Student Assistants – Communicating and Motivating
Where are we now with Communication?

AOL Instant Messenger™

While it may be intimidating at first, just remember that texting is simply another form of technology. Once mastered, it can act as a means to bridge the gap between generations.

More Than 11 Million Young People Have Fled Facebook Since 2011
According to one analyst estimate

By Christopher Matthews @croblmathews | Jan. 15, 2014 | 107 Comments

http://business.time.com/2014/01/15/more-than-11-million-young-people-have-fled-facebook-since-2011/
Is Texting the Future of Workplace Communication?

Apps (Coptap) are available now that allow a text message to be sent with an e-mail address as the sender.

If you allow texting:

- Consider setting guidelines for what can be sent as a text, i.e. last minute emergencies regarding work.
- Texting the student worker asking for last minute coverage for a shift.

http://mashable.com/2013/10/06/texting-cotap/
Text Messages – 2 the Point

- Consider this when documenting processes, i.e. a bulleted list versus paragraphs.

http://www.thetelecomblog.com
Reward – to give money or another kind of payment to (someone or something) for something good that has been done

Motivation – the act or process of giving someone a reason for doing something

If we combine the two –
A reason to work + reward the good work

http://www.merriam-webster.com/dictionary
Rewarding and Motivating

Provide a work environment where the student workers can be successful, and reinforce the positive work processes.

Thank you for your patience with that patron!
“Regardless of their low-level positions, Millennial workers feel a need to be kept in the loop of information.”


- The “Need to know” basis, no longer exists.

- Employees are empowered through the sharing of communication.
Feedback = Motivation

“Annual performance reviews are inadequate to Millennials, who want real-time feedback and often prefer scheduled face time for performance discussions.”

Sujansky, J. and Jan Ferri-Reed; Keeping the Millennials; 2009; John Wiley & Sons

Genuine feedback –

- Avoid feedback cliché, i.e. Keep up the good work
- Positive feedback – “You did an awesome job helping that patron.”
Please Be Specific...

“Telling an employee what he or she did well and specifically what it was effective...”

Sujansky, J. and Jan Ferri-Reed; Keeping the Millennials; 2009; John Wiley & Sons

- Build confidence by asking your student workers for their thoughts on accomplishing tasks or projects.

- Link their tasks/jobs to the mission/goals of your organization.
Performance Evaluations

The self-evaluation:
– Give an example, and provide detail, of work performance.

“I help people at the service desk”

– This involves explaining policies, redirecting to other departments, and answering simple questions pertaining to technology.
I don’t know…
  ◦ If you did know, what might the answer be?

Advice versus a suggestion
  Can I give you some advice?
  May I offer a suggestion?

But, and…
  You did a really good job helping that patron at the desk, but…
Depersonalize the situation
  ◦ You didn’t show up to your shift; I am giving you a verbal warning.
  ◦ Employment policy states that if a shift is missed, a verbal warning is issued.

Is there the potential for emotion in the conversation?
  – Be aware of it and then self-monitor.
  – Allow for venting if needed.

Transference and counter-transference, to defuse an emotional conversation.
Using analogies/metaphors to translate the goals of the department.

- **Athlete** = being a part of the team, and what happens when one is not playing to their potential.

- **Art** = you create something that is your own work, i.e. pride in work processes.
E-mail and Interpretation

If information or detail is missing in communication, the receiver will sometimes create the missing information, which may or may not be accurate.

For example:

“I didn’t say you were late to your shift.”
Listening Skills, or Not

- Ignoring
  - Quid Pro Quo
- Pretend listening
- Selective listening
- Attentive listening
  - Builds the relationship

Be aware of “pop-up thoughts”
“Sandwich” Feedback

“Steer clear of the classic feedback “sandwich”: good news, followed by bad news, ending with good news.”

Please summarize what we discussed.

http://blogs.hbr.org/2012/11/have-the-courage-to-be-direct/
Is a performance challenge due to lack of a:

- **Skill set**
  - *Follow-up training may be needed*
- **Tool needed to accomplish a task**
  - i.e. hardware/software
- **Attitude/behavior**
  - This may be a supervisory conversation, which discusses meeting the goals of the customer/department.
**Powerful Questions**

“Is this question likely to generate hope, imagination, engagement, creative action, and new possibilities or is it likely to increase a focus on past problems and obstacles?”

Adapted from Sally Ann Roth
Public Conversations Project c. 1998

Open-ended questions can help bring about a new awareness to a challenge.
- What are some ways…
- What are your thoughts on how to improve…
Coaching Skills

- Active listening
- Listen for repeated words or phrases
- Reframing
- Ask the student to look for alternatives
- Discuss possibilities
- Create an action plan
- Follow up

Evaluating Performance

Rubric? Content? Both?

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<td>1. Ability to prepare and organise for the information to be presented eg: • set up and use of data projector, video/ DVD player • bring a set of rules and appropriate playing pieces for students playing the game</td>
<td>More thorough preparation was required for the presentation and performance to run smoothly</td>
<td>The preparation for the presentation was generally organised and the performance ran quite smoothly.</td>
<td>The preparation for the presentation was very well organised and the performance ran smoothly.</td>
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Name ________________________________________________

Title of Poem/Author __________________________________

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<td>Level of Difficulty</td>
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Every agency should have in writing the behaviors that will simply not be tolerated under any circumstance.
Sarah Jane Rehnborg, Ph.D.

The traditional model:
- Verbal warning and review progress with volunteer
- Written warning and review progress with volunteer
- Suspension
- Dismissal

Replacing students workers is time consuming
Disciplinary Problems

- What do you have, in writing, to support your concern?
- What documentation did the student sign when they started employment?
Conflict Resolution

- Begin by “checking-in” with your student worker
- Describe the situation and how it affects the goals of the department
- Ask for their thoughts
- Discuss options – ask for ownership
  - Try?
- Develop a plan – set a time frame for improvement
- Follow up with meetings to review progress
  - Accountability

Adapted from Cosmos Hill Associates, 2011
A Manager's Guide to Coaching: Simple and Effective Ways to Get the Best From Your Employees
Paperback: 240 pages
Publisher: AMACOM (April 2, 2008)
“During the last decade, university and college counseling centers have reported a shift in the needs of students seeking counseling services, from more benign developmental and informational needs, to more severe psychological problems.”

NASPA Journal, Vol. 41, no. 1, Fall 2003

- What policy do you have in place for mental–health concerns?
The Take-Aways

- Communicate efficiently
- Feedback/communication = motivation
- A lack of communication may....
- To listen is to value the student worker
- Consider coaching using questions to bring an awareness
- Conflict resolution = how does the behavior impact the department goals?
Thank you for attending!

And thank you for helping our student workers to succeed!

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