

Instructions at a Glance

What is this?

This document outlines the supervisor instructions for STAMP GROW.

Students can learn many skills by working on campus, like file management, telephone etiquette, and customer service skills. But they also learn how to manage their time, work as a part of a team, and handle conflict or unhappy customers, among other skills. We call these transferable skills because they transfer from one place (work) to other places (classes, student organizations, future careers). **STAMP GROW** helps students get important practice talking about what they are learning in their on-campus job. We want them to think about transferable skills and how these might help them in other parts of their lives.

Your role as a supervisor for the **STAMP GROW** conversation is simple: You get to listen, support what your students are learning, and provide resources for their development. 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; you likely serve as a great support for them whether you realize it or not. **STAMP GROW** conversations are just another way for you to show and grow that support.

Steps for the Mid-Semester Conversation (usually October and February):

1. Determine whether a small group meeting or individual meetings work best for your student employees.
2. At least one week before your meeting, send your student employees an email or paper memo with the following information (Note: You may use some of the language from the template email provided on the **STAMP GROW** website):
 - a. An explanation of why you are having these conversations;
 - b. The list of questions you'll be discussing; and
 - 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 about the key things you expect students to learn from jobs in your particular area and how to translate that into a conversation. You may also use the additional questions provided to follow up with students on their answers.
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. We suggest you to take notes during the conversation to refer to in future conversations.
6. Wrap up the mid-semester conversation mid-semester 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 a list of campus resources on the **STAMP GROW** website in case a student employee indicates they need extra help or you feel they can use it as part of their individual development plan.

Steps for the End of Semester Conversation (usually December and May):

1. Determine how you will schedule your individual meetings with your student employees. This meeting will be longer in length than your mid-semester meeting since you will also discuss their performance evaluation. Use the e-mail template from the **STAMP GROW** website to set up the meeting. (Note: End of semester meetings cannot be done in a group setting since you will use this meeting to conduct both the **STAMP GROW** reflection and performance evaluation).

2. At least one week before your meeting, 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 you will be asking are the same questions as in the last meeting;
- b. The list of questions you'll be discussing; and
- c. Instructions to think about what they have learned this semester, particularly anything new they have learned since you last met.

Note: The student may repeat some of the same things you discussed in your earlier conversation. This is fine. Try and use the additional questions template in your supervisor toolkit to challenge your student employees to think critically through their answers.

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 future conversations.

5. Remember, we have provided you a list of resources on the **STAMP GROW** website in case a student employee indicates they may need extra help.



“My supervisors always make sure I work on things that will **help me career-wise** in the future. Everyone is **so supportive.**”

—**Jochebed Cadet**
HR Student Assistant