SUPERVISOR REFLECTION

Connecting Work & Academics

Trine GROW®

**Fill this out or think about these questions before you hire your student.**

**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 might 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?**

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

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

* Hold meetings (individual or group) with student employees to foster conversations about the connections they are making with their academics and work.
* Incorporate language of student learning into job announcements and position descriptions.
* Create and use interview questions that encourage students to make connections between the world of work and academics.
* Add discussions of learning outcomes to orientation/ Training checklists.
* Utilize goal setting.

For questions or more information, please contact Career Services.

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