Congratulations on receiving funding with Work Learn!
The Work Learn program strives to facilitate experiential learning opportunities that provide professional mentorship, guidance, support, and supervision from UBC faculty, staff, and/or community partners. Work Learn students report the following as key predictors of a successful workplace experience (Work Learn, 2016 N=191):

- early discussions about work expectations,
- receiving regular and ongoing feedback,
- having an orientation to the workplace, and
- receiving training directly related to their role

All of which are also critical aspects of exceptional supervision! In an effort to support you in the supervision of your student employee, Work Learn has created this guide to help you as you begin to hire and select a student employee, and design their workplace experience.

Please refer to the Staff/Faculty Work Learn page for the most up-to-date program information. For additional supervisor professional development and courses, you can visit the UBC's Workplace Learning webpage (requires a CWL login).

Before the Work Term
Standardizing each step of the hiring process will help you better identify, reduce or eliminate any potential for bias in your job design and evaluation, recruitment, and selection of candidates. Before you begin the recruitment process, you may want to take the Harvard Implicit Association Test to uncover hidden biases that may impact your decision-making. To help you design and implement a more equitable and inclusive hiring process, here are some helpful tips and strategies to consider.

People’s beliefs and biases influence decisions around hiring and promoting. Dr. Toni Schmader’s research at UBC suggests, “Biases are most likely to leak out into people’s behaviour when they don’t believe bias is a problem.” (Schamder, 2018)

For more tips on creating a more equitable and accessible interview process, have a look at the Equitable Hiring Guide

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Interview Strategies
An interview is more than just the questions you ask. Think about creating an experience for the student from the moment that you invite them for an interview to when they walk out the door:

- Give them information to prepare for the interview
- Introduce yourself
- Lay out the format of the interview
- Do not wait to make an offer to a candidate who you want to hire. Students interview for many jobs on campus!

Many students, especially international students might not be on-campus during the time of your interview. Consider hosting remote interviews via Skype or Zoom and

When you are ready to make an offer, create an offer letter to ensure you have written confirmation of the student's acceptance of the terms and conditions of their employment with you!

Interview Questions:
There are also many different types of interview questions, be sure to ask the questions that will help you make your hiring decision:

<table>
<thead>
<tr>
<th>Challenge the notion of “fit”</th>
<th>Look for signs that the candidate will be comfortable and successful in your workplace. Create a competency profile that includes only key skills, competencies, knowledge, and experience that are truly essential to be successful in the role.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioural</td>
<td>How a candidate has dealt with scenarios in the past</td>
</tr>
<tr>
<td>Competency-based</td>
<td>Assess the skills and attitudes that the position requires</td>
</tr>
<tr>
<td>Situational</td>
<td>How a candidate would deal with a given scenario</td>
</tr>
</tbody>
</table>

“When I applied for the Work Learn position with Arts Academic Advising, I was away visiting family during the summer and I was able to participate in the interview process via Skype”

-Jovin (Faculty of Arts, 2nd year), Arts Peer Advisor

Supervisor Tip:
Openly ask if any accommodations are needed in order to make the interview experience more accessible (e.g., in-person vs. virtual) and if the candidate has any questions about the interview process or format.

Safety and Wellbeing in the Workplace
In a 2018 survey, 68% of students report stress and anxiety as problems at work (Taylor, Raykov, and Sweet, 2018). For many students, holding a Work Learn position is their first workplace experience and it is normal for some students to experience some initial anxiety as they transition into their role. Providing adequate support and training will help to alleviate this anxiety and ensure a successful onboarding.

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Students may experience initial stress or anxiety as they transition into this new role and simultaneously manage other personal and academic priorities. Remember that students are often balancing a full course load, multiple jobs, family commitments, plus extracurricular activities. Provide clear guidelines and expectations for your student employees and where possible, be flexible.

Mandatory Safety Training
All UBC employees (including student employees) are required to complete specific workplace training. Student employees must complete the following online modules prior to beginning a work term. For the full list of all mandatory training, please visit the UBC Safety and Risk Services website. Also, consider any site or job-specific safety training that needed.

Orientation and Onboarding
Here are a few things you may want to do before your student employee’s first day:

- A welcome email that introduces your student employee to your department,
- An orientation plan with dates/times/locations,
- Necessary paperwork that students need to complete (i.e. direct deposit forms).
- Prepare workstation and required equipment (i.e. laptop).

Day 1 and Month 1 are key milestones for successful onboarding:

DAY 1:

- Physical orientation to the workplace
- Introduction to colleagues and other student employees in your workplace.
- Review the job description and discuss expectations of the role and of the workplace.
- Understand the values, goals, and preferred work habits of your student employee.
- Provide dates/times that you are available to the student employee.

MONTH 1:

- Provide ongoing support and training around technical skills required for the role.
- Set up meetings for your student employee to meet other colleagues or student employees in your workplace or department.
- Arrange for some professional development opportunities.
- Review initial expectations set on day 1 and clarify and/or revise if necessary.

Other questions to consider during first month:

- Have I discussed the student’s learning goals with them and have the goals changed since we discussed them?
- What actions do we have in place to help the student accomplish these goals?
- Who might the student be interested in meeting in my networks? How can I connect them?

Equity and Inclusivity
It is important to consider supporting historically marginalized students in the workplace. Building a work culture of inclusion and equity takes hard work on the part of everyone. For more tips on creating a more equitable and accessible workplace, check out the Equitable Hiring Guide

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If you have any questions or concerns, please contact the Equity and Inclusion Office

“This role enabled me to pick my work hours according to my academic schedule, which was very helpful in helping me balance work and school. I could also work after 4:00pm, which gave me the opportunity to meet with more students and to attend interactive activities with the community, such as potlucks.”

-Chelsea (Faculty of Arts, 4th year), Aboriginal Student Affairs Outreach Coordinator

Supporting Your Student Employee
If you have concerns about your student employee’s wellbeing, UBC’s Green Folder is an excellent resource that can help you address concerns while also respecting a student’s privacy.

If you are reaching out to a student:

- Be specific about the signs and behaviours you have noticed (Ex: “I’ve noticed you’ve missed the last two shifts.”)
- Express your concern (Ex: “I am concerned and wanted to check in to see how you’re doing.”)
- Reassure the student that reaching out to students who may be struggling is something all UBC faculty and staff do to help)

- Find your HR Advisor: www.hr.ubc.ca/administrators/contact/

Additional Resources
Click on the links for more information:

- Career resources for students from historically marginalized communities- this guide includes resources for
  - UBC students of colour
  - Students with disabilities
  - LGBTQ2SIA+ identifying students
  - Indigenous graduates

Supervisor Tip:
Ask students to communicate any changes in their plans to you as soon as possible. If you need to terminate a student contract or repost a position, please reach out to work.learn@ubc.ca. It is also a good idea to connect with your HR department first if you are unsure of the process for terminating a position.

During the Work Term
As a supervisor of a student employee at UBC, you are required to uphold the Employment Standards Act of British Columbia. Please ensure you are familiar with these guidelines that include (but not limited to):

- An employee who reports for work must be paid for at least two hours
- A 30-minute unpaid meal break must be provided when an employee works more than five hours in a row

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- For more information on topics such as STAT holidays: visit the [Employee Standards Guidelines](#).

Providing clear expectations for students on how they are to show up in the workplace is setting them up for success in their role. Consider what the expectation is, along with when and how you will communicate it. How should a student communicate if they are running late? How do they book time off?

**Performance Management**

Performance management involves creating goals, assessing progress, and proving guidance and feedback to student staff. Setting professional and performance goals together with your student employee early on will help you develop a learning plan to ensure that the work gets accomplished, and that the student employee is both optimally challenged and supported in their role.

Performance reviews are an integral piece of professional development for students. They are also great way for them to reflect on their learning and do some goal setting. Have regular check-ins to discuss projects, progress, and professional development and goals. For performance management templates and more supervisor resources, visit the [Staff/Faculty Work Learn webpage](#) under ‘Resources for Supervisors.’

Setting S.M.A.R.T. goals early on in the work term can help provide a framework for check-ins and performance reviews.

![S.M.A.R.T. Goals Diagram](#)

If students are looking for resources related to career development, you can direct them to the [Career Resources on students.ubc.ca](#).

**Supervisor Resource:**

Check out Kim Scott's book, [Radical Candor](#), which offers a radical framework for supervisory leadership- consider how you want to approach supervision.

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After the Work Term
Invite your student to participate in an exit interview before the work term is over to help them transition out of the role, wrap up any loose ends, and for you to learn about changes you may want to make to the role, the workplace, and/or your supervision.

Some questions you might want to consider:

- What kind of impact does this experience have on your personal, academic, and career goals?
- How will you use what you have learned in your Work Learn position to future opportunities or work?
- What areas would you like to improve in or what skills would you like to develop further in your next position or role?

CELEBRATE
Work Learn experiences have a significant impact on students’ personal, professional, and/or academic aspirations. It is important to recognize their efforts and achievements during the work term. Consider having some way to thank your student employee and recognize their work achievements, such as holding a

Supervisor Story
“The core skills that students learn and practice in Work Learn positions are vastly applicable in professional settings, spanning from professional communication and relationship-building skills to independent problem-solving and resource development. The students are exposed to diverse perspectives and new ways of thinking by interacting with colleagues, mentors, and supervisors, which can contribute to one’s sense of identity and positionality.”

-Emma Macfarlane, Learning Commons Coordinator

Resources:

<table>
<thead>
<tr>
<th><strong>Supervisor Workshops</strong></th>
<th>Every term, workshops are added to the ‘Resources for Educators’ tab on the UBC Staff/Faculty Work Learn webpage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>British Columbia Employment Standards Act</strong></td>
<td>The law in B.C. sets standards for payment, compensation and working conditions in most workplaces.</td>
</tr>
<tr>
<td><strong>UBC HR – Student Workers</strong></td>
<td>This site provides information to administrators for planning, hiring, managing and ending a student employee.</td>
</tr>
<tr>
<td><strong>UBC HR Advisory Services</strong></td>
<td>Advisory staff can support with expertise with HR issues, such as interpreting the collective agreements and handbooks, day-to-day staff management concerns, and employee relations.</td>
</tr>
<tr>
<td><strong>UBC Workplace Learning</strong> (<a href="mailto:work.learn@ubc.ca">work.learn@ubc.ca</a>)</td>
<td>Contact us if you have any questions related to your Workplace Learning Experiences (Work Learn) or need guidance on where to escalate concerns.</td>
</tr>
</tbody>
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