

BECOMING YU

COACHES' PLAYBOOK



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Becoming YU provides students with a framework to identify the skills they have and the ones they might want to improve on, space to set meaningful goals, and tools to reflect on and track their progress. Through Becoming YU students will recognize the value of their experiences, have greater clarity about their academic, personal and professional goals, and articulate their skills and accomplishments with confidence!

While **Becoming YU** is designed to be self-driven by students, supervisors, mentors and coaches play a key role. Students will complete a series of sections through a customized pathway to reflect on their experiences and track the competencies and skills they're developing through these experiences. The pathway includes the following sections:

1. Experience Details & Goal Setting (takes 35 mins to complete)

To be completed at the beginning of your experience.

► This step is designed to help them:

1. Learn about the academic, personal and professional skills and competencies they possess through an interactive Moodle video!
2. Set some relevant goals that align with how they want to grow through this experience and how it relates to their dream or long-term goal.
3. Select 2-6 skills that they want to work on during this experience.
 - First Check-in with coach/supervisor to discuss and gain feedback on their objectives.

2. Mid-way Check in (takes 15 mins to complete)

To be completed at the middle-point of your experience.

► This step is designed for them to revisit and reflect on their goals and skills development to date.

- Second Check-in with coach/supervisor to review their goals and gain feedback and support.

3. Final Check-in (takes 30 mins to complete)

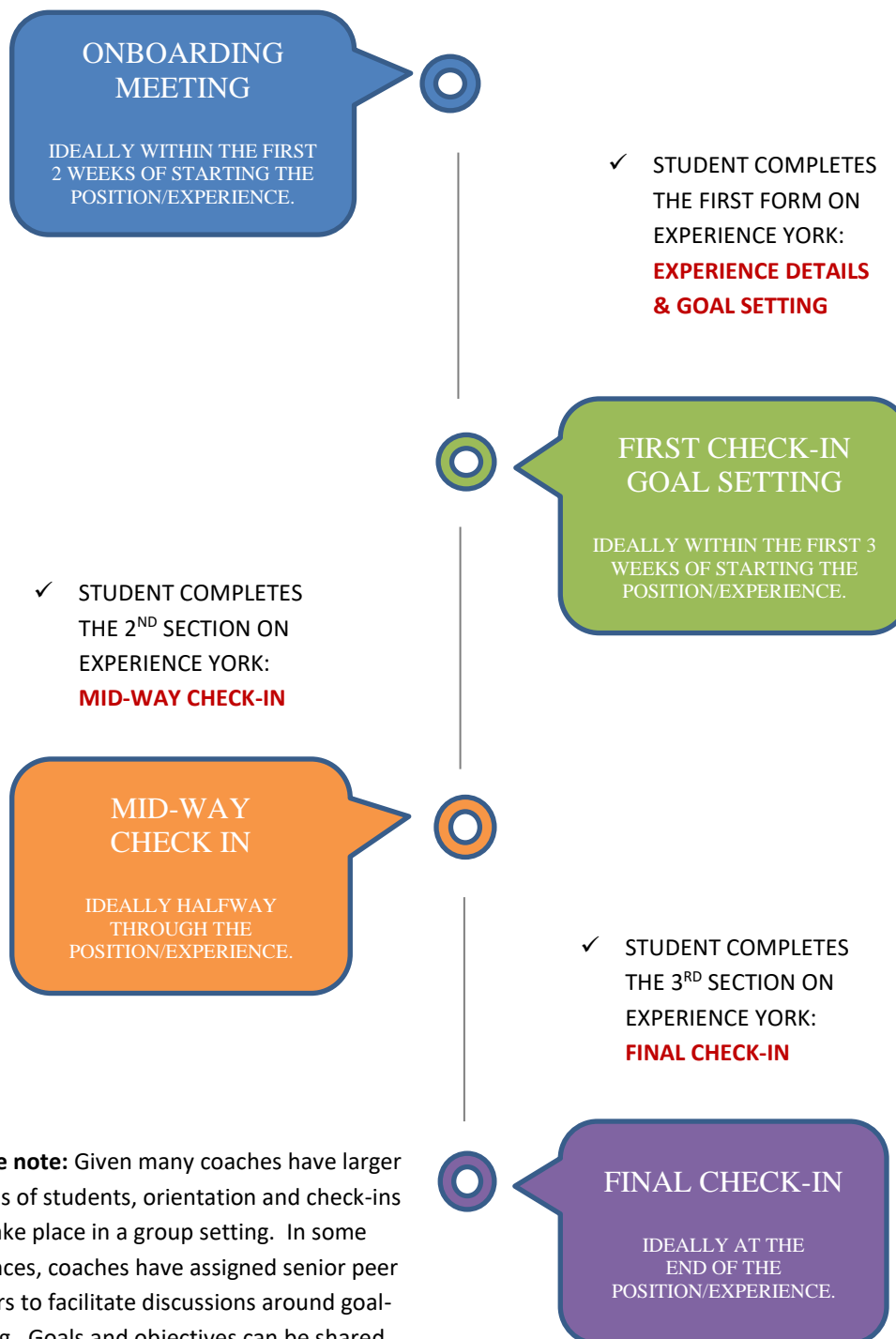
To be completed at the end of your experience.

► This step is designed to help them reflect on the key skills they were able to develop or improve upon during their experience and now, how to articulate those skills and accomplishments with confidence through an interactive Moodle video!

- Final Check-in with coach/supervisor to discuss their accomplishments and skills development.

As a supervisor, mentor or coach of these students, you are asked to allocate above identified times during students' work hours for them to complete the three sections on the **Experience York** platform and have regular check-ins with your students to provide the following points of connection, context and validation. Start with on-boarding/orientation to the position/role and your team, work with your students to set annual learning objectives that relate to their position/role specifically, encourage students to reflect on and record their experiences and skills development and discuss skills building activities and projects. Recognizing that some coaches have many students and can't meet with them all individually, and rather, prefer to meet in groups or already have established onboarding programs, the **Becoming YU: Check-In Guidelines for Coaches** included in this playbook are just that, *guidelines*.

Coaches' Timeline:



- **Please note:** Given many coaches have larger groups of students, orientation and check-ins can take place in a group setting. In some instances, coaches have assigned senior peer leaders to facilitate discussions around goal-setting. Goals and objectives can be shared for multi-incumbent or similar positions and larger groups of students can provide each other with feedback during the mid-way and final check-in phases of the process. This is a guideline and you are encouraged to be creative and customize the process to your unique needs and groups.

Becoming YU: Check-In Guidelines for Coaches

Please note: You may meet with your students more frequently than what is outlined below or choose to meet with students in a group setting, however the following is the minimum recommended number of check-ins to ensure that students are getting the most out of their experience!

Onboarding Meeting with Student

Please meet with your student soon after they begin their position/role with you - ideally within the first two weeks.

During this meeting:

- Provide an orientation to the position/role:
 - How does your unit support the Division's/University's strategic priorities?
 - What is your unit responsible for overall?
 - Where does the student's position/role fit within your unit's mandate/University's strategic priorities?
 - Who will the student be working with most closely?
 - Are there any key strategic partners?
 - Introduce the student to members of the team
 - Show them their workspace, bathrooms, kitchen, etc.
 - Set a schedule for the student to complete any necessary training (e.g. University-wide and job-specific)
 - Describe your working/communication style and how you would like to interact with the student, e.g. frequency of meetings, group discussions, etc.

Allow 30 – 45 minutes during the student's work hours for them to complete the first form: **"Experience Details & Goal Setting"** through the **Experience York** platform. This form is designed to help students understand the importance of academic, personal and professional development; identify the skills they have and those they hope to build; and create an action plan that will outline the goals they want to accomplish that are specific to their position/role and their academic, personal and professional goals.

Let the student know that you will be meeting to learn about their goals and objectives once they have completed the **"Experience Details & Goal Setting"** form online.

First Check-in: Goals & Objectives Setting Meeting with Student

Please meet with students soon after they have completed the “Experience Details & Goal Setting” section on Experience York. This initial check-in is to review and finalize the goals and objectives with the student.

Ask the students about the “Goal Setting” section of the “Experience Details & Goal Setting” form. Review the 2-3 objectives the student has identified and how they relate to their dream or long-term goal. Provide any guidance and/or suggest any edits or improvements for each objective the student will have set in the framework of a SMART goal:

What is a SMART goal?

Specific - must be clear and well defined

Measurable - includes precise amounts or dates so you can measure your success

Attainable - make sure that it's possible to achieve the goals you set

Relevant - your goals should be relevant to your current experience and/or to your hopes for your future

Time bound - your goals must have a deadline and/or several small deadlines along the way.

The objectives should be specific to the student’s position/role and their dream/long-term goal; however, you, as a coach can discuss how they align with the unit’s overall goals and objectives and if they are realistic for the position/role. Once these objectives have been determined, discuss which skills-building experiences or projects may help the student achieve their objectives. Encourage the student to look outside of their specific position with you for opportunities to gain knowledge and advancement towards fulfilling their objectives as well. For example, attending workshops/events, getting involved or through online learning sessions etc.

Students can reflect on the following questions when drafting their objectives:

- Why did you choose to take part in this position/role?
- What are you hoping to gain from it?
- How do you think this experience may relate to your dream/long-term goals?
- Are there other ways for you to achieve your learning objectives, outside of this position/role?
- What skills would you like to learn or improve upon?
- What new knowledge would you like to acquire? (e.g. about your field of study, the structure of the business/organization for which you will be working, etc.)
- What would you like to accomplish during your position/role? (e.g. lead a presentation, design a database, earn a certificate, etc.)

Upon reviewing the objectives, coaches may ask the student the following:

- Do the learning objectives you outlined in your “Goal Setting” form, relate to the skills you would like to learn or are they part of your position/role?
- Are the activities you outlined measurable?
- How do your objectives relate to your dream/long-term goals?
- Specifically, how do you plan to achieve these learning objectives? (e.g. attending workshops/events, special projects, information interviews, etc.)

This initial meeting is also an opportunity for students to reflect on their goals and objectives.

Second Check-in: Mid-way Check-in with Student

Coaches will meet with their students halfway through their position/role to review the “Mid-Way Check-in” section and discuss the status of their learning objectives, e.g. late December or early January for Fall/Winter students and late June or early July for Summer students. During this meeting, confirm that your student is on track and provide them with feedback on their learning objectives and skills development to date.

Allow your student 20 to 30 minutes during work hours to complete the “Mid-Way Check-in” section on Experience York. This is an opportunity for them to reflect on the status of their learning objectives.

Coaches may consider the following when conducting the interim review:

- Are the learning objectives outlined in the “Goal Setting” section still realistic?
- Is the student progressing towards meeting their learning objectives?
- Can you provide any advice for the student to succeed in this position/role or specific examples of what the student can do to achieve their learning objectives?

Coaches may ask students the following questions when conducting the interim review:

- Please comment on your experience so far.
- Are you experiencing any challenges?
- What do you think are your biggest achievements to date?
- How are you progressing towards meeting your learning objectives?
- What skills are you developing? Are there additional skills you’d like to build?

Final Check-in with Student

Coaches will meet with their students at the end of their position to review the learning objectives that were outlined at the start of their experience, e.g. late March or early April for Fall/Winter students and late August for Summer students. During this final meeting, discuss the student's accomplishments and whether objectives were met and be sure to provide feedback on their skills development.

Allow your student 30-45 minutes to complete the "Final Check-in" section through Experience York. Facilitate a final review of their objectives and provide them overall feedback as they prepare to leave their position with you.

Coaches may consider the following when conducting the final review:

- What are the student's major strengths, as related to their learning objectives?
- What are his/her opportunities for improvement or development, as related to their learning objectives?

Coaches may ask students the following questions when conducting the final review:

- Please discuss how the work you completed helped in clarifying your leadership, academic and career interests and professional objectives?
- Please list the top skills you developed or improved during this experience.
- Please comment on your experience with this position/role and provide any suggestions on how we could improve.

This final check-in is an opportunity for students to reflect on the learning objectives they achieved during their position/experience.

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