Development

Student Employment
High Impact Practice

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Experiential Learning and Development Guide per Competency

On-campus student employment workforce development plays an important role in preparing students for their future careers and enhancing their employability. By engaging in on-campus jobs, students gain valuable hands-on experience and practical skills that employers are looking for. On-campus employment opportunities provide students with a chance to apply theoretical knowledge learned in the classroom to real-world scenarios, creating a deeper understanding of their field of study. Workforce development programs within on-campus employment also offer targeted training and professional development opportunities, equipping students with industry-specific skills, leadership abilities, and transferable competencies. Additionally, on-campus student employment promotes networking and relationship-building with faculty, staff, and other professionals, expanding students' professional connections and potential job opportunities. Overall, on-campus student employment workforce development empowers students with the necessary skills and experiences to excel in their careers, enhancing their marketability and positioning them for future success.

The following outlines experiential learning opportunities and activity options for on-campus student employment development based on workforce skills/competencies. The supervisor and the student(s) can review the learning opportunities together or the supervisory can review and select the learning activity. The supervisor will decide on timelines and outcomes for the selected experiential learning. The activity or learning selected should support the team and the function of the on-campus group and also create a learning opportunity for the student.

The Career Development Center and Student Affairs on campus have many resources to support supervisors in the implementation of experiential learning activities. These teams are available to discuss what activities make sense for your team and how best to execute. For an opportunity to discuss and create an impactful learning experience for the students please contact us: studentemployment@uta.edu.

Supervisors may already have workforce skill development opportunities within the student worker experiences. In that case, the important key action for the supervisor is to ensure the student understands the core competencies they are learning on the job and to "connect the dots" for the student.

The various options for supervisors to implement experiential learning into the student-worker experience are outlined below.

FORAGE and MAVMICROS – Online: Both platforms offer students an opportunity to apply their current skills and learn new skills through hands-on mini-projects listed and created by the employer. Each project will offer the student development in many of the workforce skills/competencies. This is an option for all student workers and should be decided on together. **Forage** – https://www.theforage.com/ and **Mavs Micros** – https://info.parkerdewey.com/uta

LinkedIn Learning – Online: LinkedIn Learning is an online educational platform offered at UTA that helps learners discover and develop business, technology-related, and creative skills through expert-led course videos. There are over 5,000 courses and personalized recommendations and courses available to choose from. Students can utilize LinkedIn Learning to supplement coursework or improve on existing knowledge. Thousands of courses are available for free on MatLab, Adobe Creative Cloud, writing, programming, and career development. Students can also post certificates of completion to their LinkedIn profiles and highlight their accomplishments to potential employers. **LinkedIn Learning** – https://www.linkedin.com/learning/

Academic Impressions – Online: UTA has partnered with Academic Impressions, an organization specializing in professional development resources for higher education faculty, staff, and administrators. All UTA employees have an account, available through the MyApps (Single Sign-On Portal), where most Academic Impressions options are free! Topic areas include skills-based training for professionals in all areas, as well as leadership pieces of training on supervision, personal effectiveness, and workforce competencies.
Academic Impressions – https://www.academicimpressions.com/uta/

Supervisor - Led Individual Learning Opportunities: This is a list of individual learning opportunities for students conducted in partnership with the supervisor. The activities focus on the development of a certain workforce skill or competency. There are several options outlined and of course, there may be activities that you and your team are already doing.

Supervisor - Led Team-Based Learning Options: This is a list of ways groups or teams could work together to develop a workforce skill or competency. There are several options outlined and of course, there may be activities that you and your team are already doing.

Build Your Own: The department and group already have experiential learning opportunities embedded into the semester. The department can then document those.

Career & Self Development

Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and without one's organization.

Key Behaviors:
- Identify and use understanding of self to communicate skills, strengths, and experiences relevant to career goals.
- Utilize personal skills and abilities to display confidence and self-awareness.
- Show an awareness of your own strengths and areas for development.
- Identify areas for continual growth while pursuing and applying feedback.
- Understand work values, different workplace cultures, and their work preferences.
- Develop plans and goals for one's future career.
- Establish, maintain, and/or leverage relationships with people who can help one professionally.
- Professionally advocate for oneself and others.
- Display curiosity: seek out opportunities to learn.
- Assume duties or positions that will help one develop professionally.
- Seek and embrace development opportunities.
- Voluntarily participate in further education, training, or other events to support one's career.

Online - Individual Learning Activities

- Forage online employer-led mini projects: https://www.theforage.com/
- MavMicros online employer-led mini projects: https://info.parkerdewey.com/uta
- LinkedIn Learning modules: Linkdeln Learning
- Academic Impression learning modules: Academic Impressions

Supervisor - Led Individual Learning Activities

• Set clear goals: Help students to think about and document career and personal development goals. Ask students to consider what skills, knowledge, or experiences they want to gain during their time as a student worker. Ask them to document progress along the way.

• Seek mentorship: Ask students to reach out to professionals within the department or field of interest and ask if they would be willing to mentor them. A mentor can provide guidance, support, and valuable insights to help you navigate your career path and make informed decisions. Use the

UTA MAVMENTOR Program to make connections and ask students to join the program and find a mentor. https://mentor.uta.edu/programs/mav

• **Attend professional development workshops:** Ask students to attend any professional development workshops or training sessions offered on campus. These sessions can cover topics such as resume writing, job search strategies, networking skills, and interview techniques. Ask the student how that experience impacts their work in this role.

• **Build a professional network:** Ask students to create a network with professionals in their field of interest. Encourage them to join professional organizations or associations and connect them alumni.

• **Reflect on their experiences:** Set aside time for self-reflection to assess their strengths, weaknesses, and areas for growth. Regularly evaluate their progress toward their career goals and identify areas where they can improve. Use this self-reflection to make informed decisions and help them to adjust their career development strategy accordingly.

• **Seek feedback:** Ask students to purposefully and actively seek feedback from supervisors, colleagues, or mentors regarding their performance and areas for improvement.

• **Pursue additional education or certifications:** Have students explore opportunities to enhance their knowledge and skills through additional coursework, workshops, or certifications.

• **Prioritize self-care:** Remember that self-development also includes taking care of your well-being. Encourage students to practice self-care strategies, such as maintaining a healthy work-life balance, managing stress effectively, and engaging in activities that promote their mental and physical health. Ensure they are aware of all the resources they have available to them.

Supervisor - Led Team Learning Activities

• **Professional development workshops:** Organize or ask the Career Development Center to conduct workshops focused on career-related topics such as resume building, job search strategies, interview skills, or personal branding. Invite professionals from relevant fields to conduct interactive sessions for the team.

• **Peer mentoring program:** Establish a peer mentoring program for the team, where more experienced members can guide and support newer or less experienced members. This program can include regular check-ins, goal-setting exercises, and opportunities for knowledge sharing and skill development.

• **Professional book club:** Start a book club focused on professional and personal development. Choose books that inspire growth, enhance career skills, or explore topics related to personal well-being. Discuss the key takeaways, share insights, and encourage team members to apply the lessons learned to their own development.

• **Collaborative goal setting:** As a team, set collective goals related to career and self-development. These goals could include attending specific workshops or conferences, learning new software or technologies, or improving specific skills. Regularly check in on progress, offer support and resources, and celebrate achievements together.

• **Cross-training opportunities:** Identify opportunities for cross-training within the team, where team members can learn different aspects of each other's roles. This can help to expand individual skill sets, promotes teamwork, and prepares team members for future career advancement or broader responsibilities.

• **Reflective team discussions:** Schedule regular team discussions focused on career and self-reflection. Encourage team members to share their career aspirations, reflect on their personal development journeys, and discuss strategies for growth. Provide a supportive environment for feedback and constructive advice.

• **Professional networking events:** Attend networking events together as a team, such as career fairs, industry conferences, or alumni gatherings. Encourage team members to expand their professional networks, engage in conversations with industry professionals, and explore potential career opportunities.

• **Personal branding exercises:** Conduct personal branding exercises as a team, where team members can define their unique strengths, values, and professional identities. Encourage team members to create personal portfolios, online profiles, or personal websites to showcase their skills and achievements.

• **Team-building activities with a focus on self-awareness:** Organize team-building activities that promote self-awareness, such as personality assessments, strengths-based exercises, or mindfulness workshops. These activities can enhance team dynamics, improve communication, and foster a supportive environment for individual growth.

Communication

Clearly and effectively exchange information, ideas, facts, and perspectives across all mediums, including but not limited to written, oral, and digital communication with persons inside and outside of an organization.

Key Behaviors:
• Break down explanations of complex processes, rules, products, or situations into manageable pieces of information.
• Use language and terminology with which the audience is familiar.
• Understand the importance of and demonstrate verbal, written, and non-verbal/body language abilities.
• Employ active listening, persuasion, and influencing skills.
• Communicate in a clear and organized manner so that others can effectively understand.
• Frame communication with respect to diversity of learning styles, varied individual communication abilities, and cultural differences.
• Ask appropriate questions for specific information from supervisors, specialists, and others.
• Promptly inform relevant others when needing guidance with assigned tasks.

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Supervisor - Led Individual Learning Activities

• Have the student worker self-assess their communication skill level and what areas they would like to focus on. Create a development plan on 2 activities the student will do to develop their communication skills.

• Ask the student to regularly ask for feedback on their communication skills from their supervisors or colleagues. This could be informal discussions or more formal evaluations. Use the feedback to identify areas for improvement and work on developing specific aspects of their communication, such as clarity, being concise, or nonverbal cues. Have the student write a reflection on what they need to improve and how.

• Have the student interview various team members with different jobs on what they do and how that role impacts the team overall.

• Have the student interview other team members on the impact of communication and ask the interviewee to assess communication currently and what could be done differently in the future to improve communication overall.

• Ask the student to regularly reflect on their communication experiences and identify areas where they can improve. Review the student's reflections bi-monthly in check-in meetings.

Supervisor - Led Team Learning Activities

• Have a group of students come together to discuss what is working well on the team's flow of information and overall communication and what they could do better to improve communication among the team to improve efficiency and effectiveness.

• Have a group of students prepare a presentation on a certain topic such as the impact of their job on them or provide feedback to the supervisor on how best to improve communication on the team and outside the team.

• Have a group of students map out customer communication and prepare an enhancement on how better to communicate with customers or across campus.

Critical Thinking

Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.

Key Behaviors:
• Understand the links between ideas.
• Determine the importance and relevance of arguments and ideas.
• Identify inconsistencies and errors in reasoning.
• Approach problems in a consistent and systematic way.
• Gather and analyze information from diverse sources and individuals to fully understand a problem.
• Proactively anticipate needs and prioritize action steps.
• Accurately summarize and interpret data with an awareness of personal biases that may impact outcomes.
• Effectively communicate actions and rationale, recognizing the diverse perspectives and lived experiences of stakeholders.
• Multi-task well in a fast-paced environment.
• Identify appropriate technology for completing specific tasks.

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Supervisor - Led Individual Learning Activities

• **Analyze and evaluate data:** Ask the student to take advantage of any data or information available in the job role or in the functional area. Ask the student to analyze trends, patterns, or metrics to draw insights and/or show any patterns they could share with the team or supervisor.

• **Research and information synthesis:** Ask the student to engage in research related to their field of work or the tasks assigned to them. Have them prepare a paper or summary of their findings.

• **Problem-solving exercises:** Seek out problems or challenges within the job role and approach them as opportunities to exercise critical thinking. Ask the student to solve problems and troubleshoot what the issues are and how to solve them if possible.

• **Participate in professional development opportunities:** Attend workshops, seminars, or training sessions related to critical thinking, problem-solving, or decision-making.

• **Engage in reflective practice:** Ask the student to reflect on their experiences, actions, and decision-making processes as student workers on this team. Ask them to consider the impact of their choices, identify areas for improvement, and explore alternative approaches. Ask them to document their reflections in a journal or engage in discussions with mentors or supervisors to gain further insights.

• **Write reflective papers or short paragraphs:** Ask the student to write reflective paragraphs or a report on their experiences as a student worker. Use these assignments as a way for them to critically analyze their role, the challenges they face, and the impact of their work. Ask them to reflect on how they could improve and make meaningful contributions to this department.

• **Connect theory with practice:** Take what they have learned in coursework and apply it to your job role. Look for opportunities to connect theoretical concepts with real-world scenarios. Ask the student to consider how theories and concepts can inform their decision-making process and problem-solving strategies.

• **Process Improvements:** Ask the student to prepare 2-3 process improvements for their role and how that would impact efficiency and effectiveness for this role.

Supervisor - Led Team Learning Activities

• **Process Improvements:** Ask a group of students to work together to identify process improvements in the department. Have the team identify key areas that would improve effectiveness and efficiencies.

• **Problem-solving workshops:** Organize problem-solving sessions for the student worker team where you can collectively tackle challenging issues or scenarios related to the work. Encourage team members to share their perspectives, brainstorm solutions, and engage in thoughtful discussions to develop critical thinking skills.

• **Case study analysis:** Choose relevant case studies or scenarios related to this area of work and have students work together as a team to analyze and discuss them. Encourage critical analysis,

identification of key issues, consideration of alternative solutions, and evaluation of potential outcomes.

• **Simulated exercises:** Create simulated exercises that mirror real-world situations you might encounter in this type of work in this role. Assign different roles to team members and ask them to work together to solve problems, make decisions, or handle challenging situations that continue to come up.

• **Cross-functional collaboration:** Collaborate with student workers from other departments or teams on campus to tackle complex projects or initiatives. This will provide opportunities for interdisciplinary thinking, sharing diverse perspectives, and collectively solving problems through critical thinking and teamwork.

• **Critical thinking book club:** Start a critical thinking book club with your team. Select books or articles that focus on critical thinking, problem-solving, or decision-making in this area of work. Discuss key concepts, share insights, and engage in thoughtful discussions to deepen your understanding and enhance your critical thinking skills.

• **Group problem-solving exercises:** Assign complex problems or challenges to the team and work together to solve them. Encourage brainstorming, active discussion, and exploration of various solutions. Encourage team members to challenge assumptions, think critically about the problem at hand, and consider both short-term and long-term implications as it applies to issues in the department or how to deal with any ongoing issues or inefficiencies.

• **Ethical decision-making discussions:** Select ethical dilemmas commonly encountered in this type of work and engage the student workers in discussions around ethical decision-making. Encourage the team to analyze the situations, consider different ethical frameworks, and collaboratively develop solutions that align with ethical principles.

• **Reflective team discussions:** Schedule regular team discussions to reflect on critical thinking processes and problem-solving experiences. Encourage team members to share their insights, challenges, and lessons learned on the team. This reflection can help the team collectively improve their critical thinking skills and develop effective strategies for future projects.

Leadership

Recognize and capitalize on personal and team strengths to achieve organizational goals.

Key Behaviors:
• Showing compassion and interest toward team members' success and well-being.
• Adapt to change and evolve with organizational needs.
• Give feedback that enables a team to grow.
• Delegate tasks and responsibility that develops individuals.
• Recognize members for their effort and success.
• Seek new solutions to problems as opposed to leaning on the ones you typically turn to.
• Inspire, persuade, and motivate self and others under a shared vision.
• Seek out and leverage diverse resources and feedback from others to inform direction.
• Use innovative thinking to go beyond traditional methods.
• Serve as a role model to others by approaching tasks with confidence and a positive attitude.
• Motivate and inspire others by encouraging them and by building mutual trust.
• Plan, initiate, manage, complete, and evaluate projects.

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Supervisor - Led Individual Learning Activities

• Partner with the Leadership Center to create an in depth experience at:
https://www.uta.edu/student-affairs/leadership

• **Develop self-awareness:** Ask the students to reflect on their strengths, weaknesses, values, and leadership style. This self-awareness helps students to understand how to lead authentically and effectively.

• **Seek learning opportunities:** Ask students to actively seek out learning opportunities that enhance their leadership skills. Attend workshops, seminars, or conferences related to leadership

development. Engage in self-study through books, podcasts, or online courses focused on leadership.

• **Take on leadership roles:** Ask the student or student to lead a team, coordinate an event, or take on a supervisory role.

• **Build relationships and network:** Ask the students to network among the rest of the supervisors or other students. Networking allows them to learn from others' experiences, seek mentorship, and expand their opportunities for leadership development.

• **Emotional intelligence:** Support the students in develop emotional intelligence by understanding and managing their emotions and those of others. Practice and talk about empathy, show understanding and effectively manage conflicts or difficult situations with emotional intelligence. Read about emotional intelligence as a group.

• **Seek feedback and reflect:** Ask the student to regularly seek feedback from supervisors, colleagues, and mentors to gain insights into their leadership skills. Reflect on your experiences, successes, and challenges.

• **Seek leadership development programs:** Ask the student to explore leadership development programs or workshops offered by UTA institutions or external organizations and encourage them to participate.

• **Reflect and refine:** Ask students to take on a leadership role on the team of some kind. Ask them to regularly reflect on their leadership experiences in this role, identify areas for improvement, and set goals for their personal growth.

Supervisor - Led Team Learning Activities

• Partner with the Leadership Center to create an in depth experience at:
https://www.uta.edu/student-affairs/leadership

• **Rotating leadership roles:** Assign rotating leadership roles within the team for different projects or initiatives. This allows each team member to take turns leading and practicing their leadership skills. Rotate roles regularly to give everyone a chance to develop their leadership abilities.

• **Team projects with shared leadership:** Assign team projects that require collaborative leadership. Encourage team members to collectively lead the project, share responsibilities, and

make decisions together. This fosters a sense of shared ownership and builds leadership skills through teamwork.

• **Leadership book club:** Start a leadership book club within the team. Select books or articles on leadership topics and meet regularly to discuss key concepts and insights. Encourage team members to share their perspectives and apply the learnings to their roles and responsibilities.

• **Leadership workshops or training:** Attend leadership workshops or training sessions together as a team. Look for opportunities offered by UTA such as working with the Leadership Center in Student Affairs or external organizations. Participating in these programs as a team allows for shared learning experiences and the opportunity to discuss and apply the concepts together.

• **Peer mentorship:** Establish a peer mentorship program within the team. Pair team members with different levels of experience to provide guidance, support, and coaching. This allows individuals to develop leadership skills by both mentoring and being mentored.

• **Collaborative decision-making:** Practice collaborative decision-making within the team. Encourage open discussions, active listening, and consensus-building. This approach develops leadership skills such as facilitating group dynamics, considering diverse perspectives, and guiding the decision-making process.

• **Cross-functional projects:** Collaborate with student workers from different departments or teams on campus for cross-functional projects. This provides opportunities to lead and collaborate with individuals from diverse backgrounds, fostering adaptability, communication, and teamwork skills.

• **Reflection and feedback sessions:** Hold regular reflection and feedback sessions as a team. Reflect on team dynamics, successes, challenges, and opportunities for improvement. Provide constructive feedback to each other on leadership skills, highlighting strengths and areas for growth.

• **Leadership simulations or role-playing:** Engage in leadership simulations or role-playing exercises as a team. These activities allow team members to practice leadership skills in a simulated environment. Rotate roles to provide different individuals with leadership experiences.

• **Guest speaker series:** Organize a guest speaker series where leaders from various fields or industries are invited to share their experiences and insights. Encourage team members to ask questions and engage in discussions to gain inspiration and learn from the guest speakers' leadership journeys.

• **Team leadership workshops:** Conduct leadership workshops within the team where team

members can share their knowledge and expertise in different areas. Each team member can take turns leading a workshop on a leadership-related topic, fostering collaboration and knowledge exchange.

• **Peer recognition:** Implement a peer recognition program within the team to acknowledge and celebrate leadership qualities and contributions. Encourage team members to recognize and appreciate each other's leadership skills, fostering a culture of support and encouragement.

• **Team vision and mission development:** Collaborate as a team to develop a shared vision and mission statement. Engage in discussions and exercises to define the team's purpose, goals, and values. This process encourages leadership skills such as vision-setting, strategic thinking, and fostering a shared sense of purpose.

• **Continuous learning and growth:** Encourage team members to continuously seek opportunities for personal and professional growth in leadership. Share resources, articles, or podcasts related to leadership development. Foster a culture of continuous learning and improvement within the team.

⚜ Professionalism

Knowing work environments differ greatly, understanding and demonstrating effective work habits, and acts in the interest of the larger community and workplace.

Key Behaviors:
• Act equitably with integrity and accountability to self, others, and the organization.
• Maintain a positive personal brand in alignment with organizational and personal career values.
• Be present and prepared.
• Demonstrate dependability (e.g., report consistently for work or meetings).
• Prioritize and complete tasks to accomplish organizational goals.
• Consistently meet or exceed goals and expectations.
• Have an attention to detail, resulting in few, if any, errors in their work.
• Show a high level of dedication toward doing a good job.

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Supervisor - Led Individual Learning Activities

• **Seek feedback:** Ask the student to actively seek feedback from supervisors and colleagues to improve their performance and professionalism. Ask them to reflect on the feedback received and take steps to address areas for improvement. Encourage them to learn from constructive criticism and make necessary adjustments.

• **Embrace continuous learning:** Ask the student to take advantage of learning opportunities that arise on this on-campus job. Encourage them to seek out training programs, workshops, or webinars offered by UTA. Engage in self-study to expand their knowledge and skills.

• **Professional demeanor on social media:** Encourage them and coach the student on maintaining a professional presence on social media platforms. Encourage and coach them to be mindful of the content they share, the language they use, and the image they project. Use privacy settings appropriately and ensure your online presence aligns with professional expectations. Ask

them to google themselves and investigate what comes up.

Seek mentorship: Encourage them to identify potential mentors within their on-campus job or related departments. Encourage the student to seek their guidance and advice on professional development, career planning, and skill-building. Learn from their experiences and seek opportunities to shadow or assist them. Join the MAVMENTOR program: https://mentor.uta.edu/programs/mav

Reflect and adapt: Ask the student what professionalism looks like in this role for this group and in this department. Ask for reflections on their professional growth and what areas they need to improve. Ask the students to identify areas for improvement. Ask them to assess their strengths, weaknesses, and areas where they can develop professionalism.

Stay organized: Ask the student to prepare and develop organizational skills and tools to manage their workload efficiently. Ask them to ensure they have calendars, to-do lists, and other tools to prioritize tasks, meet deadlines, and stay on top of responsibilities.

Supervisor - Led Team Learning Activities

Establish team norms: Collaboratively establish a set of team norms or guidelines with the team that promote professionalism. These norms can include expectations for communication, punctuality, dress code, confidentiality, and respectful behavior. Regularly review and reinforce these norms as a team.

Professional development sessions: Organize professional development sessions as a team. These sessions can focus on enhancing specific skills or knowledge relevant to your on-campus job. Invite guest speakers, facilitate workshops, or conduct training sessions to foster professional growth.

Peer coaching: Encourage peer coaching within the team. Pair team members together to provide constructive feedback, guidance, and support to each other in their professional development. This fosters a culture of continuous learning and improvement.

Professionalism-themed discussions: Hold team discussions or brainstorming sessions focused on professionalism. Topics could include workplace etiquette, effective communication, handling conflicts professionally, and building a positive team culture. Encourage team members to share their experiences, insights, and best practices.

Role-play scenarios: Engage in role-playing exercises as a team to practice professional interactions. Create scenarios that simulate challenging situations such as handling difficult

conversations, resolving conflicts, or providing constructive feedback. This helps team members develop effective communication and problem-solving skills.

Cross-training and job shadowing: Encourage cross-training and job shadowing opportunities within the team. This allows team members to gain insights into different roles and responsibilities, fostering a deeper understanding and appreciation of each other's work. It also promotes collaboration and empathy among team members.

Peer recognition: Implement a peer recognition program within the team run by the students to acknowledge and celebrate professionalism and exceptional work. Encourage team members to recognize and appreciate each other's professionalism, work ethic, and contributions. This fosters a positive and supportive team culture.

Professional development resources: Share professional development resources within the team. This can include articles, books, podcasts, or online courses related to professional skills, leadership, communication, or industry-specific knowledge. Discuss and share insights gained from these resources as a team.

Team feedback and reflection: Regularly engage in team feedback and reflection sessions. Provide constructive feedback to each other on professionalism and areas for improvement. Reflect on team dynamics, communication practices, and ways to enhance professionalism collectively.

Encourage networking: Encourage team members to network and connect with professionals in their field of interest. This can be done through attending conferences, workshops, or networking events on campus. Facilitate opportunities for team members to share their networking experiences and lessons learned.

Continuous improvement projects: Assign team projects or initiatives focused on improving team professionalism. This could involve identifying areas for improvement, developing action plans, and implementing changes to enhance professionalism within the team and in the workplace.

Mentorship and guidance: Provide mentorship and guidance to newer team members. Assign more experienced team members to mentor and support those who are new to the team or the on-campus job. This promotes professionalism and helps newcomers integrate smoothly into the team.

Regular team evaluations: Conduct regular team evaluations to assess team professionalism and identify areas for improvement. Use these evaluations as an opportunity to celebrate successes, address challenges, and set goals for continued professional growth as a team.

✿ Teamwork

Build and maintain collaborative relationships to work effectively toward common goals while appreciating diverse viewpoints and shared responsibilities.

Key Behaviors:
• Participate in the development of mutual goals and plans and the identification and resolution of problems.
• Define individual and shared responsibilities.
• Tap others' skills, experience, knowledge, and creativity.
• Offer own and accept others' expertise to solve problems when working with other groups.
• Listen carefully to others, taking time to understand and ask appropriate questions without interrupting.
• Effectively manage conflict, interact with, and respect diverse personalities, and meet ambiguity with resilience.
• Be accountable for individual and team responsibilities and deliverables.
• Employ personal strengths, knowledge, and talents to complement those of others.
• Exercise the ability to compromise and be agile.
• Collaborate with others to achieve common goals.
• Build strong, positive working relationships with supervisor and team members/coworkers.

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Supervisor - Led Individual Learning Activities

• **Take initiative:** Ask the student to lead a small project within the team. Show a proactive approach to problem-solving and offer support to team members when needed.

• **Build relationships:** Ask the student to conduct short interviews with other team members to help cultivate positive relationships with all team members by showing respect, empathy, and appreciation for their contributions.

• **Practice conflict resolution:** Ask the student to research conflict in teams and learn and practice effective conflict resolution skills, such as active listening, finding common ground, and seeking win-win solutions. Ask the student to share their learnings in a one-on-one or team meeting.

• **Support team goals:** Ask the student (s) to reflect on individual goals and tasks with the overall team goals. Ask them to summarize the team goals and how those support their own goals and reflect on how their work contributes to those goals.

• **Share knowledge and expertise:** Ask the student(s) to offer their knowledge and expertise to help others on the team. Ask them to share insights, provide guidance, and contribute to the collective learning of the group.

• **Reflect on team experiences:** Ask students to take time to reflect on their team experiences. Consider successes, challenges, and lessons learned from working in a team. Ask them to evaluate their own performance and identify areas for improvement in their teamwork skills. Apply these insights to future team collaborations.

Supervisor - Led Team Learning Activities

• **Team-building activities:** Engage in team-building activities to foster stronger connections and trust among team members. These activities can include icebreaker games, problem-solving challenges, or outdoor team-building exercises. The goal is to improve communication, build camaraderie, and enhance teamwork.

• **Cross-functional collaboration:** Collaborate with student workers from other departments or teams on campus to work on joint projects or initiatives. This allows for interdisciplinary collaboration, sharing of different perspectives, and the opportunity to develop teamwork skills across diverse areas of expertise.

• **Team retrospectives:** Conduct regular team retrospectives where you reflect on your team's performance, successes, and areas for improvement. Discuss what went well, what challenges you faced, and how you can enhance teamwork moving forward. Encourage open and honest communication to identify opportunities for growth.

• **Peer feedback and recognition:** Foster a culture of peer feedback and recognition within the team. Encourage team members to provide constructive feedback to each other, highlighting individual strengths and areas for improvement. Celebrate team accomplishments and recognize individual contributions to boost morale and reinforce teamwork.

• **Collaborative decision-making:** Practice collaborative decision-making by involving all team

members in the decision-making process. Encourage open discussions, consider different perspectives, and reach a consensus as a team. This approach fosters a sense of ownership and commitment among team members.

• **Team project management:** Assign team projects that require collaboration and coordination among team members. Encourage shared responsibility, task delegation, and effective communication to complete the projects successfully. This allows the team to practice project management and develop teamwork skills in a practical setting.

• **Conflict resolution workshops:** Organize conflict resolution workshops or training sessions with an external facilitator (contact Student Affairs Leadership Center) for the team. Provide guidance on effective conflict resolution strategies, such as active listening, finding common ground, and negotiation techniques. Develop a shared understanding of how to address conflicts constructively and maintain positive working relationships.

• **Shared goal setting:** Involve the team in setting shared goals and objectives. Encourage collaborative goal-setting exercises where team members collectively define targets, establish timelines, and outline individual responsibilities. This process fosters a sense of unity and shared purpose within the team.

• **Continuous improvement initiatives:** Encourage the team to identify areas for continuous improvement in their teamwork. Regularly discuss strategies to enhance communication, collaboration, and overall team effectiveness. Implement changes or experiments based on team feedback to foster continuous growth and development.

Technology

Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.

Key Behaviors:
• Navigate change and be open to learning new technologies.
• Use technology to improve efficiency and productivity of their work.
• Identify appropriate technology for completing specific tasks.
• Manage technology to integrate information to support relevant, effective, and timely decision-making.
• Quickly adapt to new or unfamiliar technologies.
• Manipulate information, construct ideas, and use technology to achieve strategic goals.

Online - Individual Learning Activities

• Forage online employer-led mini projects: https://www.theforage.com/
• MavMicros online employer-led mini projects: https://info.parkerdewey.com/uta
• LinkedIn Learning modules: Linkdeln Learning
• Academic Impression learning modules: Academic Impressions

Supervisor - Led Individual Learning Activities

• **Online events, tutorials and courses:** Ask the student to take advantage of online tutorials and courses to learn specific technologies or software relevant to your on-campus job.

• **Self-directed projects:** Ask the student to take on self-directed projects that require the use of technology. This could involve creating a personal website, developing a mobile application, or designing a database.

• **Technology blogs and forums:** Ask the student to follow technology blogs, forums, and online communities to stay updated on the latest trends and developments in the field.

• **Join campus tech clubs or organizations:** Participate in on-campus technology clubs or organizations that align with your interests. These groups often provide opportunities for workshops, hackathons, and networking events where you can learn from peers, collaborate on projects, and gain exposure to new technologies.

• **Collaborate with IT department or tech experts:** Connect the student with the IT department or technology experts on campus. Seek their guidance, ask for recommendations on technology resources, or offer assistance on projects they are working on.

• **Build a professional online presence:** Ask the student to establish an online presence that showcases their technology skills. Create a professional website or portfolio to highlight your projects and accomplishments. Use platforms like LinkedIn to connect with professionals in the field and participate in relevant discussions.

• **Take advantage of on-campus resources:** Utilize on-campus resources such as computer labs, software licenses, and technology support services. Make the most of these resources to practice and explore different technologies.

Supervisor - Led Team Learning Activities

• **Technology workshops:** Organize workshops or training sessions, or send them to training sessions as a team to learn and explore new technologies or software relevant to the on-campus job. This can include tools for data analysis, project management, graphic design, or web development. Share knowledge and best practices with each other.

• **Tech-savvy team members as resources:** Identify team members who possess advanced technology skills and designate them as resources or mentors for others. Encourage these team members to share their expertise, provide guidance, and assist in training sessions.

• **Collaborative technology projects:** Assign team projects that require collaboration and the use of technology tools. This could involve creating shared documents using cloud-based platforms, utilizing project management software, or implementing collaborative communication tools. Encourage team members to learn and adapt to new technologies during the project.

• **Online learning platforms:** Explore online learning platforms, such as the UTA LinkedIn Learning series as a team. Identify relevant courses or tutorials related to technology skills and encourage team members to enroll and learn together. Discuss key takeaways and share practical applications of the learned skills.

• **Tech-themed knowledge-sharing sessions:** Schedule regular knowledge-sharing sessions where team members can present and share their knowledge on technology-related topics. This can be done through presentations, demonstrations, or hands-on workshops. Encourage team members to research and present on emerging technologies or industry trends.

• **Tech challenges or hackathons:** Organize tech challenges or mini-hackathons within the team.

Assign specific technology-related problems or tasks and encourage team members to work collaboratively to find creative solutions. This promotes teamwork, problem-solving, and technology proficiency.

• **Tech exploration time:** Dedicate specific time for team members to explore and experiment with new technologies or software. This can be a weekly or monthly session where team members can try out different tools, share their findings, and discuss potential applications within the team's work.

• **Tech resource library:** Create a shared tech resource library where team members can contribute and access useful technology resources. This can include articles, tutorials, online tools, or coding snippets. Encourage team members to curate and share resources that they find valuable.

• **Cross-functional technology training:** Collaborate with other on-campus teams or departments to conduct cross-functional technology training sessions. This allows team members to learn from each other's expertise and gain exposure to different technology skill sets.

• **Encourage technology experimentation:** Create a safe and supportive environment that encourages team members to experiment and innovate with technology. Provide opportunities for team members to propose and implement technology-based initiatives that can improve team processes or outcomes.

• **Technology-focused team projects:** Assign team projects that specifically require the application of technology skills. This can involve designing websites, developing mobile applications, creating data visualizations, or implementing automation processes. Encourage team members to learn and utilize relevant technologies to complete these projects.

• **Technology conference or event attendance:** Identify technology conferences, seminars, or events on campus or in the local area. Encourage team members to attend and participate in these events to expand their knowledge, network with industry professionals, and gain exposure to the latest technological advancements.

• **Tech troubleshooting sessions:** Allocate time for tech troubleshooting sessions within the team. Encourage team members to share common technology challenges they face in their work and collectively find solutions. This fosters problem-solving skills and helps team members become more proficient in troubleshooting technology-related issues.

• **Regular technology skill assessments:** Conduct regular technology skill assessments within the team connected to the technology used on the job to evaluate individual and collective progress. This can be done through quizzes, practical assignments, or hands-on demonstrations.

Use the assessment results to identify areas for improvement and plan targeted skill development activities.

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