Using Skills Assessments to Develop Intrinsically Motivated Student Leaders

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Overview

I. Learning Outcomes for Attendees

II. Overview of Skills Analysis

III. Background of Student Employees

IV. Involving Students in their Self-Assessment

V. Applications
Learning Outcomes

• Develop a skills analysis evaluation for student employees.

• Identify 2 reasons involving students in their own learning will help their growth as student employees.
The Problem
Job Characteristics Model

Core Job Characteristics
- Skill variety
- Task identity
- Task significance

Critical Psychological States
- Autonomy
- Responsibility
- Knowledge of results

Outcomes
- Meaningfulness
- Work motivation
- Growth satisfaction
- General satisfaction
- Work effectiveness

Off-Campus and Commuter Student Engagement
The Process
1. Clearly define learning outcomes that align with position description
2. Assess those outcomes are currently met programmatically
3. Create space to address outcomes that are not currently met
4. Determine which learning outcomes are most critical
5. Create assessment inventory
6. Include student voice
7. Collaborate with research and assessment team
Assessment Implementation
Getting Students Involved in Self-Assessment

• Getting student manager feedback
• Training student managers on 1:1 coaching
• Encouraging honest and critical self-assessment
• Assess peers honestly, critically, and anonymously
• Dedicated time with supervisors to reflect on performance and set goals
Community Ambassadors as Student Leaders

- “I am able to define an ideal off-campus citizen to a peer”
  - Increase from **37.5** to **72.2**, then to **88.9** percent

- “I am confident in my ability to lead”
  - Increase from **40** to **61.1**, then to **72.2** percent

- “I can create a budget for a program”
  - Decrease from **41.2** to **38.9**, then increase to **61.1** percent

- “I can use constructive feedback to personally improve on a task or skill”
  - Increase from **47.1** to **55.6**, then to **77.8** percent

- “I am able to communicate effectively with others”
  - Decrease from **62.5** to **55.6**, then increase to **70.6** percent
Areas of Improvement

• Larger focus on increasing cultural competency
• Increased focus on group development
  • “I can work towards a common goal as a member of a team”
    • 76.5 to 83.3 to 77.8 percent
• Sharing team results with student staff
• End of year reflection
Developing Intrinsically-Motivated Staff Across Functional Areas

Identify an aspect of your functional area for which you would like students to have increased intrinsic motivations.

Come up with two to three specific attitudes, concepts, skills, etc. upon which you can assess your staff.
QUESTIONS?