



University of
Massachusetts
Amherst

Intentional Experiences: Building Growth Opportunities and Experiential Learning into Student Employment Programs

Item Type	Workshop
Authors	McCaffrey, Ariela;Pietrzyk, Jana
Download date	2026-06-16 17:48:49
Link to Item	https://hdl.handle.net/20.500.14394/54937



Intentional Experiences

Building Growth Opportunities and Experiential Learning into Student Employment Programs

Welcome!

Ariela McCaffrey

Assistant Director of
Research Support

Connecticut College

Jana Pietrzyk

Interlibrary Loan
Specialist

Connecticut College


Agenda

1. Leadership
2. Interpersonal Behaviors
3. Coaching
4. Develop Projects
5. Difficult Conversations

1.

Introduction

Leadership



A leader takes people where they want to go. A great leader takes people where they don't necessarily want to go, but ought to be.

Rosalynn Carter

Characteristics of a good leader

- ❖ Passion
- ❖ Self awareness
- ❖ Surrounded by a great team
- ❖ Challenge and coach
- ❖ Recognize and reward

Leading Students

Student worker supervision often entails mentorship, professional development and building confidence.





*Participants benefited
from library employment
in improved time
management,
communication, and
general employment skills.*

Benjamin and McDevitt

Leading v. Managing

Leading Versus Managing

Leaders	Managers
Provide direction <ul style="list-style-type: none">• Establish the vision• Develop the strategies• Cope with change	Plan <ul style="list-style-type: none">• Set goals and targets• Establish goals to achieve the plan• Allocate resources
Align people <ul style="list-style-type: none">• Communicate the direction• Engage people in implementation• Build commitment	Organize <ul style="list-style-type: none">• Create structure• Develop staffing• Communicate the plan
Motivate <ul style="list-style-type: none">• Hold up the banner• Coach and empower• Recognize and reward success	Coordinate and control <ul style="list-style-type: none">• Identify deviations• Solve problems• Measures results against plans

Adapted from *What Leaders Really Do*,
John Kotter, Harvard Business Review

1.

Worksheet/Discussion

Leadership

Use your worksheet to tell a story about leadership.


Describe someone who is a great leader. What qualities did they have?

2. Interpersonal Behaviors

Improving relationships

Building Interpersonal Relationships with Students

- ❖ Provide a safe environment
- ❖ Encourage creativity
- ❖ Model professionalism



*Successful people become
great leaders when they
learn to shift the focus from
themselves to others.*

Marshall Goldsmith

7-step method for changing interpersonal relationships

- ❖ Feedback
- ❖ Apologizing
- ❖ Telling the World
- ❖ Listening
- ❖ Thanking
- ❖ Following Up
- ❖ Practicing Feedforward

Feedback

- ❖ Feedback is a gift
- ❖ Learn to give and receive
- ❖ Create a culture of constructive feedback

Apologizing

- ❖ Recognize a mistake has been made
- ❖ Take responsibility
- ❖ Keep it simple



Telling the World

- ❖ Be open about your new management strategies
- ❖ Tell people you are trying to change

Listening

- ❖ Think before speaking
- ❖ Listen with respect
- ❖ Ask “is it worth it?”
before responding



Thanking

- ❖ Show gratitude often - don't wait for the perfect moment
- ❖ Thank your students for ideas, suggestions, critiques.

Following Up

- ❖ Weekly or monthly check-ins
- ❖ Make time for reflection



Practicing Feedforward

- ❖ Give suggestions for the future
- ❖ May be better received than feedback

2.

Worksheet/Discussion

Improving relationships

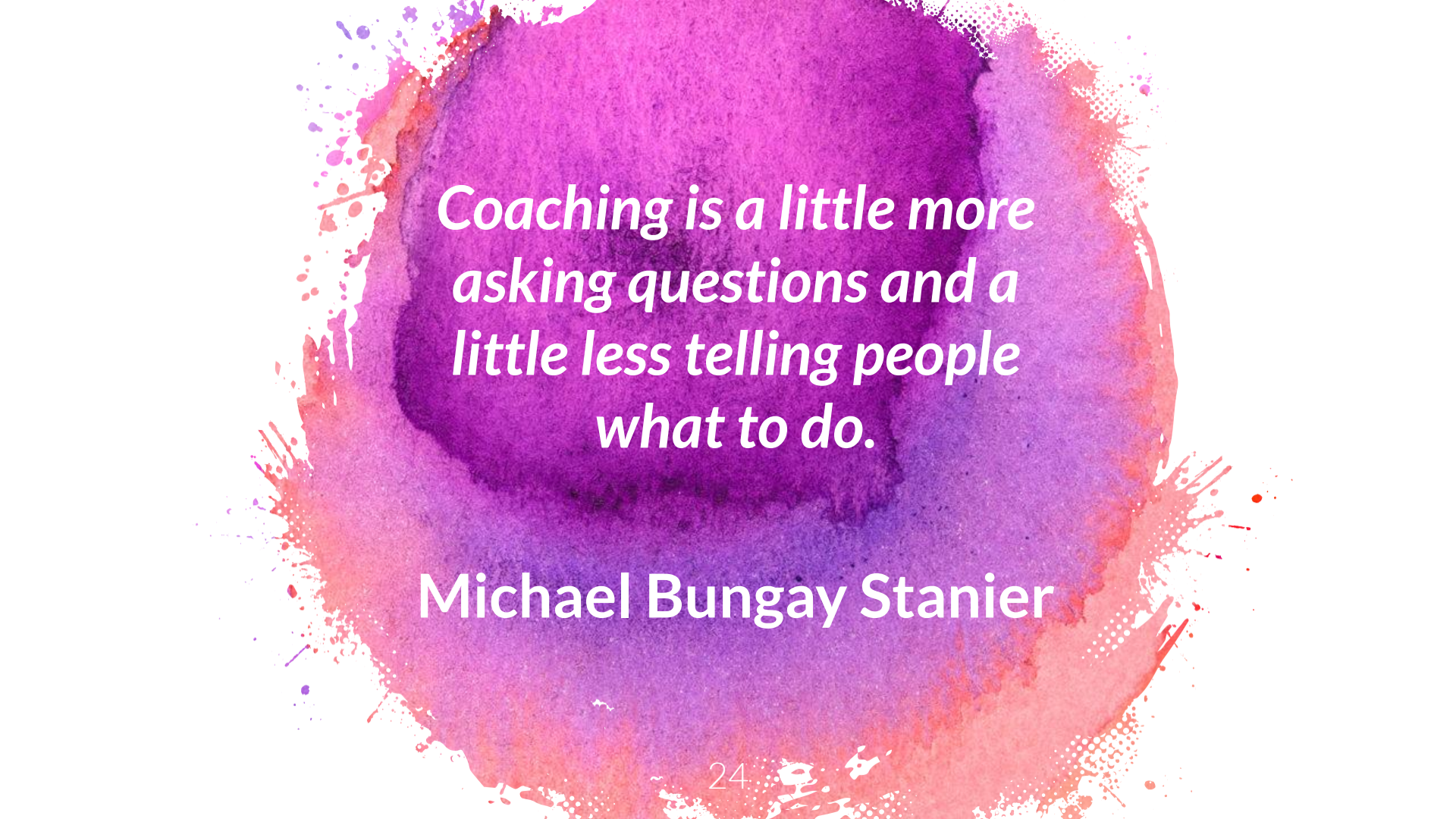
Use the worksheet to develop some ideas about the seven steps.

Tell your story at your table and discuss how to use the steps with students.

3.

Coaching

Initiate, Inquire, Invest



*Coaching is a little more
asking questions and a
little less telling people
what to do.*

Michael Bungay Stanier

Coaching for development

- ❖ Focus on calling your student forward to learn, improve and grow.



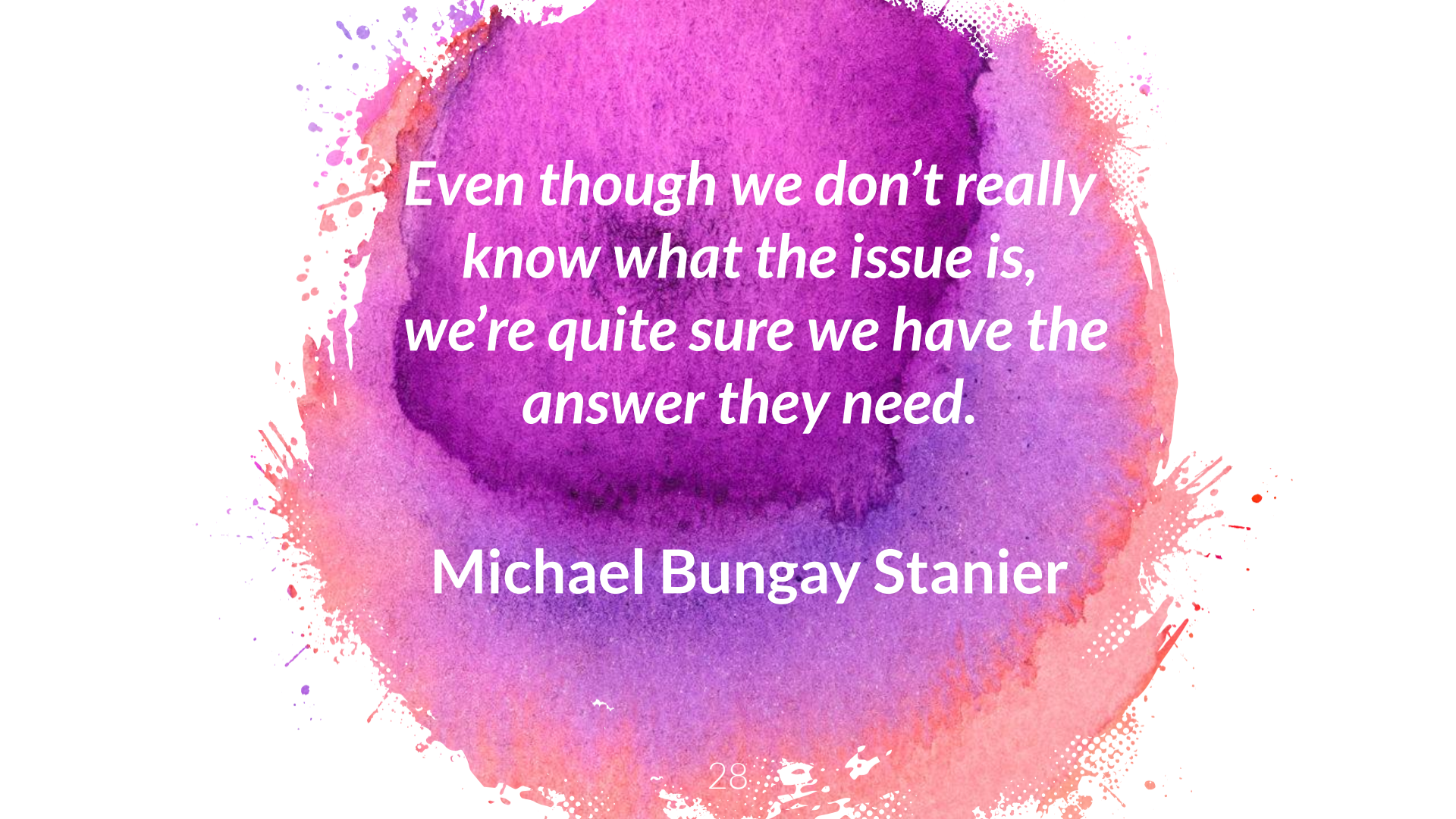
Initiate, Inquire, Invest

- ❖ Reach out
- ❖ Ask questions and show interest
- ❖ Follow up



The Coaching Conversation

- ❖ Set the context
- ❖ Narrow down
- ❖ Seek commitments
- ❖ Set a timeline



*Even though we don't really
know what the issue is,
we're quite sure we have the
answer they need.*

Michael Bungay Stanier

Listen with care

- ❖ Concentrate
- ❖ Ask questions
- ❖ Recap
- ❖ Express interest



3.

Worksheet/Discussion

Coaching

Outline a coaching conversation on the worksheet.

Discuss your new approach at your table.
*Remember feedback is a gift.

4.

Developing Projects

Discussions with students

Things to consider

- ❖ What is flexible?
 - hours
 - work days
 - project type
 - collaborative
 - cross-departmental

Skill development

- ❖ What can they learn?
 - Project management
 - Project planning
 - Graphic design
 - Technical writing
 - Data visualization
 - Presenting information

Types of projects

- ❖ What are their strengths?
 - Peer training
 - Creating training materials
 - Presentations on current trends
 - Compiling reports
 - Planning events

4.

Worksheet/Discussion

Developing projects

Use the worksheet to outline a potential project.

Share your ideas on the large post-its around the room.

5. Difficult Conversations

Feedback

The Sandwich Approach

- ❖ Say something nice
- ❖ Give feedback
- ❖ Say something nice



Giving feedback

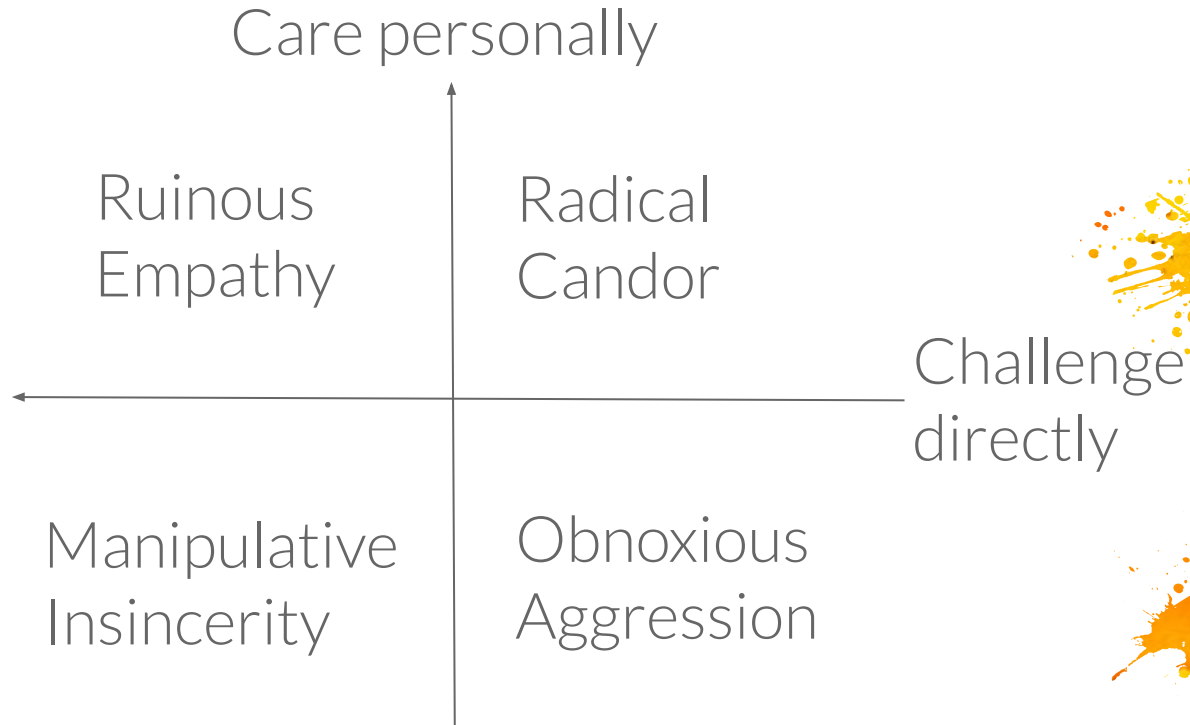
- ❖ Specific
- ❖ Descriptive, not evaluative
- ❖ Own your feedback
- ❖ Well-timed

Radical Candor

- ❖ Care personally, challenge directly

[How to lead with radical candor](#): Kim Scott |
TEDxPortland | May 2023

The Radical Candor Quadrants



5.

Final Discussion

Feedback

Feedback
using
plus/delta.

Your feedback
is
appreciated!



Thanks!

Ariela McCaffrey

amccaffr@conncoll.edu

Jana Pietrzyk

jpietrzyk@conncoll.edu

References

Benjamin, M., & McDevitt, T. (2018). The benefits and challenges of working in an academic library: A study of student library assistant experience. *The Journal of Academic Librarianship*, 44(2), 256–262.

<https://doi.org/10.1016/j.acalib.2018.01.002>

Bungay Stanier, M. (2016). *The Coaching habit*. Box of Crayons Press.

Goldsmith, M., & Reiter, M. (2007). *What got you here won't get you there: how successful people become even more successful* (1st ed). Hyperion.

HBR's 10 must reads on leadership. (2011). Harvard Business Review Press.

Scott, K. (2023, May). How to lead with radical candor [Video]. TED Conferences.

https://www.ted.com/talks/kim_scott_how_to_lead_with_radical_candor?language=en

Wrench, J., Punyanunt-Carter, N. & Thweatt, K. Interpersonal communication: A mindful approach to relationships. (2020)

<https://milnepublishing.geneseo.edu/interpersonalcommunication/>

Credits

Special thanks to all the people who made and released these awesome resources for free:

- × Presentation template by [SlidesCarnival](#)
- × Photographs by [Unsplash](#)
- × Watercolor textures by [GraphicBurguer](#)