



Facilitator's Guide

August 2024

WHAT IS SEELA

The Student Employment Experience (SEE) is aimed at enriching the work experiences of student employees at The Ohio State University. A student employment experience should empower students to champion their own learning and provide them with the transferable skills needed to be successful in their employment role, in the classroom and in their future careers. The SEE Learning Assessment (SEELA) is one tool designed to track student development and help student employees learn how the skills they are learning in their student employment role apply to their classroom work and to their future career. As students take SEELA over time, they can learn about how their skills change and grow. Supervisors can use SEELA results to guide student employees during their time in SEE.

HOW TO USE THIS GUIDE

This guide was created as a resource for supervisors and those they supervise. Included in this guide is a list of the eight learning outcomes associated with the SEE Program and their definitions. Within the definition of each learning outcome are discussion questions that could direct GROW conversations. A list of campus resources organized by learning outcome is also included, and it can be used to assist students who feel they need assistance in building their skills. The final section of the guide describes the score report in SEELA and how it can and should be interpreted.

Do not expect to use every single discussion question in the GROW conversation or that there will even be enough time to discuss every learning outcome. Also, developing new and different discussion questions is encouraged! The GROW conversation that takes place each semester will be guided by the student employee's role, the student employee's personality and the supervisor's managerial style and strengths. This guide is not meant to be a script but rather a tool to deepen and support your developmental conversations.

LEARNING OUTCOMES

PROFESSIONALISM

Definition

Students will learn the value of effective work habits and the importance of acting in the interest of the larger workplace or community to achieve maximum productivity and accomplish a shared goal.

Discussion Questions for the Supervisor to Ask Students

- What does professionalism mean to you? Can you provide an example of how you've navigated a challenging or stressful situation while maintaining professionalism?
- Can you share a time when you made a mistake? How did you handle it, and what did you learn from the experience?

LEADERSHIP

Definition

Students will recognize the elements of an effective leader within themselves, including how to encourage success through recognizing strengths, inspiring motivation and using innovative thinking and problem-solving skills, while building mutual trust.

Discussion Questions for the Supervisor to Ask Students

- What qualities or characteristics do you appreciate most in a leader and/or supervisor? How can you learn from your past experiences (whether positive or negative) to become a stronger leader yourself?
- How do you approach decision-making when faced with challenging or unfamiliar situations?
- Can you share an example of how you've handled a conflict or disagreement within your team? How was it resolved? What did you learn?

BELONGING & INCLUSION

Definition

Students will understand how to support an inclusive community where all members obtain access to the same opportunities so that all can thrive.

Discussion Questions for the Supervisor to Ask Students

- Can you share a time when you made a peer or colleague feel included or valued? How did this affect your interactions with the team moving forward, if at all?
- In what ways has your knowledge of belonging and inclusion grown during your time in this role? Do you have any ideas on how we can make our workspace feel more inclusive?

TEAMWORK

Definition

Students will discover how active listening, effective conflict management, and collaboration with others contributes to positive working relationships.

Discussion Questions for the Supervisor to Ask Students

- Have you worked with someone with a different working style or perspective than you? What did you learn?
- How can you offer support to team members when they need help or are struggling with their tasks?

DIGITAL WELLNESS

Definition

Students will learn how to leverage technologies, while being mindful of the impact of their virtual presence and taking steps to create sustainable habits that support their values, goals, community and safety.

Discussion Questions for the Supervisor to Ask Students

- How do you establish and maintain boundaries between your work and personal life, especially in a digitally connected world?
- How do you ensure that your communication on digital platforms (i.e. email, virtual meetings, etc.) is respectful, professional, and clear?
- How have you adapted to using new digital tools or platforms in your role, and what strategies help you manage any frustrations or challenges when learning new technologies?

CAREER WELLNESS & SELF-DEVELOPMENT

Definition

Students will find meaningful ways to utilize their own strengths in both their academic and professional careers, identify areas of improvement and navigate critical skills such as upskilling (learning to expand one's existing skill set), reskilling (learning new skills outside of one's existing skillset) and networking.

Discussion Questions for the Supervisor to Ask Students

- What steps have you taken this semester to further your career development? Are there any skills or experiences you'd like to gain?
- Have you had opportunities to build professional relationships or seek mentorship in this role? Are there any connections or introductions that I can facilitate?
- Are there any aspects of your job that feel particularly challenging or unfulfilling? Are there any professional development opportunities that interest you? Are there ways that I can support you better in your role?

CRITICAL THINKING AND PROBLEM SOLVING

Definition

Students will tackle relevant problems by anticipating needs and actions, identifying reputable sources and accurately reporting and utilizing data.

Discussion Questions for the Supervisor to Ask Students

- How do you like to approach tasks or problems that you have not encountered before?
- How do you evaluate and prioritize tasks when you have multiple people asking for assistance?

COMMUNICATION

Definition

Students will understand the importance of clearly conveying information, ideas, facts and perspectives with various audiences in mind.

Discussion Questions for the Supervisor to Ask Students

- How do you ensure that your communication is clear and easily understood by everyone on the team?

- How do you see yourself using communication skills in this role?
- How do you adjust your communication style when interacting with different audiences?
- Have you ever experienced a miscommunication or misunderstanding at work? How did you address and resolve it?

GENERAL DISCUSSION QUESTIONS

When facilitating your Guided Reflection on Work (GROW) conversations, there are no specific questions that need to be asked or required topics that need to be covered. Instead, we encourage supervisors to tailor the conversation to their specific student(s), their on-campus role, and their career aspirations.

That being said, here is a list of potential discussion questions to help you get started:

- What skills are you practicing most in your position? What tasks in your job are linked to those skills?
- What skills or knowledge from your job have you found useful in your coursework? Can you give specific examples?
- What transferable skills (i.e. communication, teamwork, problem-solving, etc.) have you developed at work that you think will be valuable in your future career?
- Have you encountered any challenges at work that reminded you of something you've learned in your classes? How did you approach it?
- In what ways has your job helped you understand the types of work environments or roles that align with your career goals?
- How do your responsibilities at work help you develop skills that will be helpful in your academic projects?
- Are there ways you've adapted academic concepts to solve work-related problems or complete tasks more efficiently?
- How has your role helped you learn more about yourself as a student? As an employee? As a person?
- Has your on-campus role changed your perspective on the kind of work you want to do after graduation? If so, how?
- Have you developed any skills in your on-campus job that you didn't expect to learn?
- In what ways has this job challenged you to step out of your comfort zone, and how do you think that will impact your future career?

OHIO STATE RESOURCES

[Buckeye Careers](#)

Buckeye Careers is committed to providing equitable access for all students to holistic, personalized career coaching and exploration as well as to career development resources, and connecting them to experiential learning, internships, employment and graduate school opportunities, while cultivating community with university partners and employers in elevating student career success.

Monda Student Resource Center

The Monda Student Resource Center (MSRC) provides support for students' essential needs in a one-stop location. In the center students will find an on-campus food pantry, free hygiene products, professional clothing and more. Staff from the Student Advocacy Center, Student Financial Aid, Student Life Disability Services and various community partners will be available to meet with students both in-person and virtually.

Student Wellness Center

The Office of Student Life Student Wellness Center provides services to currently enrolled undergraduate, graduate and professional students while supporting faculty and staff in their efforts to promote and support student wellness.

Through individual coaching, group workshops, outreach programming and assessment, they educate and support on topics including but not limited to:

- Alcohol and Other Drug Prevention
- Collegiate Recovery
- Nutrition
- Financial Literacy
- Mental Health
- Healthy Relationships and Communication
- Resiliency
- Safer Sex
- Violence Prevention
- Conflict Resolution

Dennis Learning Center

The mission of the Dennis Learning Center is to provide students of all backgrounds with strategies for college success that will enable them to enter, excel in, and complete programs of postsecondary education; and to accomplish this by applying their expertise in education, psychology, instruction, and technology to the enhancement of learning and motivation.

Counseling and Consultation Service

The Office of Student Life's Counseling and Consultation Service provides individual and group mental health services, psychoeducational workshops and outreach programming to currently enrolled undergraduate, graduate and professional students, as well as spouses/partners of students who are covered by the Student Health Insurance Plan.

Student Advocacy Center

The Student Advocacy Center identifies needs, connects students to resources, and encourages self-efficacy. They help establish realistic expectations and strive to achieve appropriate outcomes for students experiencing difficult life circumstances. They encourage students to maximize their educational experience, develop necessary skills for their chosen professions, and be contributing members of a diverse society.

Student Life Disability Services

Student Life Disability Services (SLDS) is committed to creating an accessible educational experience for students with disabilities. They partner with students, faculty and staff to design accessible environments and to provide accommodations and support services.

Military and Veterans Services

Military and Veterans Services is the university's single point of contact for all military and veterans services and concerns. Any student utilizing VA education benefits must work with this office as part of their registration and enrollment. Military and Veterans Services is part of the Office of Undergraduate Education, as are Air Force ROTC, Army ROTC, and Naval ROTC.

ONLINE RESOURCES

PROFESSIONALISM

- [TEDxUTAustin: “\(Be\)coming Professional” with Lakeya Omogun](#)
- [University of Surrey: “Student Guide to Personal Professionalism” by Sarah Campbell](#)

LEADERSHIP

- [TedTalk: “Why good leaders make you feel safe” with Simon Sinek](#)
- [“The Top 15 Most Popular Courses: Leadership Edition” on LinkedIn](#)

BELONGING & INCLUSION

- [TEDxWidenerUniversity: “Belonging and Inclusion: Beyond Buzzwords” with Angie Corbo](#)
- [Center for the Study of Student Life \(CSSL\): “Involvement and Belonging: A Research Report from the 2023 Student Life Survey”](#)

TEAMWORK

- [TedTalk: “Build a tower, build a team” with Tom Wujec](#)
- [USNews: “How Teamwork Activities Can Build Medical School Skills” by Kathleen Franco](#)

DIGITAL WELLNESS

- [TEDxUCO: “Digital Wellbeing” with Annette White-Klososky](#)
- [The Ohio State University Student Wellness Center: “Digital Wellness”](#)

CAREER WELLNESS & SELF-DEVELOPMENT

- [TedTalk: “Stop Chasing Purpose and Focus on Wellness” with Chloe Hakim-Moore](#)
- [The Ohio State University Career Wellness Teaching Toolkit](#)

CRITICAL THINKING AND PROBLEM SOLVING

- [TEDxXiquan: “Encourage critical thinking with 3 questions” with Brian Oshiro](#)
- [Indeed: “9 problem-solving examples for students \(plus benefits\)”](#)

COMMUNICATION

- [TedTalk: “How to Speak So That People Want to Listen” with Julian Treasure](#)
- [National Association of Colleges and Employers \(NACE\): “The Communication Competency: Exploring Student Intern and Employer Communication Differences” by Aaron James and Troy Nunamaker](#)

HOW TO INTERPRET THE SEELA SCORES

The SEE Learning Assessment (SEELA) assesses how frequently students engage in eight different learning outcomes through their on-campus job. The more a student practices each learning outcome the greater the student’s skillset will be in that area.

After completing the SEELA, students will receive a score out of 5 on each learning outcome. Scores represent, on average, how often students are practicing each focus area skill in their current student employment position.

High focus areas have an average score of **3 or higher** and are skills that students are practicing **at least once a week** in their current on-campus student employment position.

Low focus areas have an average score of **1 or lower** and are skills that students are practicing **a few times a semester or less** in their current on-campus student employment position.

Score and Interpretation:

- 0 - Never
- 1 - A few times a semester
- 2 - A few times a month
- 3 - Once a week
- 4 - A few times a week
- 5 - More than a few times a week

For *high focus areas*, students will receive a text description of each skill and suggested resume/interview language based on those skills (See Appendix for full text). Example:

Q14.3. Professionalism

You are practicing effective work habits that consider the interest of the larger workplace or community and help to achieve maximum productivity toward a shared goal.

Resume / Interview language:

- Took ownership of tasks and projects, ensuring that deadlines were met and objectives were achieved.
- Demonstrated discretion and sensitivity in discussions and interactions with colleagues, ensuring a respectful and comfortable work atmosphere.
- Consistently provided timely and detailed progress reports to supervisors, so that they were well-informed about work tasks and milestones.
- Presented a professional demeanor in all job-related interactions, both in person and in electronic communications.
- Prioritized timely responses to inquiries and requests, maintaining a high level of satisfaction and engagement.

For *low focus areas*, students will receive a list of their *low focus area* skills and a prompt to have a discussion with their supervisor during GROW conversations. Students and supervisors should consider discussing if the low focus areas are relevant to the student's current student employment position or academic / future career goals and, if so, how to practice them more frequently.

Learning outcomes with a score of two are considered neither a high nor low focus area and students will not get specialize text associated with those learning outcomes.

A focus area score report featuring a table like the one below is generated at the end of the SEELA and sent to students via email. The scores should not be interpreted as though they were a grade, and there is no quality of success or failure that should be ascribed to these scores. The scores signify how frequently a student is practicing each learning outcome. Not every student role will require every learning outcome.

Focus Area	Score
Professionalism- Valuing effective work habits and the importance of acting in the interest of the larger workplace or community to achieve maximum productivity and accomplish a shared goal.	5
Leadership- Recognizing the elements of an effective leader within yourself, including how to encourage success through recognizing strengths, inspiring motivation and using innovative thinking and problem-solving skills, while building mutual trust.	1
Belonging & Inclusion- Understanding how to support an inclusive community where all members obtain access to the same opportunities so that all can thrive.	4

To provide an example, a student employee named Robin completed the SEELA and received the score report above. Both Professionalism and Belonging & Engagement are *high focus areas* for Robin, meaning that Robin practices those skills at least once a week (and in this case multiple times a week). This is a good opportunity to discuss how those *high focus areas* transfer to Robin's academic coursework and future career goals. Leadership is a *low focus area* for Robin in their current student employment position, meaning that Robin is practicing that skill a few times a semester or less. Through discussion, Robin and their supervisor could explore if this is an important skill for Robin's current student employment position and if it is a skill that Robin wants to grow in relation to their career interests. If it is a skill that Robin wants to develop then the supervisor and Robin could brainstorm ways to practice leadership more frequently at work.

CONCLUSION

Thank you for taking the time to read through this guide. The student employees you supervise will benefit from your desire to engage with them thoughtfully and purposefully. If you have any questions about the SEE Program, please contact Taylor Koon at SEE@osu.edu. If you have any questions about SEELA, please contact Leah Halper at halper.4@osu.edu.

APPENDIX

Below is the text students receive for their *high focus areas* at the end of the SEELA. Students will only see the text for skills they scored a 3 or higher on, indicating they practice these skills at least once a week in their student employment position.

PROFESSIONALISM

You are practicing effective work habits that consider the interest of the larger workplace or community and help to achieve maximum productivity toward a shared goal.

Resume/ Interview Language:

- Took ownership of tasks and projects, ensuring that deadlines were met, and objectives were achieved.
- Demonstrated discretion and sensitivity in discussions and interactions with colleagues, ensuring a respectful and comfortable work atmosphere.
- Consistently provided timely and detailed progress reports to supervisors, so that they were well-informed about work tasks and milestones.
- Presented a professional demeanor in all job-related interactions, both in person and in electronic communications.
- Prioritized timely responses to inquiries and requests, maintaining a high level of satisfaction and engagement.

LEADERSHIP

You reflect on how you express the elements of being an effective leader. You are practicing encouraging success in others through recognizing strengths, inspiring motivation and using innovative thinking and problem-solving skills, while building mutual trust.

Resume / Interview Language:

- Inspired a shared sense of purpose and direction, aligning the efforts of diverse team members toward a common goal.
- Proactively identified opportunities for improvement and initiated projects that resulted in improved efficiency.
- Mentored and coached team members to help them identify and leverage their strengths, leading to career advancement and personal growth.

Led by example, consistently demonstrating a strong work ethic and a positive attitude that motivated team members to excel.

BELONGING & INCLUSION

You are practicing skills to support an inclusive community where all members obtain access to opportunities so that all can thrive.

Resume / Interview Language:

- Recognized and appreciated the value of diversity of thought, actively seeking input and feedback from team members with varied backgrounds and experiences.
- Championed fairness and equity within the workplace by actively promoting policies, practices and initiatives that ensure all employees have equal access to opportunities and resources.
- Actively engaged with colleagues from diverse backgrounds, fostering a collaborative environment where differences were celebrated and leveraged for innovative problem-solving.
- Evaluated the potential impact of decisions on others, considering their differing needs and priorities to make more informed choices.

TEAMWORK

You are practicing active listening, effective conflict management, collaborating with others to contribute to building positive working relationships.

Resume / Interview Language:

- Proven track record of actively listening to co-workers, fostering an environment where their ideas and concerns are genuinely heard and valued.
- Implemented prompt and effective conflict mitigation strategies, resulting in quicker resolutions and minimized disruptions to productivity.
- Excelled as a collaborative team member, actively participating in group projects and contributing to shared goals.
- Highlighted specific collaborative achievements or outcomes, recognizing that success is the result of collective effort.

DIGITAL WELLNESS

You are practicing how to leverage technologies, while being mindful of the impact of your virtual presence. You are creating sustainable digital habits that support your values, goals, community and safety.

Resume / Interview Language:

- Developed a digital search strategy to efficiently locate reputable sources and expert opinions when encountering complex questions, ensuring the accuracy and reliability of information.
- Maintained adherence to university policies and ethical guidelines when using digital information, ensuring all work-related activities align with organizational standards.
- Practiced the "pause and review" method, taking a moment to review and revise messages before sending to ensure clarity, accuracy and alignment with Ohio State culture and values in all outgoing messages.

- Designed and maintained an organized digital workspace, reducing visual distractions and interruptions to promote concentration.

CAREER WELLNESS & SELF-DEVELOPMENT

You are practicing finding meaningful ways to utilize your own strengths in your academic and/or professional career, identifying areas of improvement, thinking about how to upskill (learning to expand one's existing skill set), or reskill (learning new skills outside of one's existing skillset) and networking.

Resume / Interview Language:

- Demonstrated a strong passion for my field by proactively seeking opportunities to delve deeper into areas of work that resonate with me.
- Embraced a growth mindset, seeking out challenging projects that encouraged learning and development.
- Successful track record of setting challenging yet attainable goals that contributed to team achievement.
- Aligned strengths with team goals to consistently enhance job performance.

CRITICAL THINKING

You are practicing solving relevant problems by anticipating needs and actions, identifying reputable sources and accurately reporting and utilizing data.

Resume / Interview Language:

- Applied critical thinking skills to proactively identify potential challenges and needs within projects, resulting in timely solutions and improved outcomes.
- Leveraged critical thinking to identify root causes of problems and formulated sustainable solutions to eliminate them, resulting in a significant reduction in recurring issues.
- Applied a discerning lens to rigorously evaluate information from diverse sources, ensuring accuracy and relevance in decision-making processes.
- Demonstrated a strong ability to work independently by regularly presenting well-researched solutions to complex problems to supervisors, resulting in improved workflows and outcomes.

COMMUNICATION

You are practicing clearly conveying information, ideas, facts and perspectives with various audiences in mind.

Resume / Interview Language:

- Translated detailed terminology into plain language, enabling team members and partners to grasp complex ideas easily.
- Tailored explanations of complex ideas to match the background, knowledge and expertise of various partners.

- Demonstrated active listening by frequently paraphrasing and summarizing others' comments and ideas to confirm my understanding.
- Proactively asked clarifying questions to ensure that information was conveyed in a manner that resonated with the listener, minimizing the risk of miscommunication.