Student Employee Performance and Development Process
Supervisor Training Outline

I) OVERVIEW

The University of Minnesota has developed a program, called Student Development Outcomes (SDO), which is designed to have the students’ work experience mirror their academic experience, fulfilling a clear and comprehensive student development goal. SDO encourages supervisors to help students acquire valuable life skills within the work environment. There are some behaviors that are necessary for the work environment that are also aspects for personal development. For these reasons, student job descriptions in the Student Unions & Activities’ include both performance and development aspects. Furthermore, our student employee Performance and Development Process (PDP) consists of evaluating students’ job performance as well as their personal development.

a) Why participate in the Performance Development Process (PDP)?

- **Student Benefits**
  1. To maintain or improve job satisfaction and morale.
  2. To identify areas which need improvement.
  3. To have the opportunity to develop a stronger work ethic.
  4. To have an opportunity to discuss job challenges and interests.
  5. To understand that their job is not just a paycheck; it consists of gaining life skills in addition to performing their job duties on a day-to-day basis.
  6. To develop the skills needed to market oneself better. Language from PDP conversations can be used to strengthen resumes and interview skills, making them more appealing to potential employers.

- **Supervisor Benefits**
  1. To document performance issues and identify training needs.
  2. To give positive feedback and record special talents, skills, interests, and capabilities.
  3. To forge stronger working relationships.
  4. To reinforce work expectations.
  5. To develop and motivate employees.
  6. To achieve the Student Unions & Activities’ overall goals and mission.
  7. To satisfy University requirement.
  8. To satisfy legal due process requirements (documentation necessary for terminating employees).
  9. Opportunity to create a “vibrant and positive environment” in SUA and the University.¹

II) Performance Development Process (PDP)

Supervisors and students meet to review the student’s job performance and personal development twice per academic year. Use of the Student Performance Review Summary form for mid-year evaluations is optional. Supervisors are required to use the Student Performance Review Summary

¹ Office for Student Affairs
form to evaluate each student employee at the end of the year. The following process should be used for year-end student evaluations:

a) Student Employees complete the Student Employee Self Assessment and return to their supervisors prior to the performance review meeting. Because students do not get to dictate their own evaluation, the student self evaluation does not reflect the actual evaluation. Supervisors should review the self assessments prior to meeting, but are under no obligation to use any input from the student in their review of the student. Furthermore, the student self assessments do not affect raises.

b) Supervisors should fill out Student Performance Review Summary form prior to meeting with their employees. (Use of this form at mid-year evaluations is optional; use of this form at year-end is mandatory.) When filling out the form, it’s important that supervisors:
   ▪ Do not customize the form for their student employees. The form was designed so that we have a consistent foundation for evaluating all the student union employees and is therefore not customizable for each area/department. The only factor which may be omitted is “Supervision,” which applies only to those student employees who participate in supervisory activities.
   ▪ Use the Performance Factors & Expectations Guide. Deviating from these definitions will result in inconsistency within the Student Unions & Activities and may cause unfair assessments.
   ▪ Most employees will be ranked at “Meets Expectations.” This is not a bad rating.
   ▪ Provide feedback in “Supervisor’s Comments on Performance.” The evaluation isn’t about ranking employees; it’s about a conversation on how the student is performing at work and at personal development. Without comments, the student will have no guide for identifying positive or negative performance, especially since most employees are ranked at “Meets Expectations.” Identify areas the student has had success in and the areas that could use improvement.
   ▪ Use the Student Employee Year-End Performance Appraisal Toolkit (provided by SUA Human Resources) for helpful tips and verbiage to use while filling out the performance evaluations.
   ▪ Use their midyear performance evaluations as a point of comparison so that progress (or lack thereof) can be noted.
   ▪ Type comments in boxes provided.

c) Use of the Student Performance Improvement Plan is optional. This form is designed so that supervisors’ have an organized way to document areas which need significant improvement as well as the student’s improvement (or lack thereof) over time. Documentation is necessary for terminating a non-probationary student’s employment. This documentation may be in the format of the Student Performance Improvement Plan, but can be in other formats as well.

d) Performance evaluations may affect promotion and raises.

e) If the supervisor decides not to use the Student Performance Review Summary form for the midyear review, the supervisor must still conduct the review, document the conversation, and file the documentation in the supervisor-maintained employee file.
III) Student/Supervisor Meeting

a) Prior to meeting with employees, supervisors should:
   - Review the student’s self assessment
   - Fill out the Performance Review Summary

b) Before the meeting, supervisors should prepare talking points by including comments in the Student Performance Review Summary. Your talking points should include:
   - Areas where the student excels. Include specific examples.
   - Areas where the student needs improvement. Include specific examples. Prepare the Student Performance Improvement Plan (optional).
   - For a returning employee, come prepared with ideas of how you can help the student improve the skills you feel need improvement.
   - Take note of pronounced inconsistencies between student self evaluations and supervisor assessments/interpretations.
   - Bring examples of your observations to back your assessment of the student. You should not feel the need for your assessment to match the student’s assessment of him or herself.

c) For yearend assessments, supervisors should use their midyear assessments as a point of comparison so that progress (or lack thereof) can be noted.

d) At the meeting:
   - Ensure that the student understands why we are conducting a performance review (see the “Overview” section of this training outline.)
   - Go over each performance factor, calling specific attention to your talking points, and any pronounced inconsistencies between the supervisor’s and student’s comments. Use your observations to back your evaluation; you should avoid allowing the student to change your opinion.
   - Try to end the meeting on a positive note.

IV) General Timeline

a) Optional Informal Meetings:
   - During Supervisor/Student Informal Meetings:
     1. Discuss areas for improvement
     2. Discuss areas of success
     3. Clarify performance expectations, as necessary
   - These meetings apply to all student employees
b) **Mandatory Midyear Performance Review:**
   - Supervisor and student meet for informal performance review:
     1. Use of *Student Employee Self Assessment* is optional
     2. Use of *Student Performance Review Summary* is optional
     3. Use of *Student Performance Improvement Plan* is optional
   - If above paperwork is filled out, one copy should be provided to the student staff member and the original stays in the supervisor’s files.
   - If supervisor chooses not to use above paperwork, the supervisor should document the conversation. A copy should be provided to the student, and the original is retained in the supervisor’s files.
   - It is recommended that supervisors use the formal documentation for a student who is underperforming significantly.

c) **Mandatory End of Year Performance Evaluation:**
   - Student completes *Student Employee Self Assessment* for supervisor’s review
   - Supervisor completes *Student Performance Review Summary* for every student employee
   - Supervisor completes *Student Performance Improvement Plan* if necessary
   - During Supervisor/Student Meeting:
     1. Review goals set at midyear meeting, if applicable
     2. Review Student Performance and Development Process:
        (a) Discuss the *Student Employee Self Assessment*
        (b) Review *Performance Review Summary*
           - Discuss each performance factor, noting areas for improvement and areas of success

d) If the employee is leaving their position, they should fill out the *Student Employee Exit Questionnaire*. A link will be emailed to the student by SUA HR once the student’s termination/resignation paperwork is completed by the supervisor.

e) All paperwork should be copied for three packets which include:
   - Cover Sheet with signatures from mid-year and year-end appraisals
   - Comments (from Midyear meeting)
   - Entire packet (from the End of Year meeting)

f) Copies are provided to:
   - One copy is provided to the student
   - One copy stays with the supervisor’s files

g) Original copy is forwarded to the HR Assistant.

h) The HR Assistant tracks the PDP documents and forwards all paperwork onto the Area Assistant Director and Sr. Associate Director for review, signs off and forwards it onto the SUA Director for final review and signature.

i) After the Year End Supervisor/Student Meeting:
   - The student employee must fill out and submit the Scantron (“bubble” sheet) *End of Year Survey* and submitted to the HR Assistant. The supervisor does not need to do
anything with this form; it is for the Office of Measurement Services and will quantitatively track progress of all students on an institutional level.

**Student Employee Performance and Development Forms:**

*Performance Factors & Expectations Guide*

*Performance Review Summary*

*Student Employee Self Assessment*

*Student Employee Performance Improvement Plan*

*OMS End of Year Survey (Scantron form)*