



# Coaching Student Employees

# A Good Coach:

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Brings specific and well-defined issues to the attention of others.

Prepares with information, examples, ideas, etc., and is ready for discussion.

Treats individuals as partners, encourages their input and trusts them to carry out assignments.

Knows the strengths and weaknesses of his or her employees.

Makes expectations clear at the beginning of the coaching session.

# And a good coach also

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Allows enough time to adequately discuss issues and concerns.

Seeks out ideas and makes those ideas part of the solution.

Listens to others and tries to understand their points of view.

Expresses encouragement and optimism when both easy and difficult issues are discussed.

Directly asks for a commitment to solutions that have been agreed upon.

# ...more?

*(yep, a good coach does **many** amazing things)*

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Provides the resources, authority, training and support necessary for others to carry out solutions.

Offers support and assistance to those he or she is coaching to help them implement change and achieve desired goals.

Follows up on coaching sessions in a timely manner.

When solutions do not turn out as expected, a good coach proactively helps to define alternative actions.

# Which one needs training and coaching?



**Both!**  
**Everyone has room to grow!**



# Training, Coaching and Corrective Action

## What is the difference?

**Training:** Teaching skills and behaviors necessary to perform the job in accordance with your expectations

**Coaching:** Providing regular feedback and direction to help the student worker meet your expectations

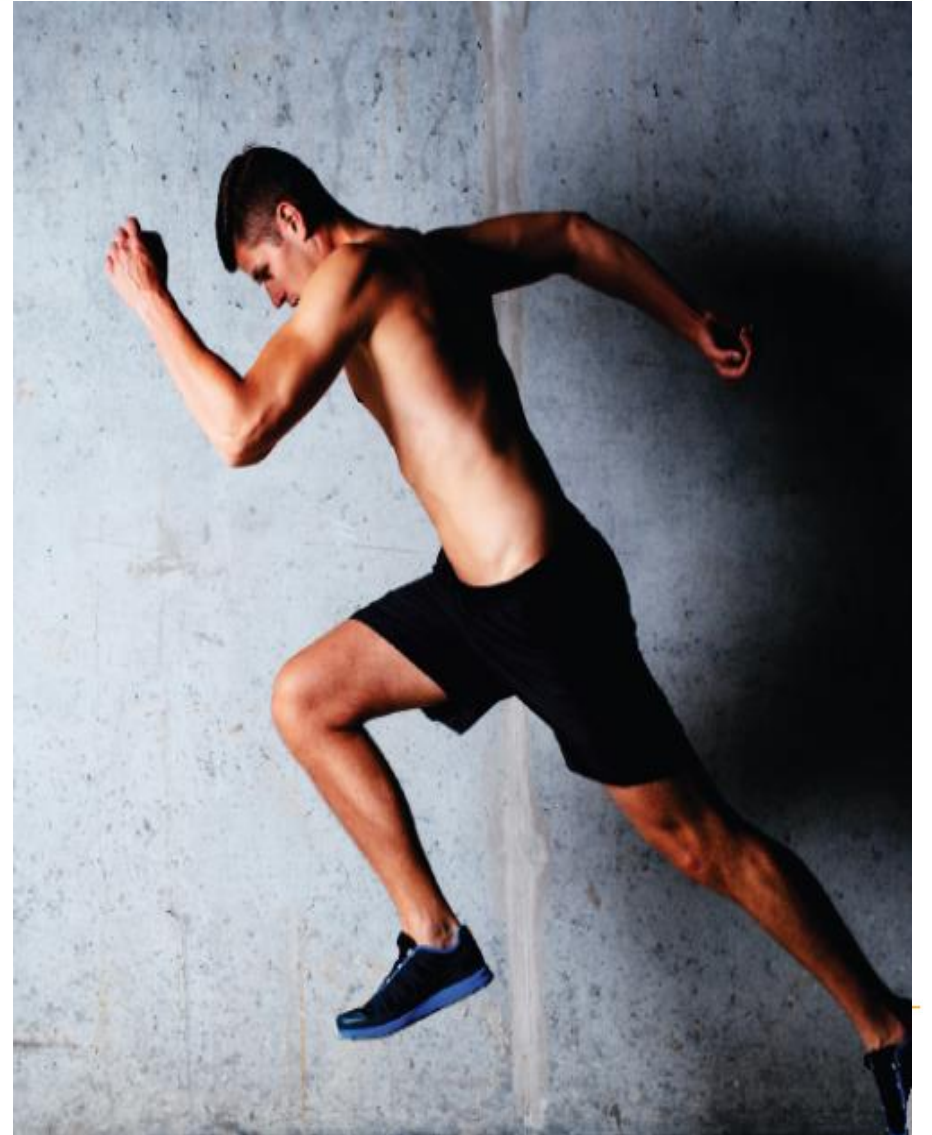
**Corrective Action:** Communication with the student employee about unacceptable behaviors or performance that persist in spite of training and coaching. **This action must proceed according to the procedures outlined by the Saremi Center and it has a module all of its own.**



# First, we train

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- Provide a detailed written job description
- Teach the skill & explain the purpose/value
- Communicate clear expectations – define success
- Provide opportunities to learn and practice



# But this module is about COACHING

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# What do you mean “Coaching?”

Is this related to JA's football obsession?

Actually, for once, no.





Providing regular feedback and direction to help the student worker meet your expectations



# Goal Setting

Read these four goals.  
Are they SMART?

Abner will accurately file using the English alphabet for at least 45 minutes during each of his three weekly shifts in the Quantum Physics department throughout the spring 2019 semester

REGINALD WILL CHECK THE STUDENT ID OF EVERY STUDENT WHO ENTERS THE ROBOTICS LAB BETWEEN THE HOURS OF 6:30PM AND 9:00PM ON THURSDAYS THROUGHOUT THE FALL 2019 SEMESTER

S



SPECIFIC

M



MEASURABLE

A



ACHIEVABLE

R



REALISTIC

T



TIMELY

Matilda will arrive at the baseball field ten to fifteen minutes prior to the start of every Men's home baseball game in March and April 2019 unless she has arranged for another student to work in her place.

**Help your student workers succeed by setting SMART goals!**

Bulah will complete the PFC computer based Excel 1 training module with a score of 85% or higher before 9/7/18.

# Goal examples

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## Good Example

Frankie will submit his time sheet prior to the deadline (11:59pm on the last day of each pay period) for all of the remaining pay periods during Fall 2023.

## Not-so-good Example

Frankie will get better at submitting his time sheets.



A balance scale is shown against a dark grey background. The left pan is higher and contains a single red apple. The right pan is lower and contains a single orange. The scale's central column and the top of the pans are visible. A white rectangular box with a thin border is superimposed over the center of the image, containing text.

**So what was the difference  
between the “good” example  
and the “not-so-good”  
example?**

*(and which is more likely to help Frankie  
meet your expectations?)*

Now grab some popcorn, and enjoy the following awesome video...





Performance evaluation is one way you can share feedback with your student worker.

**Objectively** discuss performance together, identify opportunities for growth and record action steps to achieve them.

It can be found on Timesheet X – click here to view it:

<https://aic.studentemployment.ngwebsolutions.com/cimages/Performance%20Review%20Revised%202.19%20PDF.pdf>

Employee Information						
Student Worker's Name		Date				
Department		Supervisor				
Ratings						
	Not Evaluated	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent
Job Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments						
Work Quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments						
Attendance & Punctuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments						
Initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments						
Communication & Listening Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments						
Dependability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments						
Planning						
Opportunities for Growth	1.		Action Steps			
	2.					
	3.					





I know you are very busy – why would you take time to do this?

# WHY should I do this?

Increase the student's motivation and efficiency

Students gain valuable skills and experience

You get someone who **really contributes** to your department

Strengthen AIC's brand in the workplace

Avoid problems later





Please click here to complete the  
Coaching Module Activity

[https://www.educaplay.com/learning-  
resources/4868493-  
put\\_me\\_in\\_coach.html](https://www.educaplay.com/learning-resources/4868493-put_me_in_coach.html)