



Student Life  
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## Reflection Conversations: A Supervisors Guide

### Supervisors Role

When you hire MUCEP/ISWEP student, as the supervisor, it is important to mentor and train them. As the supervisor, we ask that the students receive a proper onboarding experience followed by check-in meetings. During the first day, the supervisor will establish expectation and objectives to the MUCEP/ ISWEP student employee(s). The follow-up feedback and check-ins will help the MUCEP/ ISWEP students achieve their goals and develop and gain essential competencies that they will use for their future academic studies and in their career endeavors. Feedback from students will provide the supervisor with insight into any challenges or questions the MUCEP/ ISWEP student may be having.

Sending out the questions before the conversation gives students an opportunity to think about their answers before they meet with you, leading to deeper and more authentic reflection.

Reflecting on what students are learning as a result of the MUCEP/ ISWEP position, can help you prompt MUCEP/ ISWEP students about their learning during the conversation.

It can often be difficult to give MUCEP/ ISWEP students the space to reflect on their learning. During these conversations you are providing direction for reflection, but the student is responsible for driving the conversation. Your job isn't to provide the correct answer, but rather provide the space for the student(s) to reflect and make connections.

Remind students why reflection is important and that you will continue to talk about learning in the workplace. Frequent reminders create an environment where learning is a key aspect of the MUCEP/ ISWEP student employment experience.

This document provides support and templates that will help supervisors have successful conversations about the skills student employee(s) will develop through their on-campus work.

## Documentations

We encourage you every time you meet with the MUCEP/ ISWEP student employee(s) to document the conversation. This gives you a reference point on the progress of the student and enables you to see if there is a need for support or feedback.

## Support

If you have questions or need support in the Check-in conversations with the MUCEP/ ISWEP student employee(s), please contact the On-Campus Employment Skills Awareness Project at [mucep@mun.ca](mailto:mucep@mun.ca). We're happy to help over email, phone, or in-person.

## Reflection Conversation Questions Guidelines

Conversation	Conversation Objectives	Timing	Suggested Format
<b>Expectation and Commitment Document</b>	<ul style="list-style-type: none"> <li>Share workplace context</li> <li>Set job expectations</li> <li>Ask about student motivations for applying to the job</li> <li>Ask about the students future goals</li> <li>Identify skills/competencies to be developed in this job</li> </ul>	Week 1	One-to-one meeting (30-60 minutes) or Team meeting (60-90 minutes)
<b>Frist Checking In</b>	<ul style="list-style-type: none"> <li>Celebrate successes</li> <li>Identify challenges and provide support</li> <li>Reflect on skill development</li> <li>Provide preliminary feedback</li> </ul>	Week 4-5	One-to-one meeting (15-30 minutes) or Team meeting (30-60 minutes)
<b>Mid-Semester (optional)</b>	<ul style="list-style-type: none"> <li>Continuous support</li> <li>Reflect on goals and skill development</li> <li>Provide preliminary feedback</li> </ul>	Mid-semester	One-to-one meeting (15-30 minutes) or Team meeting (60-90 minutes)
<b>Summarizing Reflection and Feedback</b>	<ul style="list-style-type: none"> <li>Reflect on skill developed</li> <li>Provide final feedback</li> <li>Give appreciation for their work</li> </ul>	End of employment or semester	One-to-one meeting (30-60 minutes) Questions could be given ahead of time and submitted prior to meeting with feedback provided at the meeting

			Encourage students to document experience on MORE
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## Expectation and Commitment Document

This template is meant to be used at the beginning of the MUCEP/ ISWEP student's employment. It allows you to help the MUCEP student understand their responsibilities, what is expected of them, and how their role contributes to greater departmental and university goals. It is also an important opportunity to demonstrate your interest in the student's learning by asking about their goals and making connections between their tasks and the skills.

- Review the responsibilities and duties of the role
- Review any relevant departmental policies and outline any specific expectations
- Describe how the role contributes to departmental and institutional objectives
- Identify the skills/competencies you anticipate the MUCEP/ ISWEP student employee(s) will develop in this position and the job activities connected to each

## Expectation and Commitment Document Questions

Supervisor:

Student Name:

MUCEP/ISWEP Job ID:

1. Why are you interested in this position?
2. What do you want to learn from this position?
3. How is this position related to your academic studies? Career goals?
4. How will this position benefit you professionally?

**Please Note:** Follow-up probes are questions you might add to help the student think more deeply. Probes are very helpful if the student doesn't seem to be able to think of an answer to one of the questions.

Examples include:

- Tell me more.
- Can you give an example(s)
- Can you elaborate?
- Why do you think that way?

## First Check-in Conversation

The first check-in should occur after one month of the MUCEP/ ISWEP students' employment. Check-ins give you and the MUCEP/ ISWEP student employee(s) an opportunity to reconvene and clarify expectations, review skill progress, and reflect on learning.

- Connect what the student has accomplished so far to see whether the departmental goals and objectives are being met. What has been possible because of their contribution? Celebrate success
- Identify at least one skill/competency you have observed that the student has demonstrated. When you share, provide a specific example of how it has been demonstrated. (Refer to Student Success Competences)
- Identify one skill/competency that could be an area of growth for the MUCEP student employee(s). Provide feedback on where you could see potential for growth in that skill/competency within their work and identify any resources (mentors, other student staff, workshops, literature) that could support the student

In your reflection conversations, paraphrasing can bring relevance back to the conversation or reiterate the connections MUCEP/ISWEP students' have made about their learning.

## First Check-in Questions

Supervisor:

Student Name:

MUCEP/ ISWEP Job ID:

1. What specific skills/competencies are you actively applying during your work? Was that what you anticipated?
2. Are you meeting your goals? Do you have any questions for me or need guidance?
3. What has been a success for you so far? What have you learned from that success?
4. What has been surprising or challenging in the work you have done so far?

## Final Check-in Conversation

This template can be used to guide a final conversation. This gives you and your MUCEP/ ISWEP student the opportunity to reflect on the goals achieved, experiences gained, and feedback for the future.

- Connect what the student has accomplished so far to see whether the departmental goals and objectives were met. What has been possible because of their contribution?
- Identify at least one skill/competency you have observed that the student has exceeded expectations. When you share, provide a specific example of how it has been demonstrated
- Identify one skill/competency that could be an area of growth for the MUCEP student employee(s). Provide feedback on where you could see potential for growth in that skill/competency within their work and identify any resources (mentors, other student staff, workshops, literature) that could support the student
- Show appreciation for their work and contributions to your department
- Encourage students to post this experience in MORE

## Final Check-in Questions

Supervisor:

Student Name:

MUCEP/ISWEP Job ID:

1. What connections do you see between this position and your academic program/classroom learning?
2. What are some examples of skills/competencies you gained during your work that will benefit you in future jobs and/or in university?
3. What did this experience tell you about yourself and your future skill development and career decision-making?

# Student Success Competencies

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What do Memorial's learners gain as a result of their experiences in and outside the classroom?



## Academic Knowledge

Graduates will be knowledgeable and competent in their area of study with an enthusiasm for learning.



## Creative Thinking / Problem Solving

Graduates will be critical, practical and creative thinkers using sound reasoning to analyze challenges and address problems.



## Social / Civic Responsibility

Graduates will be responsible and engaged citizens contributing to their communities and society at large.



## Diversity Awareness / Intercultural Understanding

Graduates will be mindful of individual differences, while promoting equity, fairness and social justice.



## Professionalism

Graduates will be productive, demonstrate responsible behaviour and have ethical, moral and intellectual integrity.



## Teamwork

Graduates will recognize the skills and strengths of others while using their own to work together towards a shared goal.



## Communication

Graduates will be effective communicators, capable of active listening, presenting and persuading others about their own ideas, and providing constructive feedback.



## Adaptability / Resilience

Graduates will reflect and demonstrate self-awareness, flexibility and confidence in the face of change.



## Leadership and Innovation

Graduates will take initiative, recognize and solve important problems and help others to do the same.



## Digital Literacy

Graduates will be familiar with current, new and evolving technologies, and use them to research, evaluate, create and communicate.

These competencies originated out of Career Development as a synthesis of the *Qualities of a MUN Graduate* from the Teaching & Learning Framework, the National Association of Career Educators' *Key Career Readiness Competencies*, and the Conference Board of Canada's *Employability Skills 2000+*. See reverse page for a breakdown of these sources.

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