**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.

**FUEL CHECK-IN NOTES**

- Quality of Work
- Reliability
- Attitude
- Attendance/Punctuality
- Communication
- Values Expected/Identified

**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.
**Initial Check-In**

**Purpose**
- Build Relationships
- Promote Culture of Care
- Explore Values

**Department Training**

**Welcome**
- The USD Way
- USD Mission
- Division and Department
- Statements of Purpose
- Values Identification
- Student Development Learning Outcomes
- Culture of Care

**Employee Guidelines**
- USD Policies/Expectations
- Schedules
- Time Cards and Pay Periods
- Staff Communications
- Evaluations
- Employee Development
- Discipline and Dismissal

**General Information**
- Training Manual
- Emergency Procedures
- Facilities
- Operational Hours
- 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

**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.

**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.