

INITIAL CHECK-IN NOTES

Quality of Work

Reliability

Attitude

Attendance/Punctuality

Communication

Values Expected/Identified

PERFORMANCE EVALUATION

Purpose



Build Relationships



Promote Culture of Care



Provide Feedback

Student Employee Instructions

1. Student employee completes and saves the self-evaluation by titling it in the format: *Full Name, Semester, Year*.
2. Student employee forwards a copy of the self-evaluation to their supervisor.

Supervisor Instructions

1. Supervisor adds a rating and comment for each category and saves the updated evaluation.
2. To print, select "Scaling: Fit to 1 page wide".

Student and Supervisor Instructions

1. Student and supervisor meet to review updated evaluation. Both sign at the end of evaluation meeting.
2. Supervisor saves a copy of the signed evaluation and forwards to Student Employment Center, if FWS.

STUDENT DEVELOPMENT REFLECTION

Being, Belonging, Becoming

The idea that students at the University of San Diego must explore their sense of self in relation to others from similar and differing backgrounds.

Self-Awareness and Community

Seeks to address the question of vocation:

1. Who am I?
2. Who am I called to become?
3. What impact do I most desire to make in this world?

USD's Culture of Care

Recognizes the dignity of every individual and works to create an environment where people feel included and valued.

FUEL CHECK-IN NOTES

Quality of Work

Reliability

Attitude

Attendance/Punctuality

Communication

Action Items/Steps

INITIAL CHECK-IN

Purpose



Build Relationships



Promote Culture of Care



Explore Values

Department Training

Welcome	<ul style="list-style-type: none"> a. The USD Way b. USD Mission c. Division and Department d. Statements of Purpose e. Values Identification f. Student Development Learning Outcomes g. Culture of Care
Employee Guidelines	<ul style="list-style-type: none"> a. USD Policies/Expectations b. Schedules c. Time Cards and Pay Periods d. Staff Communications e. Evaluations f. Employee Development g. Discipline and Dismissal
General Information	<ul style="list-style-type: none"> a. Training Manual b. Emergency Procedures c. Facilities d. Operational Hours e. Administrative Forms

Individual Check-In

Structure

1. Begin by asking a **factual question** (i.e. What do you enjoy the most about your work experience?)
2. Follow-up with a **causative question** (i.e. Why do you think you enjoy this the most?)
3. Identify **key values**. Use their responses to identify the employee values. Definition of value: a person's principles or standards of behavior; one's judgement of what is important in life.

Question Examples

- How are you fitting in with your co-workers/team?
- How do you measure your success at work?
- How do you support USD's Culture of Care?
- Which projects do you see yourself working on in the future?
- How are you balancing your academic and work responsibilities?
- Have you noticed anything you think we can improve upon? Any ideas on how we can help?

USD RESOURCES

Emergencies & Life-Threatening Information

Public Safety 24/7: (619) 260-2222

Off-Campus Emergencies: 911

Campus Resources

- Campus Assault Resources & Education (C.A.R.E.) 24/7: (619) 260-2222
- Center for Health and Wellness Promotion: (619) 260-4618
- Career Development Center: (619) 260-4654
- Counseling Center: (619) 260-4655
- Disability and Learning Difference Resource Center: (619) 260-4655
- Student Health Center: (619) 260-4595
- Dean of Students: (619) 260-4588
- Title IX and EEO: (619) 260-4594

Are you concerned about a student's well-being?

1. Talk to the student in private and express your concern.
2. Be honest and direct.
3. Listen carefully and with sensitivity.
4. Do not promise confidentiality.
5. Communicate that it takes courage and strength to seek support.
6. Make a referral to Student Wellness.
7. Follow up.

For more information about how to help a student visit:

www.sandiego.edu/youareusd



Student Name: _____

Department: _____

FUEL COACHING MODEL

Purpose



Build Relationships



Promote Culture of Care



Enhance Experience

An underlying structure you can use when seeking to enhance a student's experience.

- F- Frame the conversation
- U- Understand the current state
- E- Explore the desired state
- L- Lay out a success plan

QUESTION EXAMPLES

Frame the conversation

- "By the end of the conversation, I would like to discuss..."
- "What would you like to make sure that we address?"
- "How might I help you with this opportunity?"

Understand the current state

- What impact is this having on you? On others?
- May I share some observations I have made?
- What are the consequences if this does not change?

Explore the desired state

- What are your goals?
- What might be some approaches you can take?
- May I offer some thoughts to consider?

Lay out a success plan

- What will your first step be? When will you start?
- How can I support you?
- Let's review the plan.