**Check-in Guidelines**

What makes Ignite different from some other part-time jobs on campus is the intentional learning outcomes, competency development, reflection, and career conversations between student and supervisor. The mandatory check in process support students learning and help them to be better prepared to articulate their skills and reflect on their experience. Each student must complete 2 check-ins with their supervisor, an initial check in within the first two weeks and a performance evaluation at the end. These check ins are also the basis for the individual Final Reflection that students complete on their own at the end of their Ignite employment.

**PURPOSE:** The Ignite program has designed check-in forms that you can access on our website and use to complete your check-in requirements. However, we recognize that our check-in forms may not work for all supervisors or departments, especially those that have already established their own tools to measure student development of their student staff. **Supervisors that do not feel the pre-designed forms will meet their needs are invited to design their own customized check-in provided it addresses the mandatory elements as outlined below.** Should you choose to use your own customized check-in, ensuring that all of the elements described below are addressed will provide your Ignite students with the required information they will need to be successfully oriented into the role and complete their mandatory Final Reflection at the end. Please note that **any customized check-ins must be documented in a format the student can submit to the Program Coordinator** via email (e.g. file attachment, web link, scan of a paper copy) and clearly show that the mandatory elements were addressed.

**At a minimum, these items should be addressed in any customized check-in document:**

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| **Initial Check-In**  Discuss the following topics at a meeting with your student and record your answers in a format of your choice. You must have this meeting within the first 2 weeks of your employment. |
| * **Goal setting** – A student must set 1 goal for the semester. This goal can include working on developing a specific competency. * **Competency Development** – Review the competencies below and identify which one(s) Ignite students can expect to develop. Help them understand how the tasks they will perform will connect to each competency:   + Communication   + Critical Thinking and Problem Solving   + Teamwork and Collaboration   + Professionalism and Work Ethic   + Career Management   + Other * **Learning Outcomes** – Review the ones outlined in the job proposal and/or any others related to the role. * **Overview of Department** – ensure student understands what your unit is responsible for and how it supports the university. * **Orientation Checklist –** Below is a list of important topics for supervisors and students employees to address when starting a new job.   + Scheduling – regular schedule, meetings, procedures for absences, changes and being late   + Ongoing communication and feedback (expectations, preferred methods, timing, etc.)   + Workplace expectations & professionalism in the workplace   + Dress code   + Other relevant departmental policies, procedures, safety protocols |

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| **Performance Evaluation Check**-**In**  Discuss the following topics at a meeting with your student and record your answers in a format of your choice. You should have this meeting with your student within the last 2 weeks of their employment. This will also ensure students have received the feedback they will need to complete their Final Reflection. |
| * **Ranking of Competency Development** – Review the competencies below and provide your student with a ranking of how well they displayed each one. You may choose to use a number score (e.g. out of a possible 10) or words only (e.g. excellent, good, needs improvement). Where possible, provide specific examples and feedback to illustrate why you ranked them the way you did.   + Communication   + Critical Thinking and Problem Solving   + Teamwork and Collaboration   + Professionalism and Work Ethic   + Career Management   + Other * **Goal Review** – Review the goal(s) set in the Initial Check-In and discuss how well they were achieved (or not). * **Performance Feedback** – Provide student with some general feedback on their performance in the role. Be sure to include any areas of notable achievement or ideas of how they can improve. Where possible, help them understand how what they learned in this role may connect to other opportunities or career paths. |

The Ignite Program Coordinator does not need to approve your customized check-in, but we are happy to review or discuss the content included in your check-in.

**If you are working remotely and this document is not signed, email a copy to ignite@uwindsor.ca and cc your student.**