LEARNING ROADMAP

This document is designed to be utilized each year help working learners and their supervisors:

- Establish effective communication
- Learn about key work tasks and how they will help working learners develop skills
- Define and evaluate performance standards

You will revisit this supervisory guide at key times throughout the academic year and provide you and your working learner checkpoints and milestones in one place.

Throughout their employment, working learners will be asked to assess and demonstrate their level of career readiness by identifying their proficiency with the NACE Career Readiness Competencies. Consideration of ways to develop and articulate these competencies should be incorporated into ongoing conversations about work tasks and performance. It is recommended that supervisors maintain a copy of this document in the individual student employee file for record retention purposes.

INSTRUCTIONS

Working Learner: Complete your sections first, download a copy, attach it, and email it to your supervisor.

Supervisor: Fill out your portion and meet with the student to go over the entire document.

LEARNING ROADMAP

SECTION ONE: To be completed a the start of employment

Step 1: Working learner completes UConn Career Ready Pre-Assessment. The link to this assessment can be found on HuskyCT.

Step 2: To be completed independently by the working learner and reviewed with supervisor:

1. What skills, qualities, and/or habits do you expect from your supervisor?

2. How do you learn best? In other words, how would you describe your learning style? Examples: visual learner, kinesthetic learner, auditory learner, etc.

3. Using the results from the UConn Career Ready Pre-Assessment:

What two competencies are most developed for you?	In what ways do you think you have developed them?	What accomplishments have using these competencies brought to you?
Example: Communication	*Example: Dairy Queen job, Unified Sports Team, Relay for Life volunteer*	*Example: Able to communicate with supervisors and coworkers, felt more comfortable speaking to groups of people*

Step 3: Supervisors should respond to the following questions and discuss with their students to establish dialogue and expectations regarding roles and responsibilities.

1. What skills, qualities, and/or habits do you expect from the student? How do you plan to measure success and share feedback in relation to these?

2. Use this area to discuss what projects or goals an the working learner expect in this role and which career competency or competencies will be developed through each task.

Job Responsibility	Career Readiness Competency
Example: Greet students, faculty, and staff, and swipe badges into kiosk.	*Communication, Technology*

3. Not all competencies can be developed through student employment. Use this section to brainstorm together ways to further enhance competencies in other areas of the working learner's life. Use this resource to help generate ideas: https://career.uconn.edu/channels/become-career-ready/

Career Competency	Ways to develop *outside* of work
Example: Critical Thinking	*Completing research projects, engage in service-learning projects*