined in this document.

Utilizing facilitation skills can help your GROW® conversations flow better and be productive. Key facilitation skills are outlined below.

Open-ended questions: Asking questions in such a way that they can't be answered by yes, no, or a one-word answer. The GROW® questions are already phrased as open-ended, but make sure that any other questions you ask are open-ended as well.

Open-ended question: “What are you learning here that's helping you in school?”

Not an open-ended question: “Have you learned anything here that's helping you in school?”

Paraphrasing: Paraphrasing means summing up what the other person says, in your own words. It's a good way to show that you understood what the person is saying, and can also help you make connections to other points. In your GROW® conversations, paraphrasing can bring relevance back to the conversation or reiterate the connections students' have made about their learning.

Examples:

“So it sounds like you are learning time management skills here at work and you've used these skills to ensure you are getting your homework and other tasks complete every week.”

“Let's go over what we have talked about so far.”

Follow-up probes: Follow-up probes are questions you might add to help the student think more deeply. Probes are very helpful if the student doesn't seem to be able to think of an answer to one of the questions.

They can be very simple:

“What’s an example of that?”

“How so?”

“Tell me more.”

Or more specific:

“Tell me about a way you’ve improved your time management skills.”

“As a part of this position you are developing customer service skills. Tell me how you’ve improved your customer service skills.”

Partially adapted from

Coaching for Leaders: <http://coachingforleaders.com/facilitate-great-conversations/>

Keep in Mind:

Students and supervisors benefit from reflection before the conversation.

- Sending out the questions before the conversation gives students an opportunity to think about their answers before you meet, leading to deeper and more authentic reflection.
- Reflecting on what students are learning as a result of working for you can help you prompt students about their learning during the conversation.

You are the air traffic controller, not the pilot.

- It can often be difficult to give students the space to reflect on their learning. During these conversations you are providing direction for reflection, but the student is responsible for driving the conversation. Your job isn’t to provide the correct answer, but give students the space to reflect and make connections.

Make peace with silence.

- Give students the opportunity to reflect. Don't immediately ask and answer the question.
- It's not unusual for someone to need 15-30 seconds to think of an answer to a question.

Make sure to wrap up the conversation.

- Remind students why you had the GROW® conversation and that you will continue to talk about learning in the workplace. Frequent reminders create an environment where learning is a key aspect of the student employment experience.

Partially adapted from

Coaching for Leaders: <http://coachingforleaders.com/facilitate-great-conversations/>

ADDITIONAL GROW® at ST OLAF QUESTIONS

WHAT IS THIS? We have created additional questions supervisors can use to deepen subsequent GROW® conversations.

Based on GROW® feedback we have created additional questions that supervisors may use in subsequent conversations. These additional questions are for:

- student employees who are beyond their first year of employment in your department
- student employees with whom you have had more than two GROW® conversations
- student employees in their junior or senior(+) years

NOTE: The four core GROW® questions should be asked in **every** work-academic connection conversation. Any other questions that you may ask should be asked **in addition** to the four core questions. The four core questions are essential to GROW® and will be assessed at the end of the academic year.

- 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 me a couple of examples of things you've learned here that you think you'll use in your chosen profession?

Employment and Leadership Competencies: Outcomes of student employment and key leadership competencies are aligned. Questions below highlight key leadership competencies.

- What have you learned here [in this job] **about working with diverse populations [or any other employment outcome]** that you think might be helpful in your academic courses? (Student Leadership Competency: Valuing Other Perspectives)
- What have you learned from your studies and classes so far about working with diverse populations that you find helpful in this job?
- When have you used **conflict negotiation skills [or any other employment outcome]** at work and in class? (Student Leadership Competency: Conflict Negotiation)
- What have you learned about **communicating effectively** with your supervisor that also is effective with faculty? (Student Leadership Competency: Verbal Communication; Writing; Appropriate Interaction)
- What types of **problems have you solved** at work and how will you use that in your courses? [Note: supervisors may need to provide examples or prompts as this question is general] (Student Leadership Competency: Problem Solving)
- How has **working as a team member** here at work helped you with group projects in your classes? (Student Leadership Competency: Collaboration; Productive Relationships)

Learning about oneself from employment:

- Think of one of your Top 5 Strengths –how do you see this strength helping you at work? In classes? (Student Leadership Competency: Self-Understanding; Self-Development)
- When you think about your classes, what types of academic tasks do you enjoy most? How about here at work, what types of tasks do you enjoy most?
- How do you think your Strengths tie into the types of tasks you enjoy most? - How has working here helped you with group projects? (Student Leadership Competency: Group Development; Productive Relationships; Collaboration)
- What are your strengths and how have you used them at work and in class? - Are there aspects of this job that have helped you discover things you might want (or not want) in a career? (Student Leadership Competency: Self-Understanding)

Preparing for the world of full-time employment:

- What is one thing you've learned here about workplace culture and expectations that you think will help you in a full-time position? (Student Leadership Competency: Productive Relationships; Appropriate Interaction)

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Specialist at 507- 786-3480

EMAIL OR MEMO TEMPLATES

WHAT IS THIS? Before having an GROW conversation, supervisors should inform the student of the upcoming conversation through an email or memo

Email Template: Conversation #1

Hello,

I just wanted to send out a quick reminder about our meeting next week and give you a little more information about our conversation. Across the Division of Student Life, we participate in a program called GROW® that is designed to help you make meaningful connections between what you're learning in the classroom and what you're learning on the job. Making these connections contributes to your overall academic and social success. Below is the list of questions that we will discuss during our conversation. Please take a few moments to look over these questions and think about your answers prior to our meeting.

- 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 me a couple of examples of things you've learned here that you think you'll use in your chosen profession?

See you next week!

Sincerely,

Email Template: Conversation #2

Hello,

I just wanted to send out a quick reminder about our meeting next week. We will be discussing what you are learning in the workplace and how this connects to your academics. Below is the list of questions that I will be asking you during our conversation. You may notice that these questions are the same ones we talked about last time. For this meeting think about anything new you have learned or noticed since we met last time.

- 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 me a couple of examples of things you've learned here that you think you'll use in your chosen profession?

See you next week!

Sincerely,

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GROW® INSTRUCTIONS AT A GLANCE

WHAT IS THIS? This document outlines supervisor instructions for GROW® at St. Olaf

Steps for Conversation One:

1. Determine whether a small group meeting or individual meetings work best for your student employees.
2. Send your student employees an email or paper memo (whichever works best in your area) a week before your meeting with the following information (you may find it useful to use some of the language from the template email provided in your GROW® folder):
 - a. An explanation of why you are having these conversations
 - b. The list of questions you'll be discussing
 - c. Instructions to think about these questions and have answers prepared for the meeting
3. Approach these questions as if you are having a conversation. Feel free to ask the questions in any order and let the conversation flow naturally. You may find it useful to brainstorm with other supervisors or your Human Resources representative on the key things you expect students to learn from jobs in your area.
4. If your student employees are having a hard time answering these questions, feel free to share your ideas or observations on what they are learning on the job.
5. You may find it useful to take notes during the conversation to refer to in the next conversation.
6. Wrap up the conversations by reminding your student employees that you will be meeting again at the end of the semester for a similar conversation.
7. Remember we have provided you a list of campus resources (in your GROW® folder) in case a student employee indicates that they need extra help.

Then, ask these three questions:

1. What have you learned about [time management/working as a part of a team/handling conflict] through your job here?
2. How do you think what you have learned about [time management/working as a part of a team/handling conflict] can help you in your classes?
3. How do you think what you have learned about [time management/working as a part of a team/handling conflict] can help you once you get done with college and start working full-time?

After some practice, you will be more comfortable asking the general GROW® questions, and that's great! By having these conversations, you are showing your students that you care, and that you want them to learn. Thank you for all you do to support our students!

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St. Olaf Campus Resources

Counseling Center	Individual counseling, group counseling, nutritional counseling, workshops and seminars, referrals to other services. Counseling is completely confidential and there is no charge for full-time students.	Boe House, 1308 St. Olaf Avenue 507-786-3062
Center for Advising & Academic Support	Tutoring, Access & Disability Services, academic support and advising, time management and study skill information are all available to students through CAAS.	Tomson 153 507-786-3288
Dean of Students Office	The Deans meet with students to discuss personal and academic concerns. Dean of Students: Roz Eaton-Neeb First-year and Senior Dean: Tim Schroer Sophomore Dean: Justin Fleming Junior Dean: Joshua Lee	Tomson Hall, Suite 148 507-786-3615
Health Services	The place to go for medical attention and prescriptions	Tomson Hall, Suite 161 507-786-3063
Piper Center for Vocation and Career	The Piper Center can assist students with major and career exploration, identifying interests, internship and job opportunities, and other ways to gain experience.	Tomson Hall, Suite 270 507-786-3268
Registrar's Office	The place to go for registration/course questions, transcripts, drop/add slips, late withdrawal slips (and many other things!)	Tomson Hall, Suite 149 507-786-3015
Residence Life	The place to go with residence hall questions or concerns.	Tomson Hall, Office 148 507-786-3011
Student Support Services (SSS)	A TRiO program for St. Olaf students who qualify. SSS provides services like advising, employment referral, tutoring, financial aid advising, and leadership activities	Tomson Hall, Suite 282 507-786-8018
The Wellness Center	The Wellness Center is a resource to promote awareness and education on issues relating to healthy lifestyles. Students are encouraged to come in and talk with a Peer Educator on	Buntrock Commons, Office 112 507-786-2966

	issues such as responsible drinking, sexual health, nutrition, AIDS, and much more.	
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