WORK LEARN

SUPERVISOR RESOURCE GUIDE | W23

Congratulations on receiving funding with Work Learn!

The Work Learn programs strives to facilitate experiential learning opportunities that provide professional mentorship, guidance, support, and supervision from UBC faculty, staff, and/or community partners. Students report the following as key predictors of a successful workplace experience:

- 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 these 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.

Key Work Learn Resources

Refer to the Work Learn Staff/Faculty webpage the most up-to-date program information.

Please encourage your students to self-enroll in the Work Learn Canvas Course and join yourself as well! (requires a CWL login) and to be familiar with the Work Learn Student webpage.

Learn more about the programs and services offered by the UBC Career Centre.

For additional supervisor professional development and courses, you can visit the UBC's Workplace Learning webpage (requires a CWL login).

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work.learn@ubc.ca

Before the Work Term

Standardizing each step of the hiring process will help you better identify, reduce or eliminate 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 affect 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 and workplace**, have a look at:

- Equitable Hiring Guide
- BC Office of the Human Rights Commissioner's Employment Equity Toolkit.
- ACE-WIL's Indigenous WIL Resource Hub

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 candidates information to prepare for the interview** (interview location, format, questions, any activities they will be asked to perform)
- **Introduce yourself**
- **Do not wait to make an offer to a candidate** who you want to hire. Students interview for many jobs on campus! Remind students that they can only hold one Work Learn, Undergraduate Research Award or Co-op position at a time. Refer to the student eligibility guidelines on the Work Learn student webpage.
- Many students, especially international students, might not be on-campus during the time of your interview so **consider hosting remote interviews** via Skype or Zoom.
- 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:

Challenge the notion of "fit"	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.
Behavioural	How a candidate has dealt with scenarios in the past
Competency-based	Assess the skills and attitudes that the position requires
Situational	How a candidate would deal with a given scenario

> *"[This] was my first full-time job where I gained an exposure working with many health personnel, like Occupational Therapists, Physical Therapists, and researchers. Right now, I am working on a literature review for the government, and it never ceases to amaze me how many doors one Work Learn opportunity opens."*
>
> *ELLIE, YEAR 5, SCIENCE*

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 experience.

Remember that students are often balancing course loads, other jobs, family commitments, plus extracurricular activities. In some cases, they may also have limited previous work or volunteer experience and will need clear guidelines and expectation setting. Remember that Work Learn is a learning opportunity, so check in early and often with your student employees. Be sure to discuss policies specific to requesting time off, communicating absences, and discussing issues.

Mandatory Safety Training

All UBC employees (including student employees) are required to complete specific workplace training. Student employees must complete the UBC Safety and Risk Services online modules prior to beginning a work term. Also, consider any site or job-specific safety training that may be 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)
- Discussion of expectations (remember, not all students will have much professional experience, which is why they are applying!)

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, Diversity, and Inclusion

Building a work culture of inclusion and equity takes hard work, critical reflection, and work *before* a student starts in a role. For more tips on creating a more equitable and accessible workplace, refer to the Equitable Hiring Guide. If you have any questions or concerns, contact the Equity and Inclusion Office. Be sure to have regular, ongoing conversations in your unit about ways you can make all parts of the recruitment, hiring, and supervision more accessible and equitable.

Student Expectations

Students do research to understand how the culture and policies of the workplaces they apply. If you want to attract and retain candidates, be sure to give specific examples of how you and your unit have worked to create a safe and inclusive workplace. If students do not feel that their contributions and identities will be respected and valued, they will not stay in, or often even apply to jobs.

Resources:

- ACE-WIL's Questions from Indigenous Students to Prospective Employers
- Top 12 Disability Inclusive Employer Practicese Guide
- SFU's Towards Accessibility: Employer Resource Handbook
- Diversity and Inclusion Toolkit for Employers and Hiring Managers
- Issues Faced by Transgender Individuals in the Workplace

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 (Example: "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

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.

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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
- For more information on topics such as STAT holidays: visit the Employee Standards Guidelines

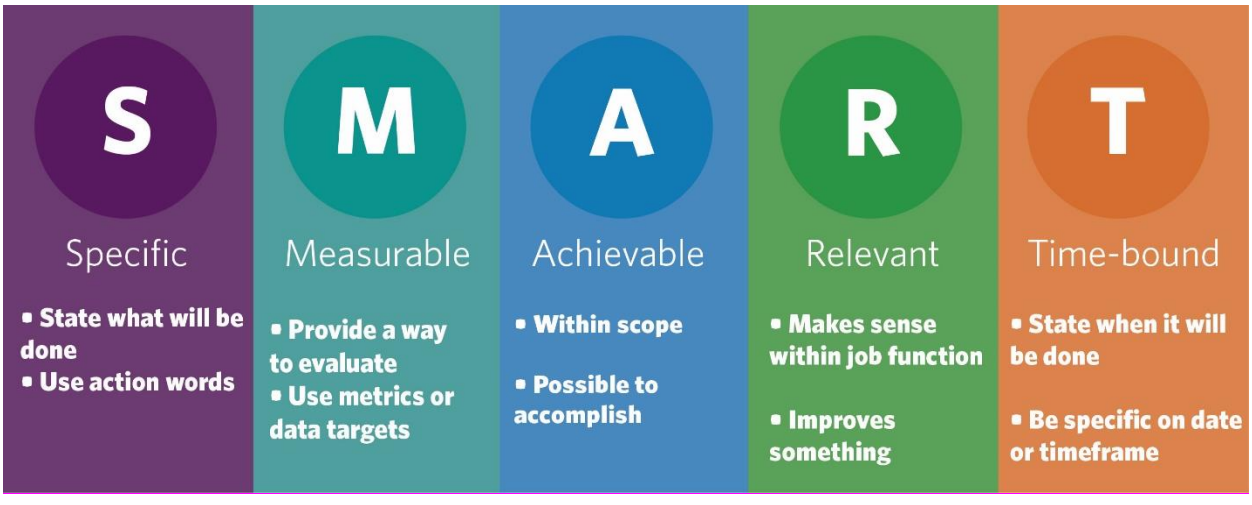
Providing clear expectations for students on how they are to show up in the workplace is setting them up for success in their role. Consider what the expectation is, along with when and how you will communicate it. How should a student communicate if they are running late? How do they book time off?

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.



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If students are looking for more 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.

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 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 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 wrap up party or team social.

Resources:

Supervisor Webinars and Videos	Every term, workshops are added to the 'Resources for Educators' tab on the UBC Staff/Faculty Work Learn webpage
British Columbia Employment Standards Act	The law in B.C. sets standards for payment, compensation and working conditions in most workplaces.
UBC HR – Student Workers	This site provides information to administrators for planning, hiring, managing and ending a student employee.
UBC HR Advisory Services	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.
Work Learn: work.learn@ubc.ca	Contact us if you have any questions related to your Workplace Learning Experiences (Work Learn) or need guidance on where to escalate concerns.