CLEMSON
STUDENT AFFAIRS

Department Onboarding Resource

Division of Student Affairs

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Staff Experience

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experience: QUALITY

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Clemson University is a better place thanks to committed staff who want to welcome and develop others to ultimately enhance the Staff Experience in the Division of Student Affairs. What makes it even better are people who share the gift of their time, insights and examples of their onboarding practices. Serving as architects of this document would not be possible without the staff's possibility-driven energy, authentic stories, and valuable resources.

Division of Student Affairs
Department Onboarding Resource

Resource Overview & Commitment to the Staff Experience

In the 2019 Staff Experience survey, employees had the opportunity to provide feedback on their department's onboarding practices. On a seven-point scale, only 56.7% (110 out of 194 respondents) indicated they "agreed" or "strongly agreed" that their department had an effective onboarding process/training. In alignment with ClemsonForward and the core theme of Staff Experience in the Division's strategic plan, SABO led in Division in enhancing its onboarding efforts at the division and department levels.

During summer 2020, graduate student interns conducted a listening tour of 12 departments in the Division of Student Affairs to understand their current onboarding practices. They analyzed information to identify effective strategies, examples, and templates used in different phases of onboarding. Compiling these insights and tools in a resource allows for more consistent, successful, and meaningful touchpoints for new employees, regardless of their department home.

Departments can leverage this resource to build on their current, explicit onboarding practices as well as their department culture to create an unforgettable welcome. Often, as Campus Recreation staff noted, sometimes onboarding practices are so engrained into the department culture that it becomes natural; educating and empowering staff becomes part of daily operations. SABO recognizes onboarding practices and employees' needs are constantly changing, so this document will be a living document, updated to meet those needs.

Division's Commitment to Equipping Supervisors for Success

Whether you have served as a supervisor for years or are preparing for your first-time overseeing employee(s) – thank you! Thank you for your willingness to invest in a new staff member at Clemson University. As a supervisor, your responsibility to enhance Staff Experience is central to the Division's strategic plan and commitment to its employees.

Take a moment to reflect on what it philosophically means to be a supervisor and how supervisors in the past have contributed to your development and onboarding experiences. What do you want to replicate? What do you want to do differently? Bringing intentionality and proactive measures into supervision will benefit everyone, including your department. In addition to the supervision training modules in Tiger Training, add this resource and others provided in Appendix A to your toolkit to help you successfully onboard new staff. Thank you, again, for being committed to working toward a holistic, consistent and unforgettable welcome for new employees.

Defining Onboarding in the Division of Student Affairs

An onboarding program is more than a "new hire orientation" – a multi-hour event where new employees are briefed on benefits, photographed, badged and sent on their way to begin work. An onboarding program is a comprehensive practice to fully immerse and develop new hires that requires forethought, planning, and intentionality.

The Division's Online Orientation for new employees outlines several components to onboarding in Student Affairs to support the Staff Experience.

First, new hires will participate in a University-level orientation through the Office of Human Resources as well as take several required trainings through the Tiger Training system.

Second, the online orientation provides new hires with a high-level view of the division before their first day. There are also division-level opportunities to meet other employees and learn about the division.

Third, as the supervisor, you and your department play and integral role in the onboarding process by helping new employees build relationships with colleagues, ensure they have what they need for their roles, and outline specific goals, objectives and responsibilities.

Next, as a re-envisioning of the in-person orientation, new employees will join their supervisors and leadership team for a networking social. These will occur periodically throughout the year.

Figure 1: Diagram from the Division's Online Orientation for New Employees that outlines the major components of the onboarding process that contributes to a new hire's Staff Experience.

Finally, in helping new hires understand their roles and goals for the next six months and year, supervisors are responsible for introducing new hires to the Staff Performance Management System.

The Division believes each part on the onboarding process enhance the Staff and Clemson Experience for new employees.

Committing to Onboarding

Onboarding is the first and one element of supervision. It is okay to initially feel overwhelmed. You are supporting your new hire along with carrying out your responsibilities and potentially supporting other staff on your team. This document is designed to support you and frame the stages of onboarding new employees from planning for their first day to concluding their first year and beyond. Several tips and strategies mentioned in this document may be things your department currently does and can be coupled with your own ideas. By making several onboarding practices more of a standard for new hires, the Division hopes that regardless of the hiring department, new employees feel welcomed, connected, and supported while learning the knowledge, skills and abilities necessary for success.

Effective, authentic onboarding can increase employee satisfaction, productivity, and retention. Residential Learning and Residential Living shared how they onboard with the understanding that new hires decide their Return on Investment (ROI) within the first 48 hours on the job (Watkins, 2012). As a result, onboarding efforts in any department at the University should be focused on intentionally creating space and touchpoints for new employees to feel welcomed, both into the office culture and into the Clemson Family. Dr. Neil Burton in the Center for Career and Professional Development specifically shared, “We are going to love and take care of you…making sure everyone feels valued, appreciated and comfortable…that creates a family atmosphere. If you create that it makes them want to stay and be personally invested in the department.”

During the listening tour, departments used similar words to describe what onboarding meant to them. Leveraging these insights can help supervisors and departments enhance their onboarding efforts.

Ultimately, new hires should have a belief upon arrival that “my department was prepared and ready for me to begin today.” Departments shared during the listening tour that supervisors set the tone and intentionally create a sense of belonging, even prior to an employee’s first day.

Figure 2: Word cloud with specific language heard from each department when asking what onboarding means to them. The words “welcome, organic and family” appeared most often in conversations amongst departments.

Phases of Onboarding

Preparing for a New Employee

Multiple departments mentioned how onboarding begins during the interview process. By investing in interviewees, recruitment then contributes to retention. Supervisors can ask questions to better understand new hires and their needs while sharing what to expect with onboarding.

After the new hire accepts the offer and SABO has given the clear to begin the onboarding process, it is time to focus on intentionally welcoming your new employee into the department. Joe Strickland in Fraternity and Sorority Life spoke highly of his experience. The onboarding process "extremely benefitted [my] overall welcome to [the University]" and immediately helped him feel part of the team. Before his arrival, he felt his students and department were invested in him.

Initial Questions to Consider

- Who should be involved in welcoming the new hire?
- Are there other employees who are starting at about the same time? If so, should there be a coordinated effort among supervisors to create a high-quality and efficient experience?
- Prior to a new hire's arrival, what processes and communications need to occur?
- What technology needs will the new hire have and who can assist in fulfilling them?
- What items need to be ready for the employee's first day?
- What information is appropriate to communicate prior to the employee's first day?

Strategic Communication

The Division does not want new hires to feel lost, confused, or distant from the initial positive energy felt when accepting their offer. Supervisors should find a balance between appropriately communicating valuable information for the first day and not overwhelming the new team member. One strategy to consider is using the new hire's non-Clemson email address for important, first-day information and the Clemson email address for other onboarding communication, meeting invitations, etc. This approach also supports new hires seeking to finish strong with any responsibilities, role, or projects they are concluding before joining your team.

The following are elements your pre-first day communication could include:

- Check in to see if there are any further questions including: moving to the area (if pertinent), department culture/norms, the role, etc.)
- Share pertinent updates concerning the role, department, Division, or University
- Let them know that if they haven't already, they will receive a link (via Clemson email) to the Division online orientation (connect with Lisa Bona if employees did not receive it)
- Share what to expect on the first day

Additional Preparations to Facilitate and Intentional Welcome

While the new hire prepares to begin their new journey at Clemson University, supervisors play a critical role here as the leader planning for the new employees' arrival. To support supervisors, see Appendix B for the *Preparing for a New Employee Checklist*. In addition to that resource, below are several ideas for supervisors to consider that could be effective in preparing for a new employee's first day.

- Onboarding Team/Subcommittee - It may be helpful to have a small team or onboarding subcommittee working to assist the supervisor in preparation, especially if your department is onboarding more than one person at a time. Having a group means tasks could potentially be divided while ensuring a consistent experience for new hires.
- Digital or Physical Welcome Package
    - While not an expectation or necessity, tangible mail goes a long way to create the initial sense of belonging your department, and the Division. Starting this job and moving here may also be the first time the new hire is experiencing South Carolina.
    - Possible items may include, but are not limited to: handwritten welcome notes from staff members (and students); department office items (name tag, business cards); and non-traditional items that could assist in relocation (e.g. small household supplies, chamber of commerce pamphlets, local daycares, healthcare recommendations, etc.).
    - Be sure to have a correct and up to date address if you are mailing these packages. If an employee is moving it may be better to just give it to them when they arrive, unless the package is being sent way before their move to Clemson.
    - For specific examples, contact Josh Barnes and or Amy Gamble.
- First Week Schedule
    - Develop detailed schedule for their first week. See Appendix C for example.
    - A Google site, Spark Page, or Canvas Course could be a way to organize your onboarding schedule, important information, and other resources. See examples in Appendix D from Residential Living/Learning and the Center for Career and Professional Development.
    - Note dates of trainings, team building activities, department retreats, division events, or other large-scale/pertinent events that happen within the first six months of the new hire starting to promote inclusiveness
    - For specific examples, contact Victoria Roberts in Campus Recreation.
- One-on-One Meetings
    - Think of questions to frame dialogue
    - Have a copy of the position description to guide discussions around responsibilities
    - Write an As Your Supervisor, I Will . . . document to expand upon expectations. See Appendix E for context and a ready-to-use template

The First 30 Days

The first 30 days is perhaps the most critical during onboarding process. This portion of onboarding tends to flow between three main areas. Dr. Kimberly Poole, Senior Associate Dean of Students, in the Office of Advocacy and Success described these areas as (1) building rapport inside and outside of the department, (2) understanding the big picture, and (3) connecting how the new hire's role fits into the big picture.

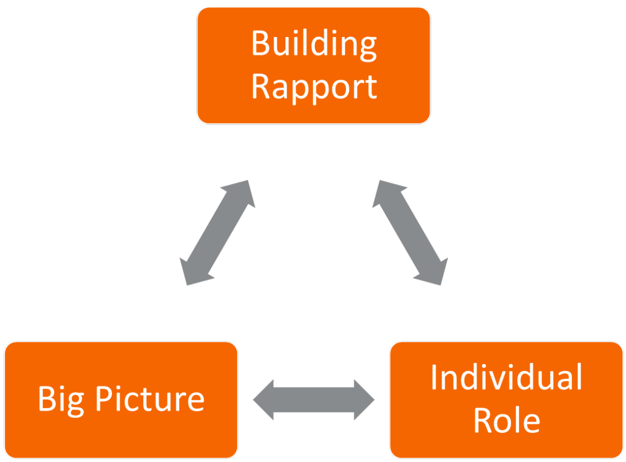

Figure 3: This diagram visually represents the note that any of the onboarding phases do not happen at one time, they all happen concurrently. conversations amongst departments.

Building Rapport

Building rapport happens inside and outside of the department. Rapport, just like relationship building, establishes a sense of belonging and is especially important for individuals who are new to Clemson University. Supervisor should facilitate opportunities for new employees to build community and trust.

Within some departments, building rapport may happen naturally. In other departments, perhaps with larger staff sizes, it may take longer to move beyond basic introductions. Regardless of the size, type, or location of a department, it is important establish time to building relationships within the department.

Investing time in building rapport with colleagues outside of the department takes even more intentionality but can yield positive individual and department outcomes. Helping to make these connections a priority will allow the employee to enter spaces with more confidence and begin making a positive impact.

Relationships within and outside of the department lead to retention and a sense of belonging. These opportunities to connect do not need to be extravagant or complicated. Leverage the authentic atmosphere your department has created and the relationships you have built since joining

Clemson. Your new hire will appreciate the thought you put into facilitating connections that allow them to build rapport with colleagues. Below are ways departments promote building rapport with their new team members.

- Within the Department
    - **Open-door Policy** - Several departments mentioned open-door "policies" to be valuable when building rapport. Supervisors specifically share with new hires that their doors are usually only closed when there is an important meeting happening or they need time alone to focus. Departments noted it is not enough to say "if you need anything, let me know." It may seem counterintuitive but intentional actions can create an organic atmosphere.
        - Considering modified operations, this open-door policy might be sharing a personal cell phone number for quick interaction similar to walking down the hall to ask a question or creating intentional check in points to create that atmosphere with an employee.
    - **Intentional Check-Ins** - Creating intentional check-in points not only with supervisor but with other people in the department as well can be beneficial. These check points can be quick or more in-depth based on individual employees and circumstances.
    - **Team Builders** - Doing team builders during staff meetings or other team times create time to connect, learn, and solve non-job-related challenges. These activities give employees a small break from daily work and give them the opportunity to grow and reinforce teamwork.
    - **Post-Staff Meeting Debrief** - Meet with the new employee after a staff meeting to go over any questions the new employee might have about anything mentioned. New employees at the beginning of their time in the department may not want to ask questions in front of a large group. Giving this space after large meetings is perfect for building confidence, knowledge and rapport.
        - Deonte Brown from Community and Development and Empowerment mentioned that his biggest expectation is to always have questions about any and everything.
    - **Department Mentors** - Creating a peer mentor system allows for connections and resource sharing. and creates an authentic, organic relationship with someone in the department. This mentor program could be informal or formal process depending on department needs.

- Outside of the Department
    - **List of Non-Department Colleagues** - Employees in the Office of Advocacy and Success receive a list of departments or individuals to meet with to establish rapport, make connections, and begin planning with other campus partners. For introverts, it may be difficult to make these connections naturally, so having an employee set up these intentional meetings will be extremely beneficial. Take time to determine

connections that need to be made to do the job and what connections are helpful in general.

    - Dr. Kimberly Poole, Senior Associate Dean of Students, provided an example list of campus partners their department uses and how to track these meetings. See Appendix F for the example she provided and amend as needed to meet your department's and employee's needs. Based on department need, some of these meetings may be critical for success in any employee's role.

  - **Bring New Hire to Your Meetings** - Invite new employees to go to a meeting with you and perhaps some that are not directly related to their role. This strategy allows you to introduce that employee to someone or a group they would be working with and/or see another department space and meet new people. At the beginning of the new employee's role, they should have flexibility in their schedule to allow them to join you. An added benefit is the time spent getting to and from the meeting allows for organic conversations to occur between you and your new hire.

- Both Inside and Outside of the Department
  - **Food or Coffee Anyone?** – Welcome breakfast, coffee, or lunches are to opportunities give the employees time to settle in before they start the day, a nice break mid-way through the day and can even alleviate some first-day nerves. Remember food does not always need to mean "going out." Consider a "bring your own lunch/coffee" option or a potluck. One-on-one time over coffee/food can allow you to get to know each other in an informal setting. It also gives space to get informal feedback about how the onboarding process is going. The new hire is gathering new and valuable information, so this feedback time might show some real and organic responses.
    - Some departments, like Residential Learning, have a tradition of everyone in the department going to '55 Exchange towards the end of a new hire's first day. They get ice cream and chat to continue getting to know each other.
    - Considering modified operations or budgets, some of these strategies may be affected. Meeting virtually with smaller groups may be appropriate and could achieve similar outcomes.
  - **Retreats** - There is not one perfect way to have a retreat. They can be on or off site and occur over a half, full, or multiple days. The focus of them can be job-related like strategic planning or special projects as well as team-building focused. Whatever might work best for your department or departments is the way to go. No matter the location, structure, or focus new hires will benefit from investing time with colleagues.
    - Campus Recreation uses a multi-day retreat as a part of its onboarding practices. These retreats include team building, training, getting to know each other actives, etc. The point of these retreats is to educate, empower, and connect individuals in the department. These retreats provide active holistic wellness for employees.

        - Residential Living and Learning also does a multi-day retreat amongst their departments to begin working together and getting to know one another.
    - **Attending Events or Exploring Together -** Departments may choose an event to attend together or explore a campus or community location depending on the department's interest. Examples could include a special speaker, volunteering for a University event, or exploring the Botanical Gardens. These activities could be done as a full or portion of a department or between you and your new hire.
        - If there is something happening after hours, ensure that information is communicated beforehand so new and current staff can prepare for those times.
        - Considering modified operations or budgets, consider opportunities like attending a webinar together or reading a book/article and connecting afterwards to debrief and share ideas.

Big Picture

One strategy when approaching a puzzle is to first locate and assemble the edge pieces that do not include as many details as the middle pieces. The same holds true with onboarding. The Division Online Orientation provides employees with a big picture view for the Division of Student Affairs. It is important for you as a supervisor to provide new employees with the big picture of department, so they can see how things connect. Sharing this information allows for new employees to feel part of the department's culture, initiatives, and goals.

Considering the following when supporting your new hire's understanding of the big picture:

- Information for Everyone - It could be beneficial for departments to determine what anyone, regardless of their role, would need to understand how your department functions at a high-level. Establishing this baseline information will benefit not only full or part-time hires in your department but also undergraduate and graduate students. Below are some examples of this type of information.
    - Annual Report or Department Highlights Document
    - Division and Department Organizational Charts
    - Department Contact List - *and who to contact in different circumstances*
- Division & Department Frequently Used Terms, Acronyms, & People - There are a lot of frequently used terms and acronyms language to learn in addition to individuals serving in key roles. Providing a quick reference resource to new employees enables them to feel connected and "in the know" whether in meetings, on the phone, or while reading an email. Myles Surrett, Associate Director for Student Involvement in the Center for Student Leadership and Engagement provides this type of resource to support his new hires and their success. See Appendix G for an example that you can revise to support new hires in your department.
- Value Maps & Dashboards – Each department in the Division of Student Affairs has a department-level value map and dashboard. These documents are mentioned in the Online Orientation for new employees. New hires are directed to inquire about their department's

documents. The purpose of the documents is support a sustainable planning cycle graded in assessment and resource alignment. Since everyone's work contributes to the department-defined metrics, it's important for employees to understand how these documents focus on what is most relevant, while identifying opportunities to maximize quality in learning and operations, the elimination of redundancies, and reduced cost and risk. Connect with your department head and/or assessment liaison for more information.

- Budgets – Depending on the role, it may be appropriate to share a high-level view of how the department is funded as well as major expenditures. It is also appropriate to share how budget requests are made, how smaller portions of the budget are monitored, and what approvals are needed. Supervisors may want to discuss with department heads what level of information is appropriate to share, how information should be shared, and what trainings may be needed. Depending on the role, it may also be appropriate to set up a meeting with the Chief Business Officer for Student Affairs.
- Data & Files – Clemson has made data governance and business continuity a priority. Early in the onboarding process, it is important for supervisors to take time and engage in new hires in conversations related to storing, collecting, analyzing, and disseminating data as well as how the department stores files. More specific discussions can occur as needed if the employee is looking to collect data to support assessment efforts. Questions to guide the initial conversation can include:
    - What systems, platforms, etc. store or collect data or store files for your respective area?
    - Who has access to systems containing data or files?
    - Who determines access, for what purposes, and for how long?
    - Is it appropriate and/or possible to give access to everything or data/files directly relevant to a role?
    - Has training occurred on expectations of examining data, running reports, sharing data, naming files, updating files, etc.?
    - Has training occurred related to FERPA and what data/files can be shared, with who, and for what purposes?
    - What, if any, protocols or procedures exist to seek approval for sharing data/files with stakeholders?
    - Do all full-time and student employees, interns, or practicum students understand who to seek out if there are any questions related to data or files?
- University, City, State and Federal Policies, Rules, and Regulations - Ensure your new employee has the correct information and training on policies, rules, and regulations such as FERPA, HIPPA, and TitleIX that are applicable to their role or your department. For example, the Office of Community and Ethical Standards mentioned when their employees arrive there is strong emphasis on confidentiality regulations. Also, the emphasis that confidentiality is a standard in their office.
- Emergency Procedures – In the event of an emergency, all of us want to know what to do. Take time to cover the basics of emergency procedures, including how your department typically evacuates its space and ensuring your new hire has signed up for CU Safe Alerts.

- Other Department-specific Information – Connect with other individuals who supervisor or your department head to discuss what "big picture" information is helpful to share with new hires to help facilitate a smoother transition to Clemson, the division, and your department.

Individual Role

When a supervisor takes the time to help the new hire understand the big picture, it is easier to fill in the gaps and connect how a new hire's work matters to the overall success of the department or division meeting its goals. There should be initial links established between the role's position description and the department's value map and dashboard. This component of the onboarding cycle focuses on specific knowledge, skills, and abilities needed to be successful in the individual role. There are several resources provided by Clemson's Office of Human Resources to support you. Consider the following elements when supporting individuals and their specific roles:

- Training – Most likely every new employee will need some training to successfully fulfil their role and navigate Clemson. Trainings can be formal or informal, in-person or virtual, and provided by the University or outside entities. Some trainings may be required by Clemson and will most likely be assigned via Tiger Training. Other trainings may be department practices or other opportunities you want your new hire to experience. Here are some tips regarding training for your new hire.
    - Reflect on the interview process and intentionally identify potential gaps in knowledge or experience. Create a check list based on that reflection to ensure those needs are met when it comes to creating a schedule for on boarding.
    - Consider partnering with other departments or supervisors to deliver trainings if you are aware of similar hiring dates for employees.
    - Leverage free trainings already being offered by Clemson University through Tiger Training, the Library, and other partners. These trainings could include stay training, supervisor training, and any other basic skills that may benefit that new employee in their role.
    - Identify if there's an effective way to deliver training developed by your department, like the Spark Page or Canvas modules discussed earlier or maintain several helpful resources like Box.
    - If your department has developed trainings, consider assessing the effectiveness of those trainings, so the department can continue to improve them over time.
        - Considering modified operations and budgets, if these training sessions all occur virtually, be aware of screen fatigue. Try changing up the delivery method by using Canvas or Tiger Training instead of just Zoom or WebEx and allow time for questions during one-on-one meetings. Incorporating quizzes may support accountability and learning.
        - Reserve video chat sessions for information that cannot be delivered effectively and efficiently in any other way.
        - Think about recording training sessions for future viewing or future reference points for other training sessions.

- Understanding the Position Description – an effective place to begin understanding an individual's role is with the position description. As the hiring supervisor, you are very familiar with this document as the one who either reflected on the previous role and made any necessary adjustments to align with department needs and priorities or had to develop a new description. Your new hire is also familiar with the position description since it guided their application documents and interview preparation. Now it's time to examine the position description in coordination with the actual person serving in the role and the Staff Performance Management form. Here are potential items to discuss:
    - Provide context if the role existed previously and what, if any, changes were made to the role's job duties and why
    - Discuss each job function and ensure there is a shared understanding
    - Identify ways to measure success or certain benchmarks to establish within the first six months in the role
    - Discuss competencies needed for the role and, if applicable, how the competencies connect to the ACPA/NASPA competencies.
    - Tip - giving hew hires a copy of the position description before you meet allows time to process and collect questions
- Goal Setting – After discussing the position description, connect with your new hire in follow-up one-on-one meetings about developing a plan to meet the agreed upon success measures or goals. Whether it is the SMART goals format, reporting on goals weekly, or having goals with updates on display in a workspace, discuss with your employee the best mechanism for monitoring progress and discussing when roadblocks arise. Do not directly give all the answers but support your new hire with the process of developing goals and ideas. As the supervisor, you are in a unique role to help remove barriers to success, but they can be part of solutions as well. See Appendix H for resources on using the SMART Goals format.
- Professional Development – The Division is committed to the Staff Experience and is invested in supporting its employees. Supervisors are an integral part to helping employees identify strategic professional development opportunities that enhance an employee's ability to carry out their current role and prepare them for future roles. Create a professional development chart for employees to complete that roughly outlines what an employee might plan or hope to do throughout the year. The plan can be modified to fit your department's and employee's needs. See Appendix I for a chart example created by former Division of Student Affairs Employee, Jeff Brown and used by some Residential Living and Learning employees. The chart encourages employees and supervisors to think beyond conferences and look to free or low-cost options such as podcasts, book club, journal articles, or trainings such as Adobe suite tutorial sessions through Clemson's library.

Building relationships and knowledge about the big picture and individual role can occur concurrently. A new hire could be building rapport with another department while also getting a big picture view of the department and university. A new hire could be getting specific training while also establishing those relationships on the team. The key element is a supervisor who is intentionally crafting an onboarding experience that results in a confident, supported employee.

The First Six Months to a Year

As new staff members become more comfortable with their roles and colleagues, supervisors must remember onboarding continues through an employee's first year. It takes that long to see a full cycle of programs, processes, events, etc. While there may be enthusiasm to take on new responsibilities quickly, establishing effective communication and method of exchanging feedback will create a solid foundation for the six-month performance review. The following are elements supervisors can reflect on and implement at this phase of onboarding.

Framing Communication

It is important to maintain effective, consistent communication past the new hire's initial weeks. If supervisors become too distant, new employees could be tempted to explore opportunities, shift priorities, or take on additional roles that are beyond the original job duties discussed. A new employee could be hiding feelings of being overwhelmed or feeling particularly accomplished but does not know how to approach the supervisor. On the flip side, the supervisor could be hovering too much and not allowing the new employee to build confidence, competence, and connections. Supervisors are caught in a challenging position since every employee is different.

It takes time for supervisors and new employees to identify the best ways to communicate information, needs, updates, successes, challenges, ideas, and more. Since an employee's first six months is critical to their success and satisfaction, the supervisor's focus at this phase of onboarding evolves into balancing challenge and support as it relates to job duties and goals with being open to determining effective ways to communicate. Being transparent about this phase of onboarding allows the new employee to be part of the process to determine what is best. This intentional component of onboarding impacts retention efforts and promotes high-quality work.

Continuation & Evolution of One-on-One Meetings

Continuing one-on-one meetings, should not come as a surprise, but the supervisor and employee should now work together on how to best schedule and use this time. In the beginning the supervisor may have driven the meeting agendas and information discussion. When it feels right, shift to more of a partnership in utilizing this time. Effective one-on-one meetings can include some or all the following:

- Establishment that the meeting is grounded in care, development, and being present
- Identification of a shared win since last meeting
- Agenda with discussion points, project updates, etc.
- Accountability is okay and allows for development
- Discussion on potential roadblocks or obstacles in their path
- Indication of action items (which also hold each side accountable)
- Contributors at Harvard Business Review suggest to start positive, problem solve, and be fully present. Additionally, expressing gratitude and "words of affirmation mean a lot to employees" (Knight, 2016).

These meetings allow supervisors to demonstrate their commitment to their employees, department, Division, and University. In addition to employees developing during this time, supervisors also benefit from enhancing their management, delegation, and coaching skills. This space – in-person or virtual – is critical for employee satisfaction, morale, and fulfillment.

Providing Ongoing, Constructive Feedback

Understanding how new employees want to receive constructive feedback (e.g. direct and in-person, through email, in a one-on-one meeting, or a combination of strategies) can lead to a healthy supervisor-employee relationship. As supervisors, you want to support employees' development while also challenging them to reflect on their work, identify possibilities for continuous improvement, and celebrate accomplishments.

Additionally, employees should understand how their supervisors prefer to receive feedback. Depending on the amount of experience an employee has, it may be challenging for them to outright ask this question. It is the supervisor's responsibility to start the conversation and model vulnerability. Deonte Brown, Assistant Dean of Students for Community Development and Empowerment shared questions he uses to solicit feedback from his employees:

- What more do you need to know?
- What was not helpful?
- What was helpful?
- Do you have any feedback for me, positive or negative?

Finding an effective communication and feedback strategy will promote team success and individual development. See Appendix J for an inventory for you and your employee to assess how you both like to receive or give feedback.

If you are looking for additional tools to support finding ways to talk about developing different competencies and skills or opportunities for growth, there are several free resources available to you.

- The ACPA/NASPA Competencies developed rubrics with three levels (foundational, intermediate, and advanced) for evaluating yourself or others in each competency.
- The Association of American Colleges and Universities (AAC&U) also provides a resource called the VALUE (Valid Assessment of Learning in Undergraduate Education) Rubrics to help assess more specific transferable skills such as critical thinking. Click here to download all 16 rubrics free VALUE rubrics or visit https://www.aacu.org/value-rubrics.

Too much feedback delivered in a way that does not help the person might lower morale and too little feedback or an abundance of praise could give the employee a skewed perception. Finding balance is important since feedback is an important element to the six-month performance review.

Preliminary Performance Review

Maintaining regularly scheduled one-on-ones and knowing how an employee prefers to receive feedback sets a positive tone for the Six-Month or Preliminary Performance Review. Far in advance of the employee's six-month mark, schedule a longer one-on-one, so you and your new employee have time to prepare thoughts and elements to share or discuss together.

Depending on an employee's experience, this six-month performance evaluation may be the first formal performance evaluation of their career. On the other side, while an experienced employee may have gone through this process, the forms and conversation may be different. The supervisor should set the tone on the type of experience it will be.

Share with the employee the purpose of formal reviews, what to expect, who sees it, and how the conversation is intended to support their development. If you refer your employee back to your initial one-on-ones where you discussed the position description and success measures, it may help alleviate concerns about being evaluated on something unexpected. Employee performance reviews provide the opportunity to:

- discuss specific job duties and accompanying success measures
- adjust success measures and priorities as needed
- offer feedback for to inspire growth and continual talent development

Clemson University's Office of Human Resources provides supervisors and employees with resources to facilitate and understand the performance review process. The goal of Clemson University's Staff Performance Management system is to help employees and Clemson maximize performance potential and to engage managers in the success and growth of every employee. The process is composed of three major phases:

Plan: establish and agree on job duties and performance objectives, including success criteria.

Perform/Monitor: perform responsibilities and monitor progress; provide praise and address performance improvement issues.

Evaluate: conduct annual (required) and mid-year (suggested) performance evaluations.

Communication and feedback are encouraged throughout the process to ensure alignment with expectations, address concerns early and often, and promote growth and professional development.

To review this model of performance review, as well as additional resources, trainings and information to assist supervisors throughout this process, click here or visit https://www.clemson.edu/human-resources/talent-and-org-dev/performance-management.html

Figure 4: This diagram visually represents the three phases of Clemson University's Performance Management process with ongoing communication and feedback being critical at each phase.

The End of the First Year and Beyond

As the employee's first year ends, it is a time to celebrate and reflect. In addition to the formal Performance Evaluation, these are additional things a supervisor can do to further retention efforts and make an employee continue to feel connected and valued.

Expectations Moving Forward

Even though the process for the Performance Evaluation is almost identical to the six-month review, reflect on the success measures moving forward. Doing so will help your employee understand the difference between meeting the expectations of job duties and consistently going above and beyond in any or multiple areas. Ensuring transparency and a shared understanding will lead to a productive and positive second year. Additionally, then there is space to discuss other experiences and opportunities to contribute and develop.

Stay Interviewing

Something supervisors can do is conduct stay interviews with their employees to understand what is keeping or potentially pushing someone away from their job. Clemson's Office of Human Resources trains employees on how to effectively conduct a stay interview.

Broader Checkpoints with Teams

Thus far in this resource, the focus has been on communication between the supervisor and employee. As the relationship continues to evolve, there may be more space for creative ways to connect with other members of your department to understand what things are occurring more broadly while developing communication skills. Creating "checkpoints" could be an effective method to accomplish this goal.

These brief meetings might happen naturally or be impromptu depending on your department culture. Being intentional with them can have a positive impact. These "check points" tend to be more informal, focused on action, and give each person a chance to share.

Student Affairs Publications organizes three morning "sprints" per week. "Sprints," like the name implies, are quick gatherings designed to share updates, ask for help, etc. These "sprints" could occur formally at a conference table or informally with everyone gathered in a common space.

These checkpoints are popular in other industries and create impactful, shorter meetings. Sometimes they are referred to as "stand up" meetings, but we used "checkpoints" and "sprints" as more inclusive terms. Employees look forward to attending because gatherings are action-oriented and keep everyone informed about what is most important in real-time. Checkpoints are also beneficial because they allow employees to:

- determine the most important, timely information to communicate to the group
- practice articulating thoughts, updates, and questions in a concise manner
- learn how to facilitate check-point style meetings

Considering modified operations or accessibility, these meetings can be done over video chat. If done in a gathered common space, ensure that the space is accessible and comfortable for all employees' needs. See Appendix K for a list of links and resources on these types of meetings.

Celebrate Contributions to Department Success

Employees prefer different ways of being acknowledged for their work. For your employee(s), using the one-on-one space and verbally sharing your appreciation may be best. For other employees, there may be other ways to recognize their contributions to department success, metrics, and priorities. After the initial year of employment, explore and connect on the best way to support and acknowledge the work of your employee. Your department or teams may even benefit from a larger discussion on the topic.

Drs. Gary Chapman and Paul White's book, *The 5 Languages of Appreciation in the Workplace: Empowering Organizations by Encouraging People,* applies the principles of the five love languages to the workplace. On a podcast from "The Simplifilers," you can learn directly from Dr. Gary Chapman how to translate the framework to the workplace and even how to apply the principles to Millennial and Gen Z team members or team members who are working remotely or long distance. See Appendix L for additional recommendations for recognition at work.

Invitation to Encourage First-Hand Experience and Education

As employees successfully carry out their job duties, supervisors can view themselves as gatekeepers to new possibilities. Connect with your new employee to potential opportunities, recognizing their primary role is to carry out their job responsibilities effectively as identified by success measures. Slowly and strategically sharing opportunities that align with their personal and professional goals can be beneficial and affirm a supervisor's commitment to their employee's development.

Begin to ask yourself - what does professional development look like at different times when a new hire is still learning on the job? For example, Josh Barnes, Director of the Center for Student Leadership and Engagement, encourages new staff members to shadow and work alongside fellow colleagues when their schedules are lighter and there is alignment between task and learning goal. Lisa Bona in the Student Affairs Business Operations office mentioned encouraging employees to attend personal and professional growth opportunities through professional organizations or at Clemson through in-person events or Tiger Training sessions. This continues to support our employees and further our investment in them.

As shared in the previous section, leverage the professional development spreadsheet to chart opportunities that do not always require travel. There are a myriad of opportunities that are effective and cost efficient. Ask a new employee what opportunities seem appealing and align with goals.

- Is it reading a book or listening to a podcast and discussing together during one-on-ones?
- Is it sitting in on trainings or reading through policies?
- Is there a department, Division, or University committee that is appropriate to join?
- Would volunteering with an association build a new skill?
- Is it submitting a proposal and attending a conference in person or virtual?

From there, a conversation should occur, so assumptions are not made about what can and cannot be counted towards official hours worked or when should the new hire obtain permission before engaging in certain professional development activities. Keeping everyone in the loop is important and setting these expectations early can help avoid misunderstandings later. As an additional tip, create a framework of reflection questions for employees to engage in upon completing an experience and encourage them to share knowledge more broadly in your department after an experience. See Appendix M for Professional Development Reflection notes and strategies.

For specific events, Clemson University entities provide multiple opportunities for continued learning. Encourage new hires to experience the campus culture and climate first-hand by attending workshops, information sessions, and Division events to stay connected and build upon their sense of belonging. The official University calendar is a great resource to share. Visit https://calendar.clemson.edu/ for details and events.

Reinvest in Collegial Relationships

At the beginning of the onboarding experience, supervisors and employees place an emphasis on develop rapport with colleagues within and outside of the department. As time progresses, it is easy to get so focused on the work that the value of investing in collegial relationships can be forgotten.

Supervisors, employees, departments, or cross functional teams should find ways to connect as colleagues whether through annual or traditional gatherings, celebrations, or retreats or even staying after a meeting for a few minutes to chat or grabbing a cup of coffee together. In group settings, it promotes reaching across cliques that may naturally form within a department. In one-on-one settings, it allows to check-in with each other beyond the work. These opportunities are valuable for remembering we are people first and colleagues second. Even through everyone is contributing to the same goals as colleagues, investing in relationships makes where we work and what we do even more meaningful. Past the first year, departments and supervisors can help acknowledge and model the importance of reinvesting in collegial relationships.

Documenting, Centralizing, and Standardizing Department Onboarding

As a result of listening tour, one theme emerged that is important for departments and supervisors to consider. It seemed when individuals left the department or supervision lines switched, there were no records of onboarding practices left for the new supervisor. Division employees have been relying on word-of-mouth and/or their own research and experience to shape the onboarding experience. These experiences could lend to the reason for staff expressing the need to enhance onboarding practices in the 2019 Staff Experience Survey.

It is crucial for departments and supervisors to invest in documenting, centralizing, and standardizing (where it makes sense to) onboarding practices, strategies, resources, and feedback. Keeping everything in a shared place that all department employees can access will enhance the department and staff experience in multiple ways. If you are the first supervisor in your department to use this document, encourage a department conversation to determine the best approach for your department and its employees.

Theory to Practice

When creating an intentional onboarding experience for new employees, you may find a few transition and career theories valuable to frame or reflect on your approach. Your new hire may express a variety of emotions or thoughts at different points in their time working with you. See Appendix N for a list of additional resources related to understanding and applying each theory.

Adult Transition Theory

Much like supporting college students with moving in, moving through, and moving out of a transition, Nancy Schlossberg's life work and research around adult transitions can help us and others when navigating expected and unexpected transitions (Chickering & Schlossberg, 1995). When someone begins a new job, it is important to consider not only the obvious career transition, but the employee may also be experiencing other transitions like moving to a new location, establishing a new friend group, learning how to remain connected to family, or adjusting to a new schedule. Using Schlossberg's (1984) 4S System of situation, self, support, and strategies to analyze or frame the transition can be helpful in helping a new employee feel more in control of the transitions and potential stress being experienced.

Happenstance Learning Theory

Learning opportunities will arise in many ways over the course of someone's career. John Krumboltz (2008, 2009) built on his original ideas (1979) to not only focus on identifying different jobs or roles but learning from experiences. As employees learns more about their new roles, environments, stakeholders, etc., expected and unexpected learning opportunities are bound to occur. As someone's supervisor you are uniquely positioned to help the employee reflect on the learning opportunity and how to leverage the lessons in the future. As discussed earlier about supervisors being a gateway to opportunities, unanticipated experiences may arise that may provide chances to develop new skill sets or knowledge. Ensuring supervisors and employees are open to taking advantage of unexpected or unplanned opportunities to learn, engage, and reflect will yield positive career outcomes.

Integrated Life Planning Theory

Many individuals do not compartmentalize different aspects of their lives. Hansen's Integrative Life Planning (ILP) Theory (2001, 2002, & 2011) focuses on how a more holistic view of one's life. Instead of separating out roles or one's personal and work life, ILP acknowledges the complexities of life and how different elements of life impact others. This framework could be useful if what employees share demonstrates an interconnectedness between different aspects of their lives. There are six career development tasks that are part of this theory, three of which are more external or community-focused and three that are more individually focused.

Conclusion

After you have read through this document, our hope is:

- you identified several things you and your department already do to facilitate a meaningful, successful onboarding experience for your new employees;
- you gained new ideas and resources to support your onboarding efforts;
- you value the balance of an authentic and intentional onboarding process;
- your department identifies way to decrease the variability of onboarding within your department while allowing supervisors flexibility to best meet the needs of each employee; and
- you feel supported as a supervisor within your department and our Division.

Thank you, again, for playing an integral role in providing a holistic system of support unforgettable welcome for new employees. With your support, we look forward to seeing our division's onboarding efforts continue to evolve and enhance the overall staff experience.

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Appendix A
Supervision and Onboarding Resources

Supervision

Clemson Supervisor Training Series
https://www.clemson.edu/human-resources/talent-and-org-dev/supervisor-training-series.html

Clemson Talent and Organizational Development
https://www.clemson.edu/human-resources/talent-and-org-dev/index.html

Supervision Matters Book
https://store.shrm.org/Supervision-Matters-100-Bite-Sized-Ideas-to-Transform-You-and-Your-Team?_ga=2.199036015.1144669705.1595940382-550758751.1595940382

Supervisory Skills
https://www.potential.com/articles/supervisory-skills/

The Meisha Rouser Radio Show - Podcast 22: The First 90 Days as a New Manager/Supervisor
https://meisharouser.com/podcast-22-the-first-90-days-as-a-new-managersupervisor/

What First Time Supervisors Need to Know to be Successful
https://blog.peoplefirstps.com/connect2lead/first-time-supervisors-success

What is your Leadership Style?
https://www.mindtools.com/pages/article/leadership-style-quiz.htm

Onboarding

Video – LinkedIn – Understanding the Importance of Onboarding
https://www.linkedin.com/learning/human-resources-running-company-onboarding/understanding-the-importance-of-onboarding

First 90 Days of Onboarding:
https://www.saplinghr.com/90-day-onboarding-plan#2

How to optimize onboarding?
https://www.shrm.org/hr-today/news/hr-magazine/summer2019/pages/optimizing-onboarding.aspx

Society for Human Resource Management New Employee Onboarding https://www.shrm.org/resourcesandtools/hr-topics/talent-acquisition/pages/new-employee-onboarding-guide.aspx

Appendix B
Preparing for a New Employee Checklist

	Welcome
	Welcome Note for new hire's workstation (completed by hiring manager/supervisor)
	Order business cards and name tag
	Ensure employee has viewed Division Online Orientation within 14 days of start date
	Assign peer mentor (if applicable)
	Ensure employee has attended University Orientation
	New Hire Announcement for Division – coordinate through department chair
	Answer questions about TigerOne Card, parking, etc.
	First day welcome plans are set
	Prepare a day 1 and week 1 agenda
	Tour of workspace & introductions to colleagues
	Other Items:
	Formal
	Review position description, job duties, and success measures
	Explain Performance Management procedures
	Discuss supervision/leadership styles
	Discuss preferred ways of giving and receiving feedback
	Schedule recurring one-on-one
	Other Items:

	Informal
	Discuss departmental culture
	Dress code – department expectations/norms
	Department traditions
	Department lunch culture
	Other Items:
	Administrative Items
	Ensure workstation is setup and clean
	Provide office supplies
	Provide computer
	Discuss shared file method/source (ie Box)
	Phone & voicemail setup
	Setup eduroam
	Setup Outlook email and assist
	Printer setup
	Discuss and setup preferred department online meeting platform (if applicable)
	Overview of common programs, department webpage, and other useful websites
	Explain how to request office supplies
	Show any department storage locations
	Timekeeping information
	Kronos
	University Holiday Calendar
	Other Items:
	Organizational Items
	Provide Division and Department organizational chart
	Provide policies & procedures references

Appendix C
Example Schedule for New Employee

Student Involvement and Leadership 2019 Training Schedule

Prior to the creation of the Center for Student Leadership and Engagement, Josh Barnes led the Student Involvement and Leadership area of Campus Life. His area developed intentional, robust schedules for new Graduate Assistants that set a tone to prepare them to lead and become lifelong learning from the beginning of their onboarding journey. Below is the 2019 training schedule with workshops, internal trainings, and social gatherings each with allocated time.

Day 1

9:00am-12:00pm – First Day and Onboarding by Supervisors (IDs, Parking, Email login, Desk setup etc.) and Human Resources
12:00pm-1:30pm – Team Lunch at Potbelly Deli
1:30pm-4:00pm – Meeting with supervisors, getting to know you, office culture
4:30pm – 2nd year GAs goes to class

Day 2

9:00am-10:30am – Golf cart tour in groups of four / Supervisors structure time
10:30am-12:00pm – Golf cart tour in groups of four / Supervisors structure time
12:15pm-2:00pm – Catered lunch in Barnes Center and get to know you
2:00pm-4:00pm – Supervisors structure time

- Supervisors' supervision philosophy
- Joint expectations between supervisors and GAs
- Begin to go through transition documents

Day 3

9:00am-11:00am – Supervisors time - goal setting & in-depth discussion of expectations, communication
11:00am-12:00pm – 2nd year GA's each present on what they're currently working on
12:00pm-1:30pm – 1st and 2nd year GA's go to lunch as a group
2:00pm-4:00pm – Campus Life Staff Meeting (Student Senate Chambers)

Day 4

9:00am-9:30am – Supervisors structure time
9:30am-11:00am – SIL Team Meeting
11:00am-12:00pm – Supervisors structure time
12:00pm-1:00pm – Lunch Club
1:00pm-2:00pm – Marketing and Branding (Crescent Room)
Staff Leads: Mahin Sandoval-Chavez and Cara Snider
2:00pm-3:00pm – Event Planning (Crescent Room)
Staff Leads: Mahin Sandoval-Chavez and Kelly Tessitore

Day 5

8:00am – Meet at the Union/Depart to service site (Carpool) Staff Leads: Cara Snider and Avery Jamison
11:30am-12:30pm – Lunch at service site
2:00pm – Return to campus

Day 6 (weekend date) – Staff Member's House

4:00pm-7:00pm – SIL Team Get-together social at staff member's house

Day 7

8:00am – Arrive at Madren Center
8:30am-9:00am — Welcome, Energizer, & Icebreaker

Objective: To welcome and energize staff for the day
Staff Leads: Agassy Rodriguez and Kelsey Durham

9:00am-10:00am — The GA Role and Departmental Expectations

Objective: To gain a better understanding of the role of the graduate assistant position, what it entails, and outline departmental expectations of the position that are applicable across all GA positions.
Topics covered:

- Formal SIL Expectations
- Paid Leave
- Professional etiquette and attire
- Organizational structure
- GA Network
- Reiterate that each supervisor also has their own expectations
- Include overview of each area and org chart

Staff Leads: Josh Barnes and Kate Radford

10:00am-11:00am — Professional Development

Objective: To learn about campus partnerships, professional development funding, Ignite, how professional development can work outside of conferences, SIL PD Path
Staff Leads: Cara Snider and Mahin Sandoval-Chavez

11:00am-12:00pm — TigerQuest

Objective: All SIL staff to be trained on functionality and departmental expectations of TigerQuest.
Staff Leads: Myles Surrett and Agassy Rodriguez

12:00pm-1:00pm —Eat & Meet (Solé on the Green)

Objective: To eat lunch and meet Mandy Hays, Betty Hayes, Dr. Chris Miller, and Johnson Link Staff Lead: Amy Ridgeway

1:00pm-2:00pm – The Game of Life: Student Affairs Version

Objective: To begin thinking about what they would like to achieve in 2018-2019, to gain a better understanding of professional associations, and for GA's to take a more direct role in their personal and professional development and student affairs journey.
Topics covered:

- Goal Setting & Professional Development Plans
- Professional Associations
- Campus involvement
- Managing Transitions
- Self-Care
- Finding a Mentor

Staff Leads: Savannah Lockman and Kelsey Durham

2:00pm-3:00pm – Managing Yourself

Objective: To provide strategies for GA's to manage their personal and professional lives while in Graduate School.

Topics:

- Finances
- Self-care
- Time management
- Managing priorities

Staff Lead: Amy Ridgeway and Erica Lee

3:00pm-3:45pm - SIL Friendtor Program and Wrap-Up

Objective: GA's to be introduced to mentoring program and understand program expectations. Friendtor Reveal

Staff Lead: Myles Surrett

3:45pm-4:30pm – Friendtor Ice Cream/Coffee Dates

Day 8 – Team Topgolf Trip (Greenville, SC)

7:50am — Meet at the Hendrix Student Center (Carpool) (Can pack lunch – SIL bring coolers)
8:00am — Depart for Topgolf, Greenville, SC
9:00am — Golfing Begins!
12:00pm — Golfing Ends
12:30pm-1:30pm — Get lunch near Falls Park
1:30pm-3:00pm – Recreation time in Downtown Greenville – Mice on Main scavenger hunt
3:00pm-4:00pm Drive back to Clemson

Day 9

9:00am-10:00am – Supervisors structure time
10:00am-11:00am – Policies and Procedures (SOC Room) Staff Lead: Amy Ridgeway
11:00am-12:00pm – Finances, RFFs, BuyWays (SOC Room) Staff Lead: Amy Ridgeway
12:00pm-1:00pm – Lunch Club
1:00pm-2:30pm - General ebbs and flows of the semester (SOC Room)

- Provide calendar
- Talk about all-hands-on-deck events
- Have 2nd years talk about academic experience

Staff Lead: Amy Ridgeway (with 2nd year GAs)

2:30pm-4:30pm – Supervisors structure time

Appendix D
Online Onboarding Examples

Clemson Home Onboarding

Amy Gamble (representing Residential Learning) wanted to tailor her graduate assistant onboarding practice to the demographics of graduate assistants. This audience is comfortable in online spaces and exhibit enhanced technology competencies. To meet the graduate assistants where they are, Gamble created a GA Onboarding Website for the ResLearning team. Their intention is to collaborate with Maryne Taute (representing Residential Living) and expand its current scope; utilizing the website for the ResLiving team of GAs as well.

https://sites.google.com/g.clemson.edu/gaonboarding/home?fbclid=IwAR1__BOGeGKb8NUbH1IEr60HyGhPPRm5PZtwaD6Fa1e25JVIl7SlqneIqfA

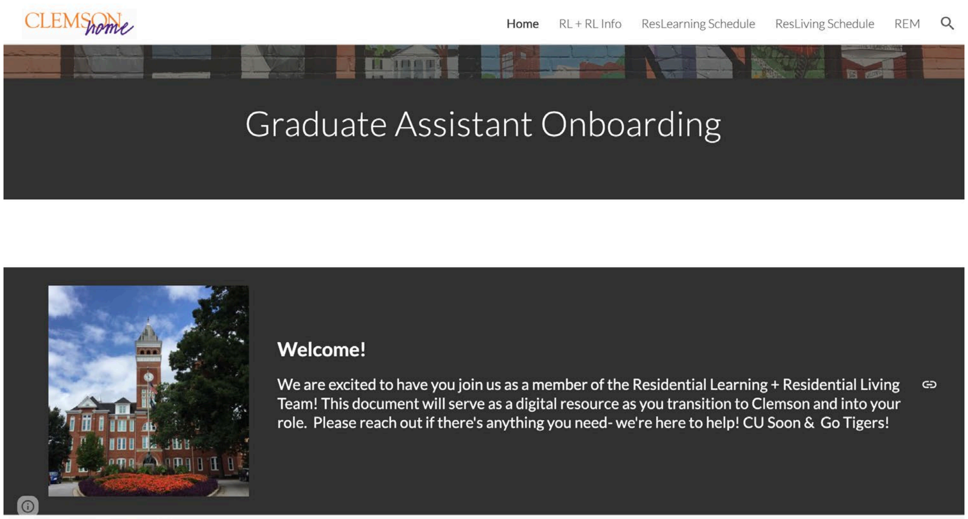


Figure 5. Clemson Home Onboarding Landing Page

To understand how Clemson Home welcomes Graduate Assistants through visual storytelling, view the full website here. Topics included on their website include Clemson Map, What to Pack, Clemson Chamber of Commerce, welcome messages from staff, and onboarding schedules.

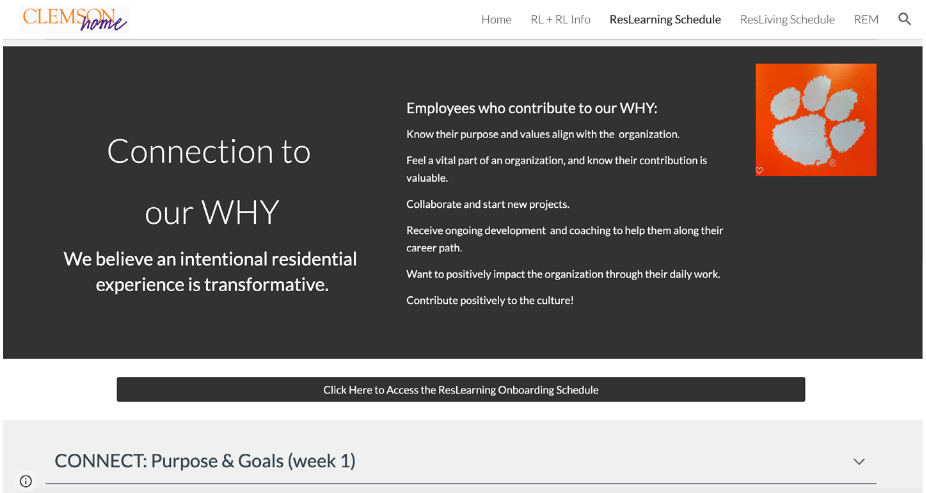


Figure 6. Clemson Home intentionally connects their schedules and recommended checklist of learning objectives back to their department mission and goals

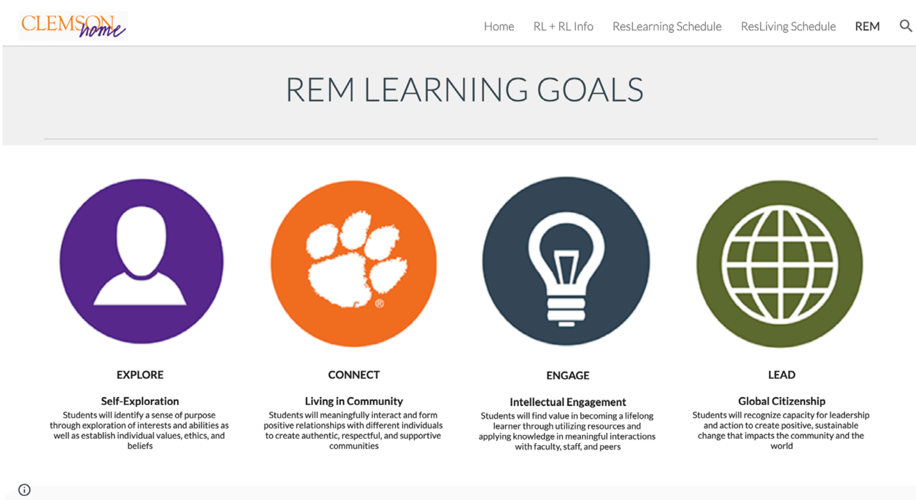


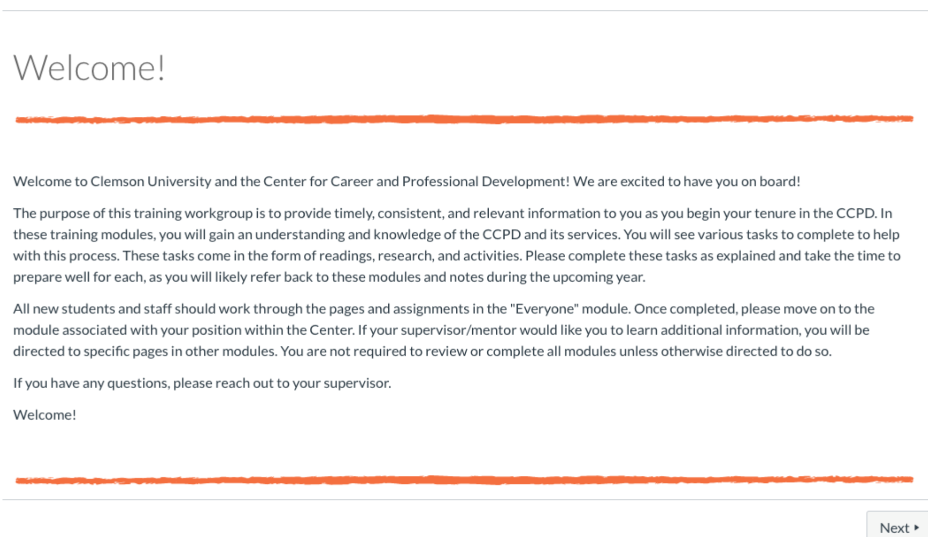
Figure 7. Residential Experience Model Learning Goals

Center for Career and Professional Development Onboarding

Dr. Neil Burton and fellow colleagues in the Center for Career and Professional Development created a digital onboarding platform by leveraging Canvas to orient new staff, Graduate Assistants, and student staff to their department.

Included in the Canvas webpage are modules for each type of new hire, Center overview and competency initiative. To see the full list of modules, view the figures below or contact the Center for Career and Professional Development to better understand their onboarding practice.

Figure 8.
Homepage for Center for Career and Professional Development Canvas Page



Welcome!

Welcome to Clemson University and the Center for Career and Professional Development! We are excited to have you on board!

The purpose of this training workgroup is to provide timely, consistent, and relevant information to you as you begin your tenure in the CCPD. In these training modules, you will gain an understanding and knowledge of the CCPD and its services. You will see various tasks to complete to help with this process. These tasks come in the form of readings, research, and activities. Please complete these tasks as explained and take the time to prepare well for each, as you will likely refer back to these modules and notes during the upcoming year.

All new students and staff should work through the pages and assignments in the "Everyone" module. Once completed, please move on to the module associated with your position within the Center. If your supervisor/mentor would like you to learn additional information, you will be directed to specific pages in other modules. You are not required to review or complete all modules unless otherwise directed to do so.

If you have any questions, please reach out to your supervisor.

Welcome!

Next

Figure 9.
Welcome Message for New Employees with Canvas Module Instructions

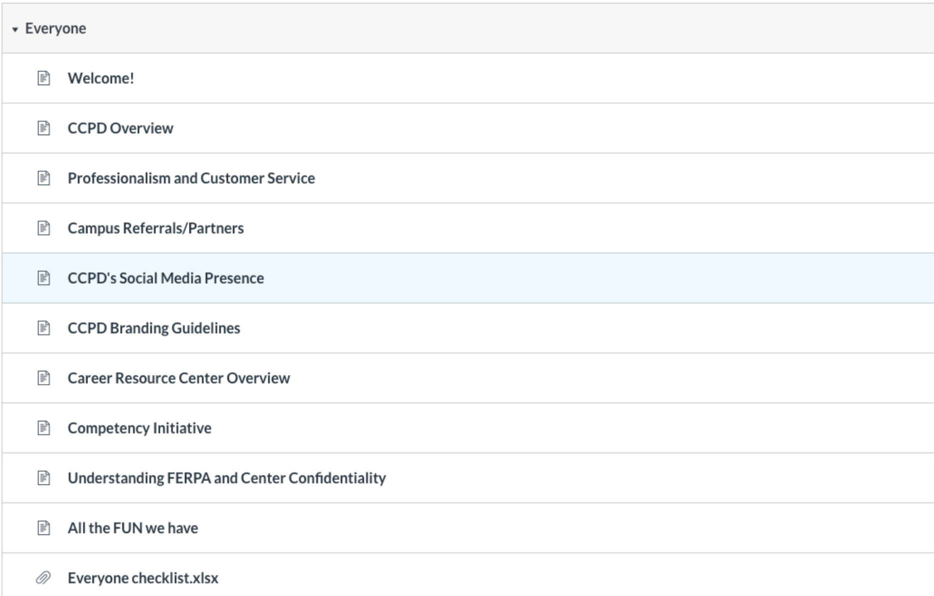


Figure 10. Specific Pages within "Everyone" Module

Appendix E
As Your Supervisor, I Will

This document serves as an inspiration and resource for supervisors to reimagine initial conversations regarding expectations with new staff members. During an internship with Housing and Residential Life at Furman University, one of our graduate student interns received this document that set the tone for their work experience and department culture. On the first day, the supervisor shared this document and other supplemental materials. Reading that document and having the supervisor talk through each section, expressing their supervision style and commitment. proved to be a critical experience of their onboarding process.

Supervisors are invited to adapt this template and tailor the language to you, your supervision style, and departments' mission statement or departmental values. It is possible to also make the document inclusive of the employee as a joint commitment to each other. Discussing the document together can open dialogue around expectations.

As Your Supervisor, I Will

Support and Empower: I will advocate for you and your wellbeing, while providing what you need to be your best and produce your best work. I commit to helping you grow throughout your time at Clemson University, both personally and professionally. I commit to providing you with professional development that will help you in your future. Share your goals with me and I will do my best to support you and help you reach them.

Ask Questions and Listen: I am here to listen to what you have to say. Share your goals and vision with me and we can brainstorm on and help move our work toward. Let me know when you have constructive feedback; I will take it into consideration and see where I can do better.

Prioritize Your Health and Wellness: I am a big believer in taking care of yourself and making sure you are prioritizing your wellbeing. I commit to helping you find a balance where you can complete your role but also find time for yourself and do things to help you rest, relax, and recharge. You cannot pour from an empty cup.

Bring Inclusive Excellence: I promise to bring positive and inclusive energy both into my work and conversation with you, coworkers, and students. I commit to being a role model of inclusive excellence by intentionally developing and utilizing organizational resources to enhance learning. Additionally, I promise to contribute to a welcoming community that engages all its diversity in the service of student and organizational learning.

Appendix F
Example List of Contacts for Building Rapport

Office of Advocacy and Success Onboarding Rapport Building Meeting List and Tracker
Created by Dr. Kimberly Poole
Please note: some information may no longer be up to date

Meeting	Notes	Completion Date
Tina Weaver – OAS Office Operations, Human Resources		
Kathy Cauthen – CARE Training, Maxient Training, Dean On Call Training		
Tyrome Philson – OAS Outreach and Education		
QuiAnne' Holmes – OAS Graduate Assistant		
Dr. Leasa Evinger, Residential Living (656-5447)		
Dr. Jeff Appling and Julia Lusk, Office of Undergraduate Studies (656-3022)		
Dr. David Fleming, The Graduate School (656-2878)		
Courtney Byers, CUPD Captain (656-5229) (Ask Courtney about Chief Greg Mullen)		
Jennifer Goree, Healthy Campus (656-5002)		
Brennan Beck, Military and Veteran Engagement (656-9793)		
DeOnte Brown, Student Transitions and Family Programs (Karen Erickson: 656-0515)		
Dr. Neil Burton, Center for Career and Professional Development (Lynne Marcus: 656-4337)		
Dr. Beverly Rice McAdams, Office of Community and Ethical Standards (Laura Clay: 656-0510)		
Dr. Gary Wiser, Fraternity and Sorority Life (Lynn Tumblin: 656-7578)		
Alesia Smith, Office of Access and Equity, Title IX Coordinator (Paula Porter: 656-3181)		
Dr. Raquel Contreras, Counseling and Psychological Services (Sarah Weaver: 656-2451)		
Margaret Camp, Student Accessibility Services (Trey McCurry: 656-6848)		
Dr. Sue Whorton, Academic Success Center (656-6211)		
Dr. Kendra Stewart Tillman, Harvey and Lucinda Gantt Multicultural Center (Amanda Queen: 656-7625)		
Elizabeth Milam, Student Financial Aid (Alisha Morris: 656-3431)		
Paul Paparella, Study Abroad (Deborah Jensen: 656-2457)		
VACANT, International Services (656-3614)		
Dr. Chris Miller, Associate VP/Dean of Students (Ame Pettis Hinson: 656-5827)		
Dr. Doug Hallenbeck, Senior Associate VP/CMT Chair 1 (Ame Pettis Hinson: 656-5827)		
Dr. George Smith, Chief of Staff/ Associate VP/CMT Chair 3 (Karen Addis or Kathy Hensen: 656-2161)		
Johnson Link, Associate VP (Ame Pettis Hinson: 656-5827)		

Appendix G
Example List of Student Affairs Terms, Acronyms, and People

Please note: Some terms, acronyms and people
may not be up to date or relevant to your department.

Names to Know

Student Organizations Team Summer 2019

- Kenzie Poston – GA for Student Organization Development-1st year GA, will report to Erica Lee
- Agassy Rodriguez-Assistant Director for Student Organization Involvement-supports Tiger Connect, Tiger Prowl, Clemson Involvement Ambassadors, and student organization registration-reports to Myles Surrett
- Kelsey Durham-GA for Student Organization Involvement-incoming 2nd year GA-supervises the CIA, manages the student organizations benchmarking reportreports to Agassy Rodriguez
- Rachel Boote-GA for Student Organization Involvement-incoming 1st year GA-reports to Agassy Rodriguez
- Ashley McMullen –Assistant to Student Organizations and Clubs-former Chief of Staff for CUSG, event director for Clemson Miracle (Dance Marathon), and former Organizations Director for CUSG-works 15 hours/week on Tuesdays and Thursdays-reporting to Myles Surrett-will work with us until late July when she departs to start graduate school at Florida State
- Maggie Potter - Internship with Student Organizations and Clubs-2nd year GA with primary assistantship in Residential Learning, ~12 hours/week on Mondays and Wednesdays, reporting to Myles Surrett, internship runs through summer

Barnes Center Team

- Amy Ridgeway – Assistant Director for Student Programs-supports Central Spirit, Tiger Paw Productions, and CLEMSONLiVE
- Andrew Raposo-GA for CLEMSONLiVE-incoming 1st year GA-reports to Amy Ridgeway
- Mahin Sandoval-Chavez-Assistant Director for Late Night Programs-reports to Myles Surrett
- Kelly Tessitore- GA for Late Night Programs-2nd year GA-reports to Mahin Sandoval-Chavez
- Emily Navarro- GA for Late Night Programs-incoming 1st year GA-reports to Mahin Sandoval-Chavez

Student Leadership and Community Engagement Team

- Savannah Lockman-GA for SLCE-2nd year GA-reports to Cara Snider
- Cara Snider-Assistant Director of SLCE-reports to Kate Radford
- Avery Jemison-GA for SLCE-2ndt year GA-reports to Cara Snider
- Kate Radford-Associate Director of SLCE-reports to Josh Barnes

Campus Life Staff

- Mandy Hays – Assistant Vice President for Campus Life – reporting line for Student Involvement and Leadership-currently reports to Almeda Jacks with vacant Associate Vice President position to post over the summer
- Betty Hayes-Administrative Coordinator-reports to Mandy Hays
- Josh Barnes – Student Involvement and Leadership- reports to Mandy Hays
- Pam Davis – Event Planning and Management- reports to Mandy Hays
- Alanna Waldrop-Assistant Director of Event Services
- Kristi Muscat-Associate Director of Operations
- Brandon Calloway-Assistant Director of Technical Services
- Ceci Vazquez –Business Operations and Client Services - departing Clemson on June 30-reports to Mandy Hays
- Shawn Jones-Assistant Director of Client Services
- Wendy Gregus-Associate Director of Business Operations
- Jim Clements: Clemson President

Division of Student Affairs Leadership & Additional Contacts:

- Almeda Jacks: Clemson VPSA
- Johnson Link: Associate VP for Emergency Management and Municipal Services
- Vacant: Senior Associate VP – reporting line for Student Involvement and Leadership
- Philip Sikes: Student Affairs Communications Director – media requests
- George Smith – Associate Vice President and Chief of Staff
- Chris Miller – Associate Vice President and Dean of Students
- Lisa Bona: Director, Student Affairs Business Operations
- Susan Eller: Point of contact for student organization finance
- Kristin Walker: Director of Assessment
- Tracie Baughey: Human Resource Manager for the Division of Student Affairs
- Ida Benson: Human Resource point of contact for hiring
- Beverly McAdams: Interim Director, Office of Community and Ethical Standards
- Gary Wiser: Director, Fraternity and Sorority Life
- DeOnte Brown: Interim Assistant Dean of Students, Student Transitions and Family Programs
- Neil Burton: Director, Center for Career and Professional Development
- Kathy Hobgood-Assistant Vice-President of Student Affairs and Executive Director of University Housing and Dining
- Leasa Evinger-Director, Residential Living in University Housing and Dining

- Suzanne Price-Director, Residential Learning in University Housing and Dining
- Linda Rice-Director, Risk Management
- Robert Taylor-Director, Programs, Campus Recreations

Student Affairs Faculty:

- Michelle Boettcher
- Tony Cawthon
- Natasha Croom
- Rachel Wagner

Gantt Multicultural Center

- Kendra Stewart-Tillman – Director for Diversity and Inclusion
- Jacob Frankovich
- Ciera Durden
- Jerad Green
- Amanda Queen

Acronyms to Know

- SIL = Student Involvement and Leadership
- PAW = Purposefully Affecting the Why (former name for SIL team, synonymous with SIL)
- SOC = Student Organizations and Clubs
- SLCE = Student Leadership and Community Engagement
- CA+E = Campus Activities and Events (former umbrella term for Mandy Hays' unit)
- CUSG = Clemson Undergraduate Student Government
- GSG = Graduate Student Government
- OCSE = Office of Community and Ethical Standards (Clemson's student conduct office)
- STFP = Student Transitions and Family Programs (orientation, parent services, veterans)
- HSC = Hendrix Student Center
- CCPD = Center for Career and Professional Development
- CAPS = Counseling and Psychological Services
- GA = Graduate Assistant
- CU-GARS = GA hiring process
- IPTAY = I Pay Ten A Year aka athletic booster club (It's way more than $10/year now.)
- CUPD = Clemson University Police Department
- CLiVE = CLEMSONLiVE
- TPP = Tiger Paw Productions
- CS = Central Spirit
- ASB = Alternative Spring Break

Places to Know

- Gantt Multicultural Center: Located on the 2nd floor Brackett Hall-home to multicultural engagement programs
- Barnes Center: Located east of Hendrix Student Center on Cherry Road-late night programming space managed by Student Involvement and Leadership-opened in 2016

- Hendrix Student Center: Located off of Cherry Road-student hub for events, dining, banking, delicious ice cream, career services, and student life administration
- Bowman Field: Located off Hwy 93-large green space-oftentimes thought of as center of campus-location of College Game Day, annual Homecoming build and concert, and international festival
- Tillman "Old Main" Hall: Located off Hwy 93-Clemson's clock tower and most iconic academic building-home to the College of Education and major event space Memorial Auditorium-name is point of contention on campus as it honors former Governor Ben Tillman-referred to as Old Main by members of the Clemson community who object to Tillman
- Fike Recreation Center: Located off Williamson Rd-Clemson's primary recreation and wellness complex-staff discount is available
- Sikes Hall: Administrative hub for Clemson-it's located on Highway 93 across Bowman Field from Old Main.
- '55 Exchange: Located on ground floor of Hendrix Student Center-serves ice cream made at on-campus facility-people love it
- Core Campus: Located off Fort Hill St-dining and residential facility-home to popular dining spots Cane's, Which Wich, and Starbuck's
- Parking and Transportation Services: Located on the ground floor of the Union-where to register a car and pay fines
- Mell Hall: Located between Old Main and Hwy 93-home to University Housing and Dining
- Fort Hill: Located on Fort Hill St-primary geographic feature of Clemson's campus-plantation of John C. Calhoun and Thomas Green Clemson was named Fort Hill-the house is located on Fort Hill St across from Core Campus
- Office of Advocacy and Success: Located in Hendrix Student Center-manage the CARE Report process
- Redfern Health Center: Located off McMillan Rd, adjacent to Hendrix Student Center-location for student health services
- Sullivan Center: Located in Edwards Hall, across from Redfern-experiential lab for Clemson's nursing program that provides wellness and basic illness services to staff members
- Madren Center: Located off Cherry Road approximately 1 mile from campus-Clemson University conference center and hotel-location of meetings, retreats, banquets, Board of Trustees meetings, etc.
- Douthit Hills: Located off Hwy 93-housing, dining, wellness, and retail facility opened in Fall 2018-will contain student housing, a new student dining hall, an exercise complex, and the Clemson bookstore-will be largest residential complex in South Carolina
- Athletic District: Located on western edge of campus-home to all athletic facilities
- Littlejohn Coliseum: Located off Coleman Blvd in athletic complex-home to Clemson basketball, graduation, and sometimes student concerts
- Clemson Memorial Stadium aka Death Valley: Located off Williamson Rd-home to Tiger Prowl (and Clemson football)

- South Carolina Botanical Garden: Located off Perimeter Road-Google says it's "vast collection of manicured gardens, natural woodlands, trails, and sculptures-free admission
- Kite Hill Recycling Center: Located at intersection of Perimeter Road and Hwy 76
- TigerOne Office: Ground floor of Hendrix-you'll get your TigerOne card here
- Academic Success Center: Located at the end of McMillan Rd, just down from Hendrix and Redfern-home to Clemson's academic support programs
- Cox Plaza: Located between the Union, Old Main, and Brackett Hall-green space on campus in honor of former VPSA and President of Clemson-one of CU's two designated free speech zones
- Cooper Library: Located just off Calhoun Dr in front of fountain-main library for Clemson's campus
- 124 Ravenel Center: Located behind Athletic District-home of Clemson University Police Department
- Library Bridge: Located in front of Cooper Library-the main pedestrian stretch on Clemson's campus-home of tabling every day, reserved through the Library

Relevant Parking Locations (all zoned Green):

- Sirrine – Located at the corner of Williamson and South Palmetto Blvd-primary parking area for Union staff during academic year-typically fills by 9:30am
- "Whitneyland" – Williamson Rd in front of Death Valley-street parking-typically fills during academic year by 9:30am-named in honor of former SIL staffer Whitney Brown who had real preference for this area of parking
- Calhoun Drive-On Calhoun between Cox Plaza and Brackett-street parking-typically fills during the academic year by 7:45am
- Trustees Lot-Across Fort Hill St. from Union, beside the Trustees House-very limited but sought after parking with about ten spots-typically fills during the academic year by 7:30am
- Hendrix Lot-Located directly outside of Hendrix Student Center-preferred parking for meetings, events, etc. on that side of campus-typically fills during the academic year by 8:30am

Parking Space Colors:

- Green – employee
- White – open to any permit
- Orange – commuter (students, including GAs)
- Purple – apartment
- Red – service vehicle (no parking anytime)
- Yellow – emergency vehicle (no parking anytime)

Appendix H
SMART Goals

Framework questions to facilitate goal setting conversations.
Visit https://www.mindtools.com/pages/article/smart-goals.htm for more information.

SMART Goals

- **Specific**
  - What do I want to accomplish?
  - Why is this goal important?
  - Who is involved?
  - Where is it located?
  - Which resources or limits are involved?
- **Measurable**
  - How much?
  - How many?
  - How will I know when it is accomplished?
- **Attainable**
  - How can I accomplish this goal?
  - How realistic is the goal, based on other constraints, such as financial factors?
- **Relevant**
  - Does this seem worthwhile?
  - Is this the right time?
  - Does this match our other efforts/needs?
  - Am I the right person to reach this goal?
  - Is it applicable in the current socio-economic environment?
- **Time Bound**
  - When?
  - What can I do six months from now?
  - What can I do six weeks from now?
  - What can I do today?

Appendix I
Professional Development Grid

Created by former Division of Student Affairs employee Jeff Brown
Please note: This grid is usually in Excel and use/printed with a landscape layout

Use the top grid to identify opportunities at different times that may lead to an ultimate goal in the second grid. For example, in may take engaging in several professional development activities to gain knowledge or demonstrate a skill. Conversations between supervisors and employees should always occur to balance job duties being successfully executed and professional development enhancing one's role.

	Reading (books, journals, professional magazines & newspapers)	Eletronic Resources (E-mail daily/wkly news, list-servs & web resources, twitter)	Webinars & Podcasts	Teaching, Facilitation, & Supervision	Committiess and on-campus opportunities	Institutes and Training (on and off-campus)	Professional Conferences	Presentations, speeches, research and professional writing	Professional association leadership and committee involvement
On-Going									
Fall 2020									
Spring 2021									
Summer 2021									

	Knowledgement Enhancement	Demonstrating Skill	Leadership and Involvement at Institution or in the Field	Contributions to the Institution or Field
Goal 1				
Goal 2				
Goal 3				
Goal 4				

Appendix J
Inventory on Giving and Receiving Feedback

How to Assess Your Feedback Style:
Source: https://www.inc.com/geoffrey-james/quiz-whats-your-feedback-style.html

The key to giving (and receiving) feedback effectively is first understanding your own feedback "style" and then adapting it to the feedback "style" of the other people around you, according to Dr. Joseph R. Weintraub, professor of management and organizational behavior at Wellesley, Mass.-based Babson College. The following is a simpler version, still developed by Dr. Weintraub, to identify someone's basic feedback style.

Answer the following list of eight questions according to this sliding scale:

1. Agree completely
2. Agree somewhat
3. Neutral
4. Disagree somewhat
5. Disagree completely

Q1. Do you frequently want to change the status quo? [ ]
Q2. Are you willing to say anything to anybody in front of anyone? [ ]
Q3. Is interacting with people the favorite part of your job? [ ]
Q4. Do you consider yourself charming and charismatic? [ ]
Q5. Do people describe you as calm, patient and unemotional? [ ]
Q6. Do you believe that keeping peace among team members is critical to success? [ ]
Q7. Do you get ALL the facts before you make a decision? [ ]
Q8. Does it bother you that you're taking a quiz without seeing statistical proofs? [ ]

SCORING:

- Put the total of questions 1 and 2 here: [ ] Dominance
- Put the total of questions 3 and 4 here: [ ] Influencing
- Put the total of questions 5 and 6 here: [ ] Steady
- Put the total of questions 7 and 8 here: [ ] Perfectionist

The higher the score for each style category, the more your feedback style tends to correspond to that general personality type. It should be emphasized, however, that no single feedback style is inherently better than any other and, of course, most people are a combination of more than one style.

Some combinations are particularly well suited for certain jobs. Dr. Weintraub, for example, has discovered that successful project leaders in innovative companies often have high scores in both "Dominance" and "Influencing."

On the other hand, when asked, most people prefer to work for a "Steady." Such a boss may not be very exciting, but you know you'll always be treated fairly, even if you're called onto the carpet.

According to Weintraub, when getting feedback, the trick is to consider the source of the feedback and listen to the real message without being distracted by the style. Similarly, when giving feedback, your challenge is to present it, not how you'd like to receive it, but in a way that the listener can most easily hear what you have to say.

Descriptions

1. Dominance

People with the "Dominance" personality type tend to be results-oriented and more concerned with the bottom line than with people's feelings. Aggressive in meetings, they tend to think of conversation as form of doing battle. When giving feedback, they tend to be direct and quick, impatient of explanations and excuses. Because they have strong egos, they take criticism without feeling bruised. They prefer to receive feedback the way that they give it: clear and specific. They want people to get to the point and then move on.

2. Influencing

People with the "Influencing" personality type tend to be people-oriented. They're outgoing, with lots of energy, the life of the party. They tend to use their personalities to get things done. They're often quite emotional, a characteristic which expresses itself in their facial expressions and body language. When giving feedback, they tend to be indirect. In trying to please, they may find it difficult to offer real criticism and may "soften the blow" so much that it feels like a pat on the back. They hate receiving negative feedback in public. When being criticized, they need a supportive environment. They like to be asked what they think about the situation.

3. Steady

People who are "Steady" tend to be patient and unemotional. They fit in anywhere. When giving feedback, they don't put much emotion into it. They're committed to their team and believe that good feedback includes both pluses and minuses for any given behavior. They prefer feedback to be non-threatening. They neither like, nor respect, people who need to control others. They don't do well with a lot of data that demands major change. They need a lot of assurance and support that things are going to be okay. They aren't risk takers and want to make sure that they're being heard. They respond well to questions that begin with "How do you think that we can..."

4. Perfectionist

People with "Perfectionist" personality type tend to be conscientious and detail-oriented. Such people tend to persuade through logic. They like explaining things, sometimes ad nauseam. They're very well organized and present feedback in a workmanlike manner. For example: "On March 13th on 3pm, you said the following..." If your organization has a manual that explains how to give good feedback, the "Perfectionist" won't just read it, but quote it word for word. In receiving feedback, they don't handle ambiguity very well. They expect people to prepare in advance and be ready with the details. If that's not the case, the feedback is simply rejected.

Additional Feedback Resources

Strategies for Receiving Feedback Well:
https://thecommunity.nonprofitnewyork.org/s/article/Strategies-for-Receiving-Feedback-Well

23 Tools to Make Your Feedback Meaningful:
https://firstround.com/review/23-Tools-to-Make-Feedback-Meaningful/

Step by Step: How to Give and Receive Feedback at Work: The Psychology of Criticism:
https://buffer.com/resources/how-to-give-receive-feedback-work/

Additional Resource on Conversations

How to Have a Good Conversation | Celeste Headlee | TEDxCreativeCoast
https://www.youtube.com/watch?v=H6n3iNh4XLI

Appendix K
Resources for Checkpoints or Sprints

This style of meeting is commonly referred to as “stand up” meetings, but we used “checkpoints” and “sprints” as more inclusive terms.

Short Video - Daily Standups: How to Run Them - Agile Coach (2019)
https://www.youtube.com/watch?v=er9gntPjTJU

Short Video - Why Have A Daily Standup - Agile Practices
https://www.youtube.com/watch?v=YHMw3CL5cXE

Stand-up Meeting: The Definitive Guide for Holding Effective Stand-ups
https://kanbanize.com/blog/running-a-better-stand-up-meeting/#:~:text=In%20Agile%2C%20a%20stand%2Dup,are%20about%20to%20be%20started.

7 Rules for Effective Stand-Up Meetings
https://blog.gotomeeting.com/7-rules-effective-stand-meetings/

Stand-up Meetings
https://www.atlassian.com/team-playbook/plays/standups

It's Not Just Standing Up: Patterns for Daily Standup Meetings
https://martinfowler.com/articles/itsNotJustStandingUp.html

Office Hack: 10 Ways to Make Stand-Up Meetings Better
https://www.laserfiche.com/ecmblog/10-ways-to-make-stand-up-meetings-better-office-hack/

Daily Standup Meetings: Comprehensive Guide
(Everything You Need To Know: Standup Agenda, Purpose, Common Pitfalls)
https://geekbot.com/blog/daily-standup-meeting/

Appendix L
Strategies for Recognition at Work

Podcast – Episode 056 of The Simplifiers
How to Apply the 5 Love Languages in the Workplace with Dr. Paul White
https://thesimplifiers.com/podcast/dr-paul-white-5-love-languages-in-workplace

Interview – The 5 Languages of Appreciation in the Workplace
https://medium.com/getting-better-together/13-the-5-languages-of-appreciation-in-the-workplace-9cd240cab178

Recognition Celebration at Work
Employee recognition ideas: 52 epic ways to give rewards
https://www.insperity.com/blog/52-epic-ways-to-reward-your-employees/

Top 10 Ways Employees Want to be Recognized
https://www.benefitnews.com/list/top-10-ways-employees-want-to-be-recognized

Creating a Culture of Recognition
https://www.greatplacetowork.com/resources/blog/creating-a-culture-of-recognition

The Power of Positive Employee Recognition
https://www.thebalancecareers.com/the-power-of-positive-employee-recognition-1919054

Appendix M
Professional Development Reflection Notes and Strategies

Questions you might consider after engaging in a professional development activity:

1. What prompted me to engage in this professional development activity?
2. What goals did I have and were they met?
3. What one or two key points did I take away from this activity?
4. What excited/interested me about this activity?
5. What new skills, knowledge or abilities have I developed as a result of this activity?
6. Did I learn anything unexpected that in reflecting maybe particularly beneficial?
7. What ideas can I use immediately, and which are more useful for future application?
8. Am I considering making changes my practices or philosophy? If so, in what way(s)?
9. How will my students/colleagues/stakeholders be affected by these changes?
10. Did I agree/disagree with the ideas presented? Why or why not?
11. What do I still want to know? What questions do I still have?
12. What other activities do I need to engage in to further my understanding?
13. What did I learn about myself through this professional development experience?
14. Would I recommend this activity or experience to a colleague? If so, why?
15. If appropriate, how can I share what I learned with colleagues?
16. Have I discussed my responses to these questions with my supervisor to further my reflection and application of my new skills, knowledge, or abilities?

Dalhousie University Personal Development Reflections
https://www.dal.ca/dept/clt/services/CUTL/Requirements/PD_Reflections.html

Reflection Worksheet
https://otl.du.edu/wp-content/uploads/2016/04/Professional-Development-Reflection.pdf

Appendix N
Resources for Theory to Practice

The following are resources related to the three theories shared in this resource.

Adult Transition Theory

Power Point – Overview of Theory
https://www.slideshare.net/ShaneYoung4/emily-lamiellemcclaine-schlossbergstransitiontheoryhied66653fa14-53072934

Brief Overview of Theory from Nancy Schlossberg
https://onlinelibrary.wiley.com/doi/epdf/10.1002/j.2161-1920.2011.tb01102.x

Video – Overview of Schlossberg and Theory
https://www.youtube.com/watch?v=dSjNMCyVE-E

Happenstance Learning Theory

Brief Overview of Theory and Application Techniques
http://www.studentintegration.fi/career-guidance/different-approaches-to-career-guidance/happenstance-learning-theory#:~:text=Happenstance%20Learning%20Theory%20(HLT)&text=HLT%20posits%20that%20human%20behavior,action%20to%20capitalize%20on%20them.

Video – Overview of Krumboltz and Theory
https://www.youtube.com/watch?v=2vYZqXks9OE

Integrated Life Planning Theory

Summary of Theory
https://www.saramwills.ca/uploads/7/5/9/4/75948963/sunny-2001-the_career_development_quarterly.pdf

Video – Overview of Hansen and Theory
https://www.youtube.com/watch?v=B0cVhaB6qww

Additional Career Resource

Managing Career Transitions Across the Lifespan for the Student Affairs Practitioners.
There is a resource chapter in this publication containing categorized resources for different career stages.
https://onlinelibrary.wiley.com/toc/15360695/2019/2019/166