



(Name of Institution)

Design Sprint

(Insert Date Here)

Welcome!

Welcome!

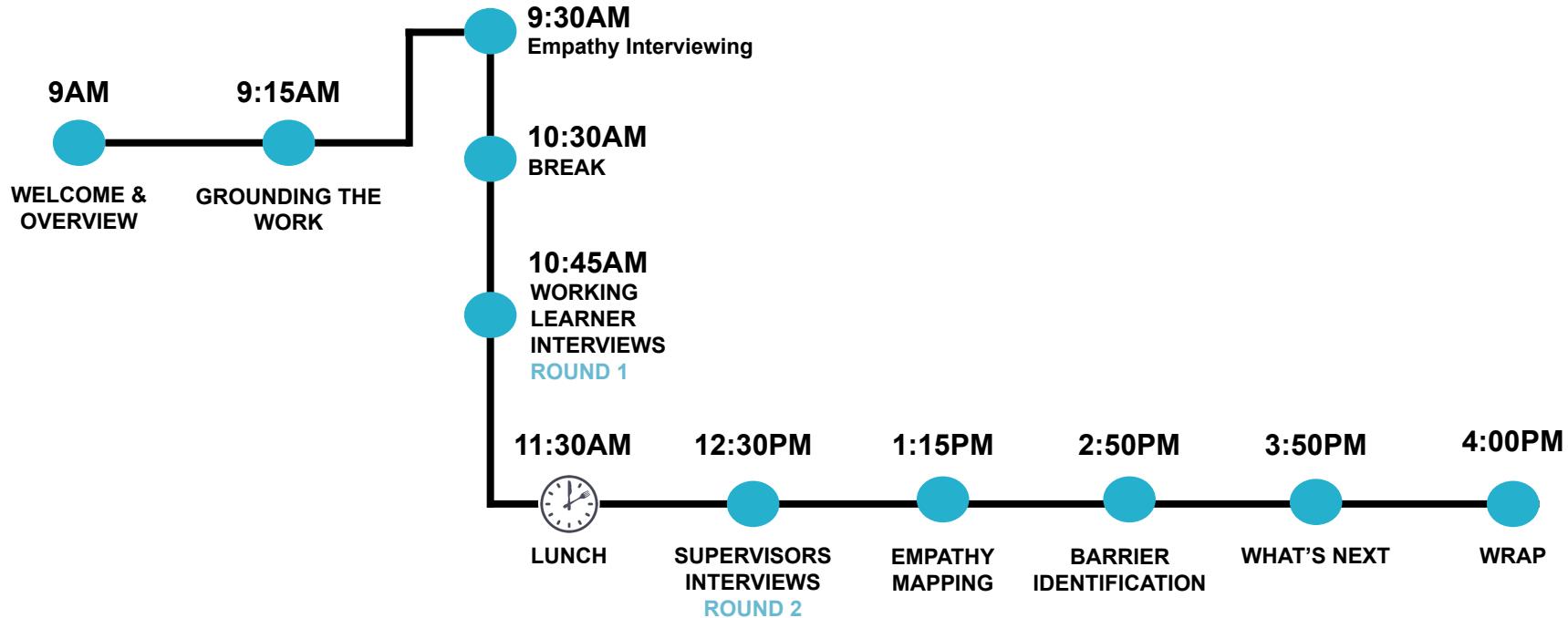


Table share out:

Introduce yourself: Name + Role

- What was your first job on a campus?
- What is one skill you learned?

Agenda



Grounding the Work

Working Learner Dilemma



Working Learner Dilemma

Is an equity issue: Students who work are likely to hold historically marginalized and disenfranchised identities.

43% Of working learners are low-income

Sub-groups of low-income working learners

18% Black
25% Latinx

58% Female
47% First-Generation



Working Learner Dilemma

Is a skills & mobility issue: Students who have a college degree and work experience are not guaranteed meaningful employment.



<50% Of college graduates find “purposeful” work

>40% of recent graduates were underemployed, with minorities and women being affected disproportionately

73% of underemployed workers at their first job are still unemployed ten years later

GALLUP

Strada
EDUCATION FOUNDATION

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Working Learner Dilemma

Working on campus (e.g., federal work study in particular) has **long-term, positive outcomes** for students.



- Likely reduces time to degree.
- Increased likelihood of completing a BA in six years time.
- More likely to provide career-relevant work experiences (e.g., clerical, managerial, etc.).
- An increased likelihood of being employed six years after initial enrollment.

BROOKINGS

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**Working on campus is about
student success.**

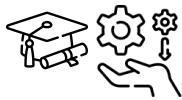
**Supervisors play a significant role in
working learner success.**

“

Supervisors are the linchpin of the student employee experience...oftentimes supervisors serve as the primary facilitators of professional development and learning opportunities for student employees, and **the extent to which supervisors are supported can determine whether an employment experience is menial or meaningful.**



Institute Shared Outcomes



Increased career readiness of working learners



Enriched relationships between working learners and supervisors



Improved confidence of working learners in their ability to articulate transferable skills and connect them to post-completion opportunities

Design Thinking

What is Design Thinking



Design thinking takes a **human-centered** approach to problem solving



Helps us to get a **deep understanding** of “customers” unmet needs and wants

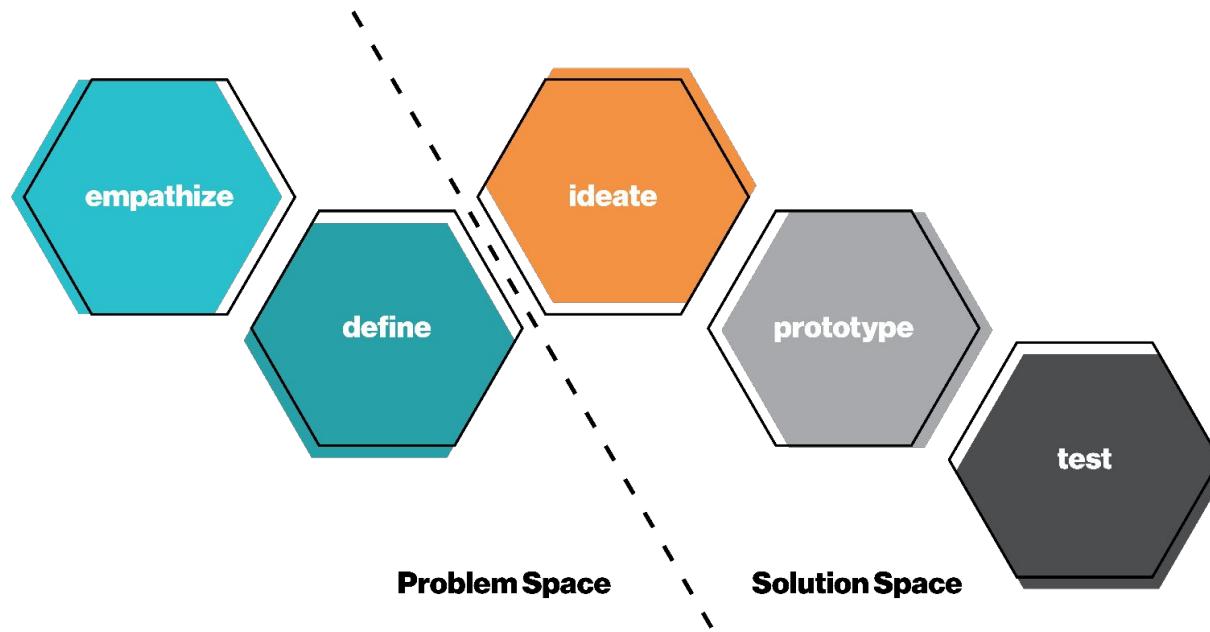


It encourages **creative consideration** of a wide array of innovative solutions

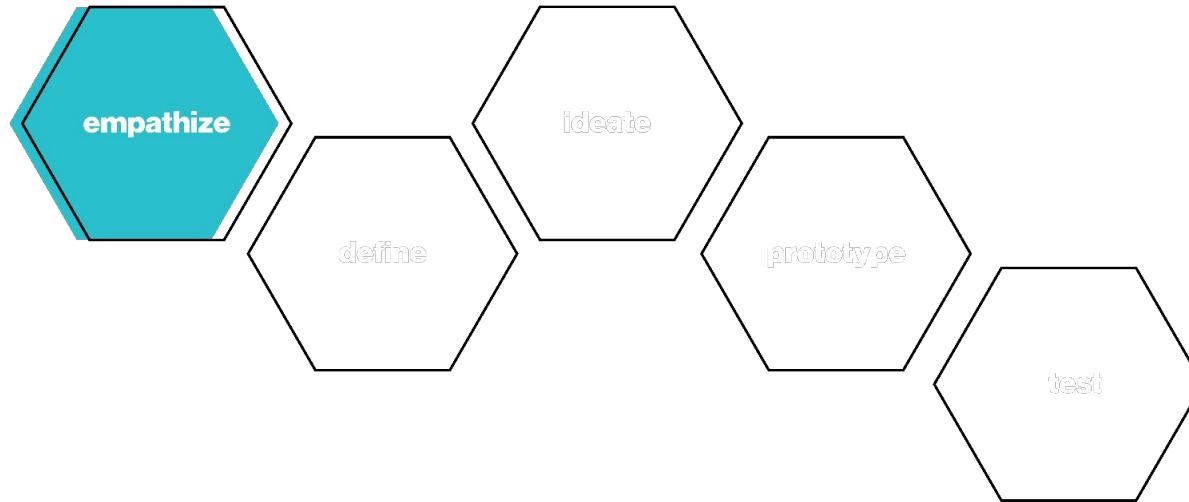


Promotes collaboration, encouraging a **holistic approach to problem-solving** and the implementation of solutions that enhance people's experiences.

Design Thinking



Empathize

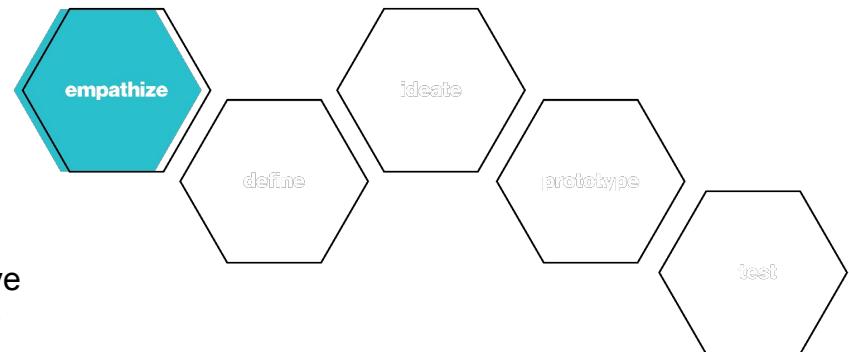


Discover the student employment experience

Centering on the voices—needs, feelings, and experiences—of both working learners and supervisors.

- Empathy Interviewing
- Empathy Mapping

Interviewing allows us to gather broad and detailed qualitative information on **how working learners and supervisors are experiencing our current student employment system.**



Empathy Interviewing

Empathy Interviewing

1:1

Conducted as 1:1 or in small groups



Use of open-ended, neutral questions about specific experiences



Conversational approach with an emphasis on listening—follow tangents, observe emotion and passion



Always ask “why”—assume a “beginner’s mindset” and allow for pauses



Observe body language + non-verbal clues

Interview Guiding Questions

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Working Learner Empathy Interview Guiding Questions

Questions:

Let's start by telling us a little bit about yourself...

1. Tell me a little bit about why you chose to attend college in general—what do you hope attending college does for your future and your career goals?
2. Based on your time in college so far, how do you see your experiences aligning with your future and career goals?
3. Tell me a little bit about your on-campus job—what do you do?

Transition to an activity:

Hand the student the list of emotions.

Explain that the next round of questions will ask how the student feels about their current employment experience on campus.

4. Which emotion(s) best describes how you felt about finding and/or applying to your current job?
5. Which emotion(s) best describes how you feel about your current job preparing you for your future and career goals?
6. Which emotion(s) best describes how you feel about your supervisor's role in supporting your future and career goals?
7. Complete this sentence for me by picking an emotion(s): I feel _____ about my current job developing the skills that will help me in my future and career goals.
8. Complete this sentence for me by picking an emotion(s): I feel _____ when I think about finding a job/career after college.

Wrap up by asking if there is anything else they would like to share about their experience.

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Tips

Take Notes!



Do's

Encourage storytelling

Embrace silence

Look for inconsistencies—
verbalizations vs. affect

Ask about specific behaviors
(e.g., “tell me about a time”)

Committed attention and take
notes

Don't's

Ask binary questions

Suggest answers and/or talk more
than the interviewee

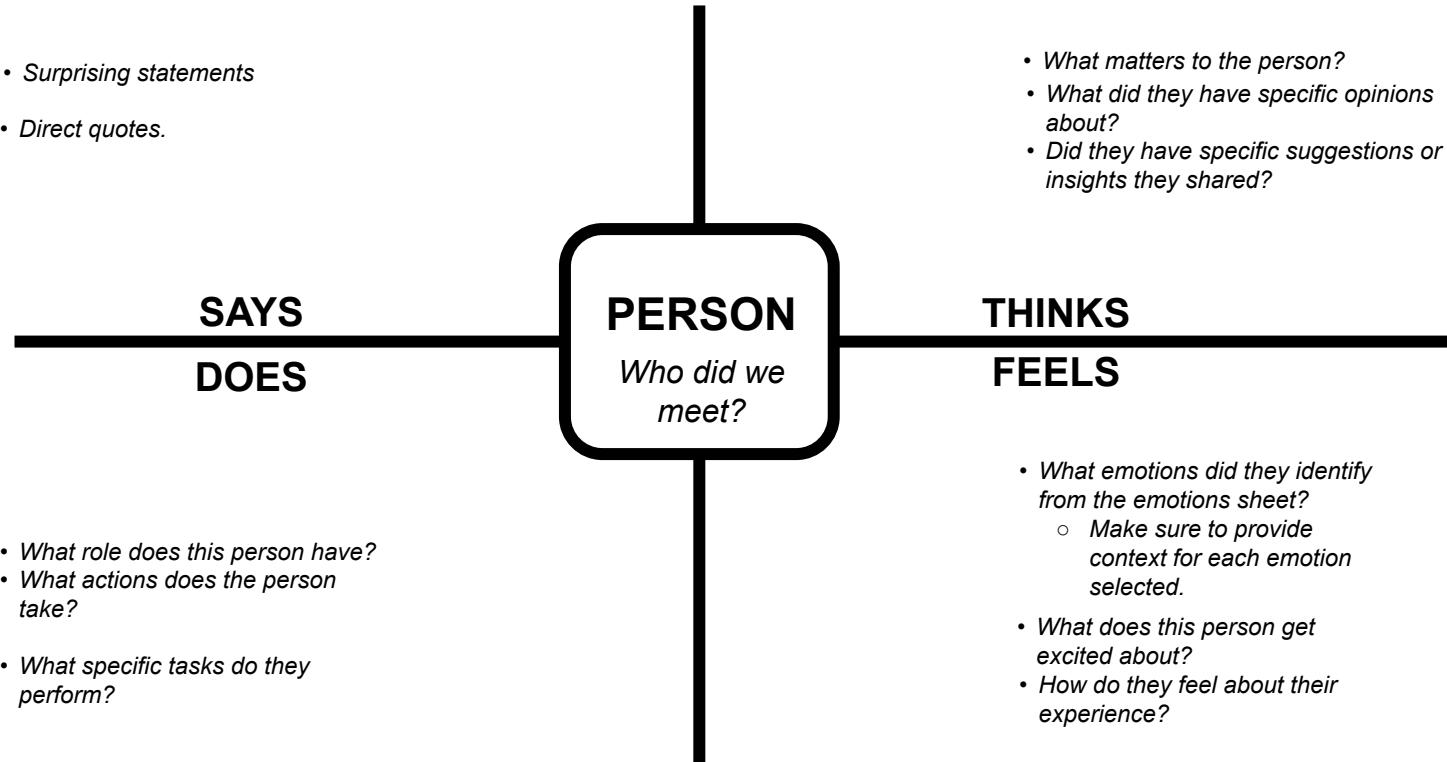
Ignore emotion or non-verbal
cues

Make generalizations (e.g.,
use of “usually when”)

Look away and disengage

Empathy Mapping Canvas

- *Surprising statements*
- *Direct quotes.*



Empathy Interview Practice



Identify your roles and responsibilities



Practice your setup and questions

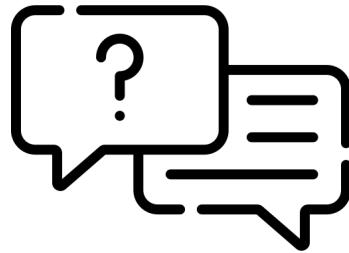


1st interview @ 10:45am

Break



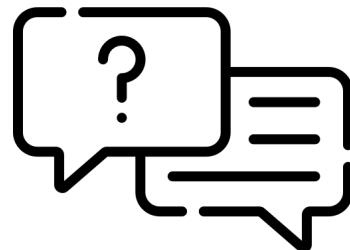
Working Learner Interviews



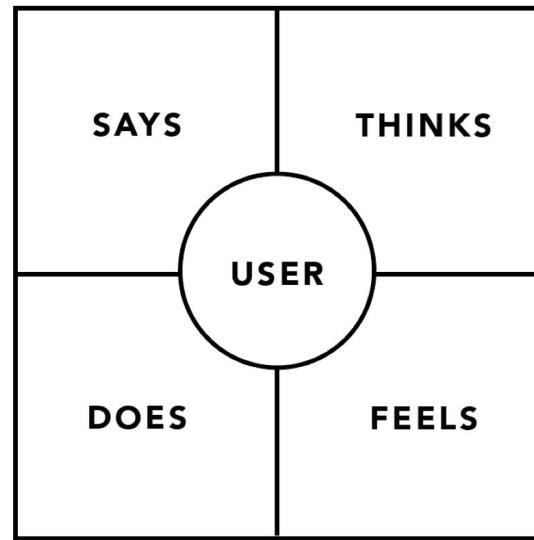
Lunch



Supervisor Interviews



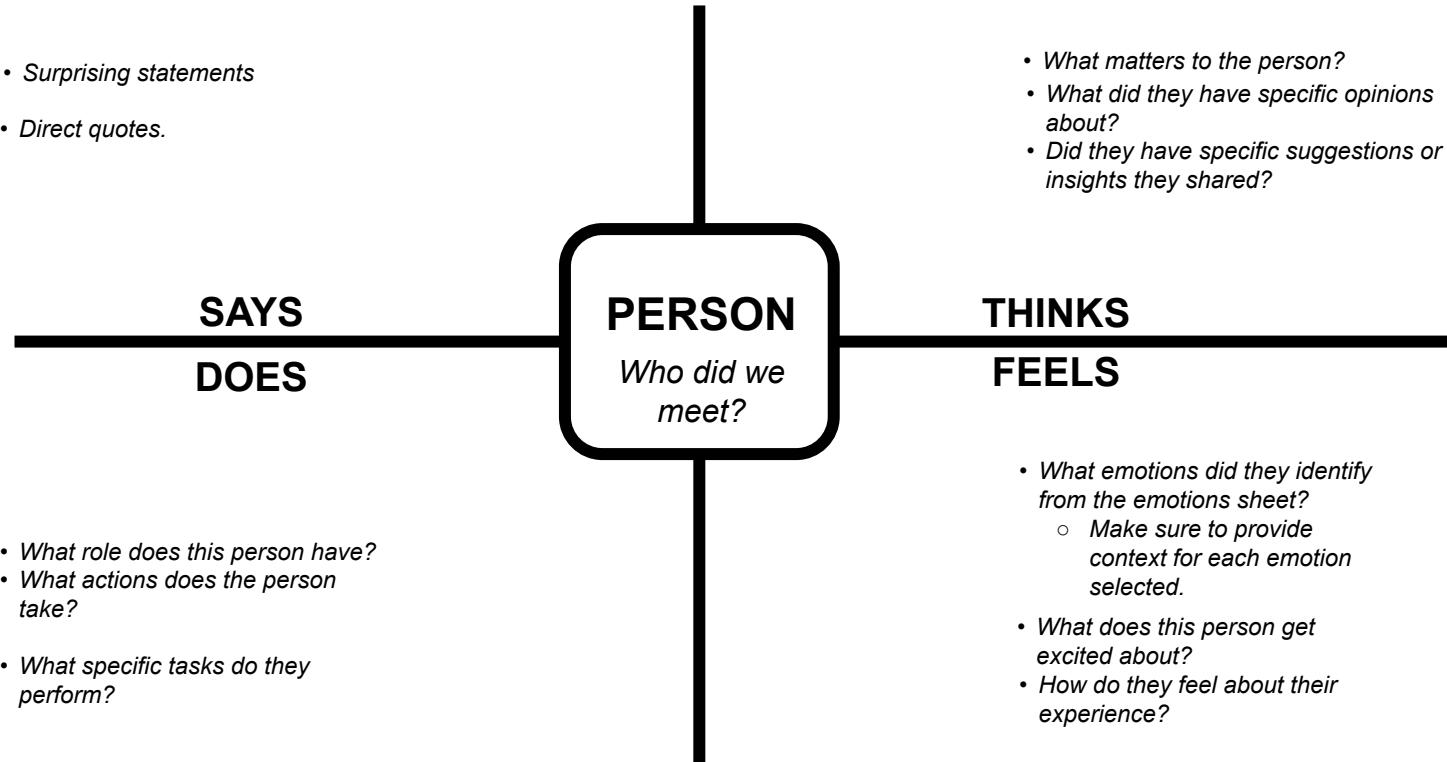
Empathy Mapping



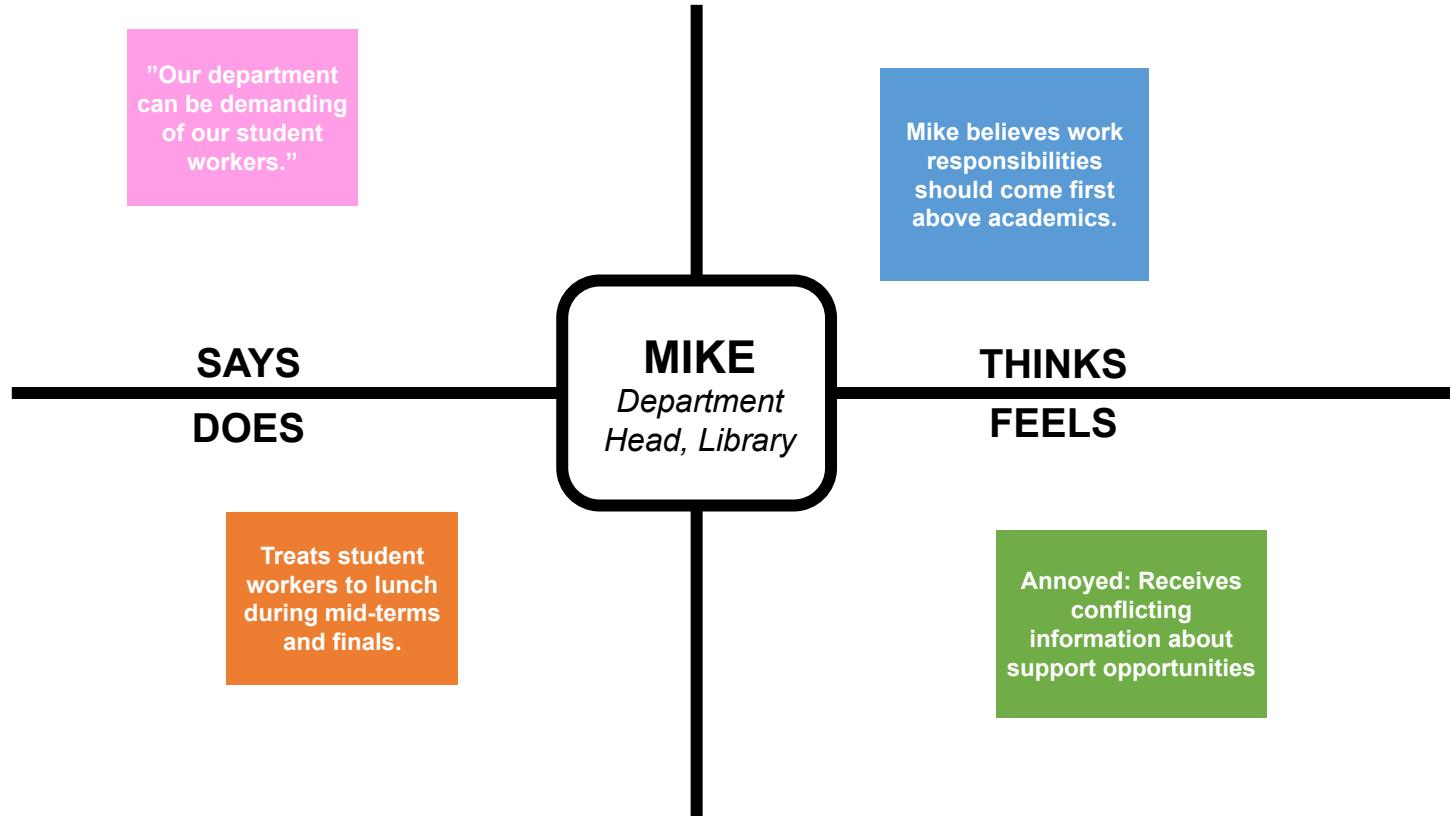
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Empathy Mapping Canvas

- *Surprising statements*
- *Direct quotes.*



EXAMPLE



Mapping Tips



Do not get caught up on what goes where.



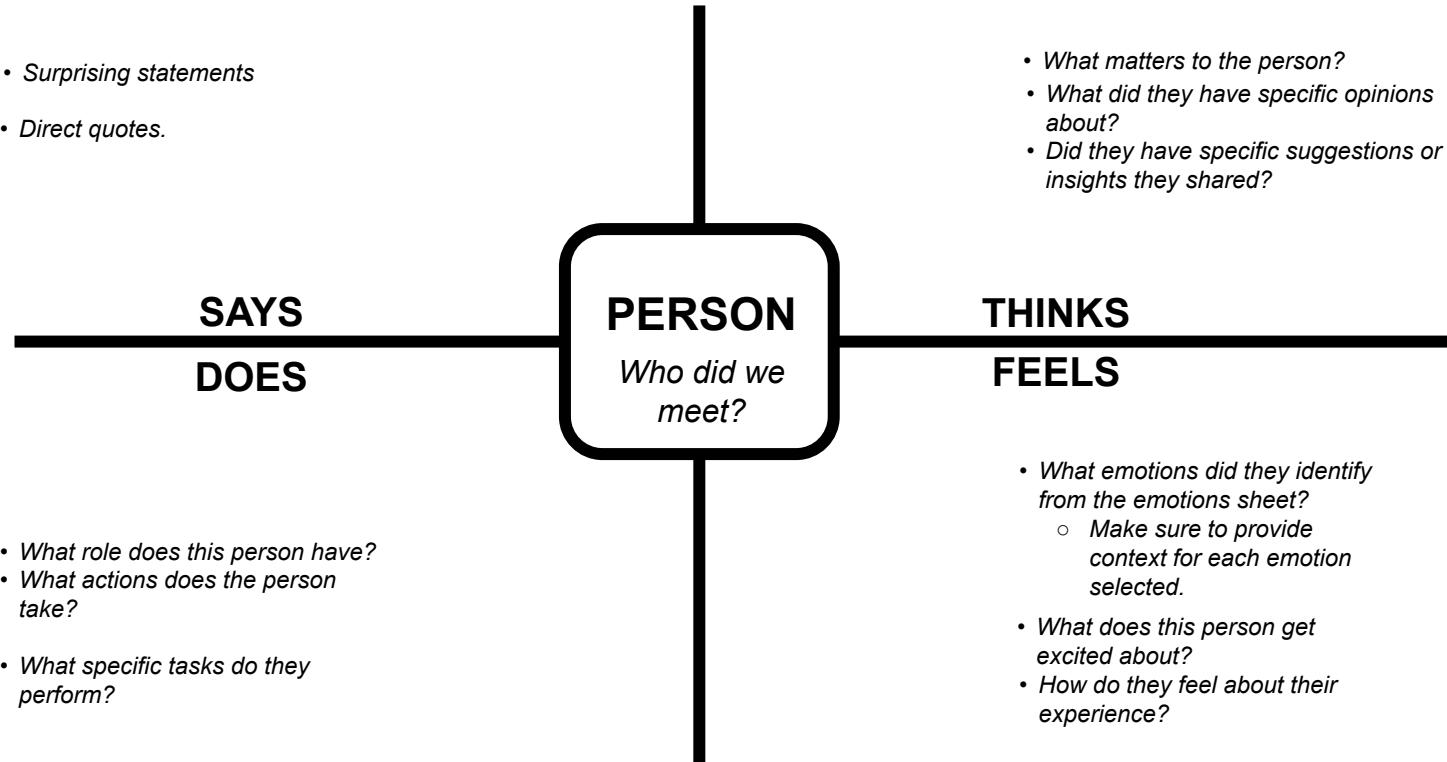
Explore what matters about the **students' perceptions** related to a student's career journey.



Adapt your map as needed to better align with your needs and the information you gathered.

Empathy Mapping Canvas

- *Surprising statements*
- *Direct quotes.*



Map Share Out

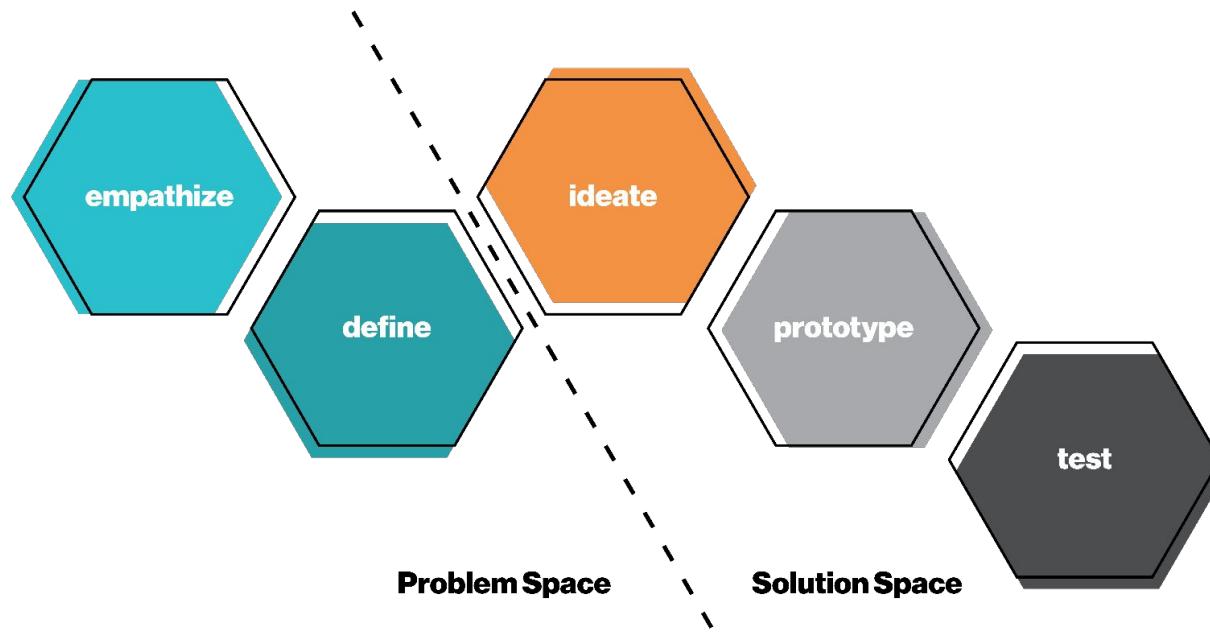


- Introduce who you met
 - “We met Carly, a working learner from the tutoring center”
- Pick **one** sticky from each section to share

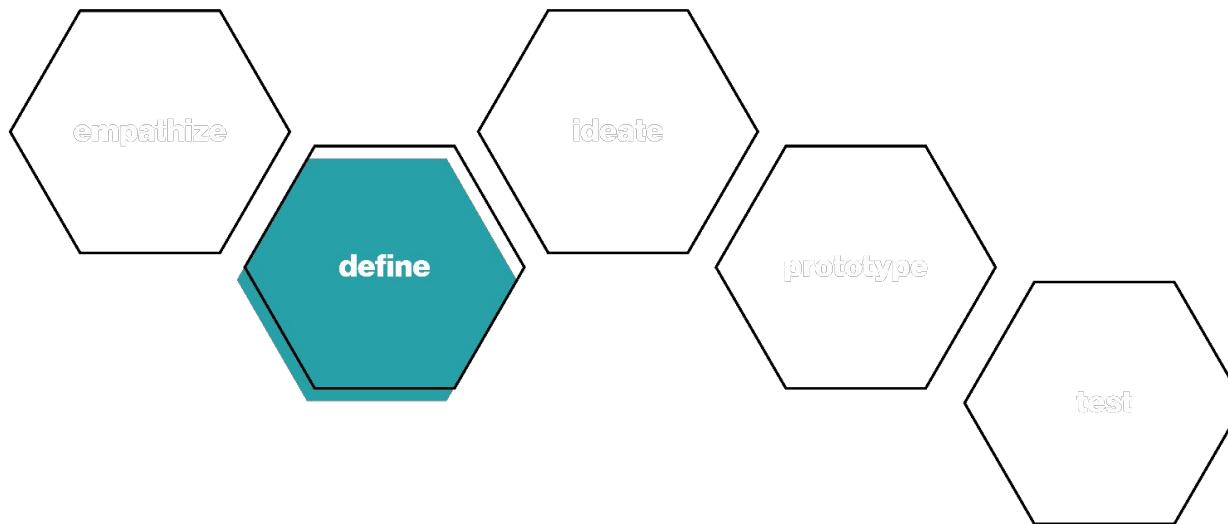
Break



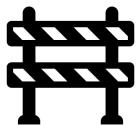
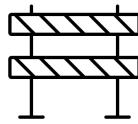
Design Thinking



Define



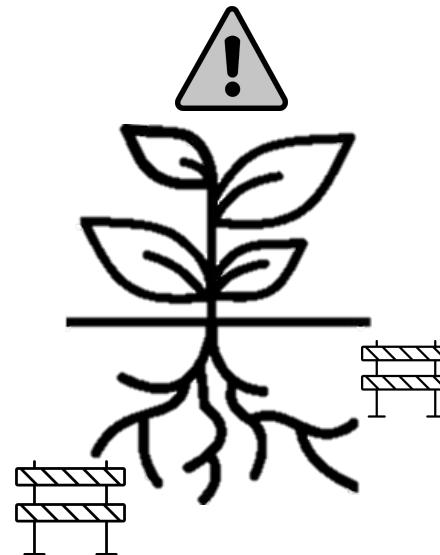
Barrier Identification



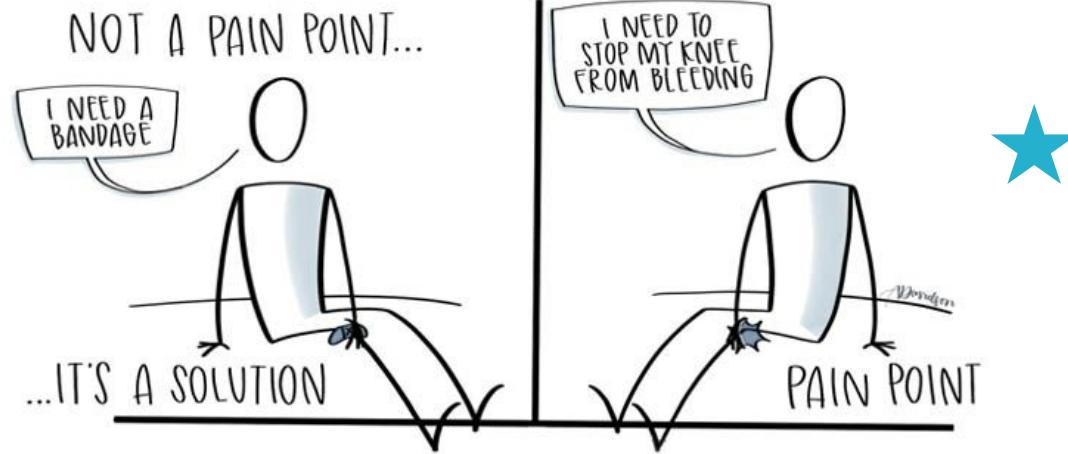
What is a Barrier?

AKA a **Pain Point**:

Systemic, institutional-level problems that contribute to inequitable working learner experiences—**NOT** obstacles experienced when implementing specific interventions or solutions.



PAIN POINTS VS SOLUTIONS



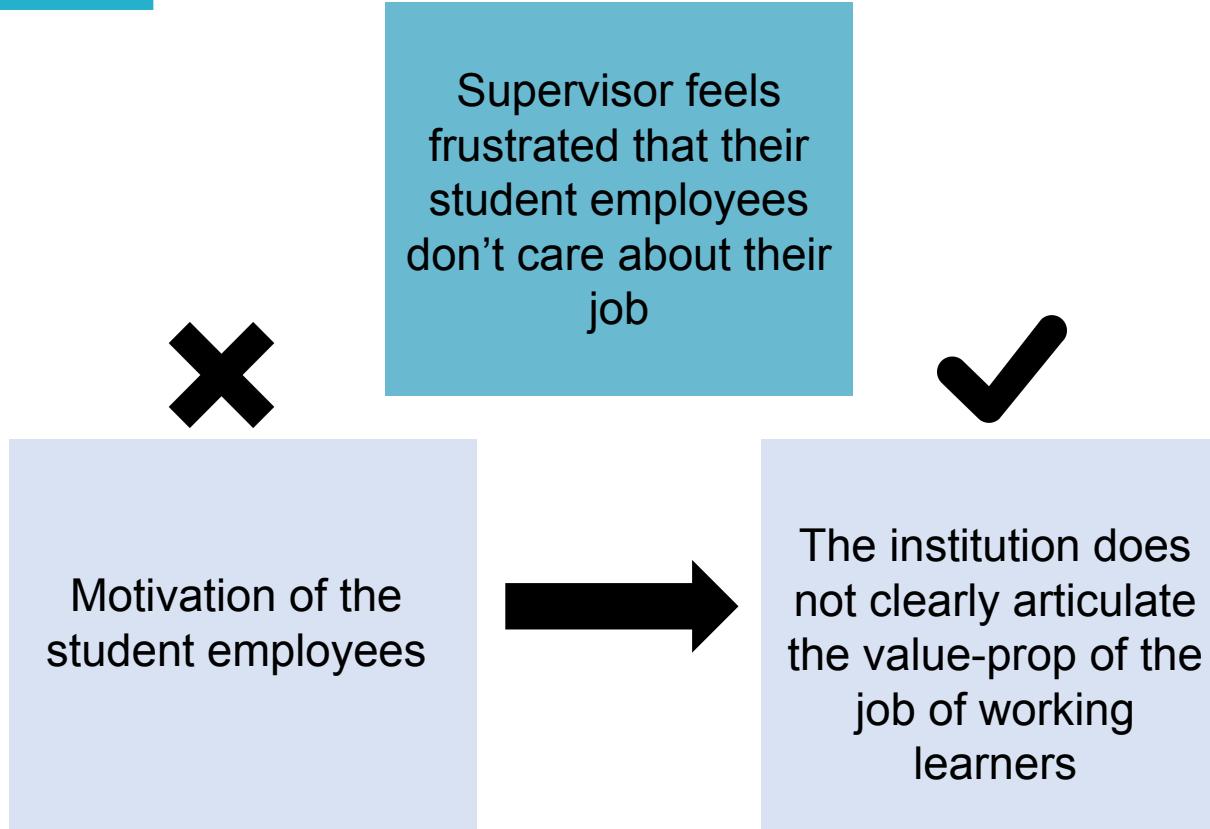
Barrier Generation

Identifying **barriers** from
empathy maps

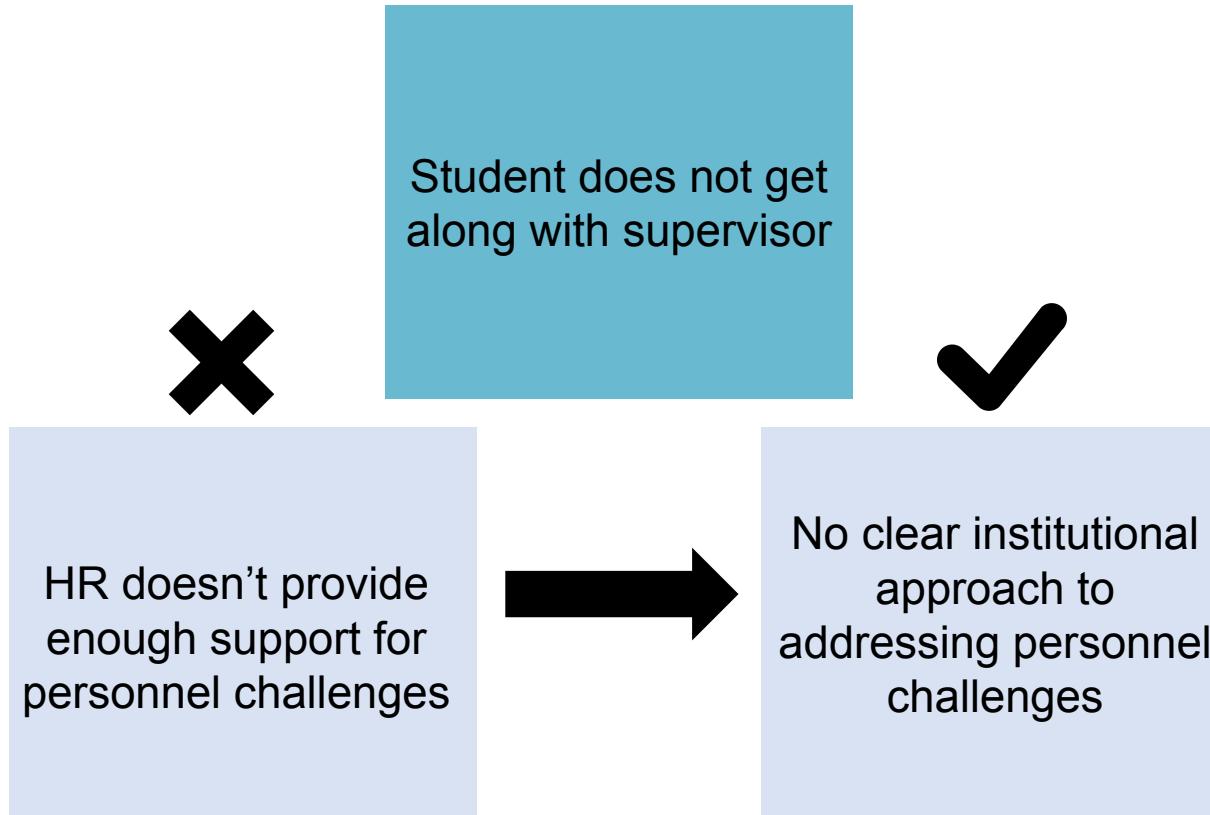
Barrier Generation

Why is this *not* a Barrier?

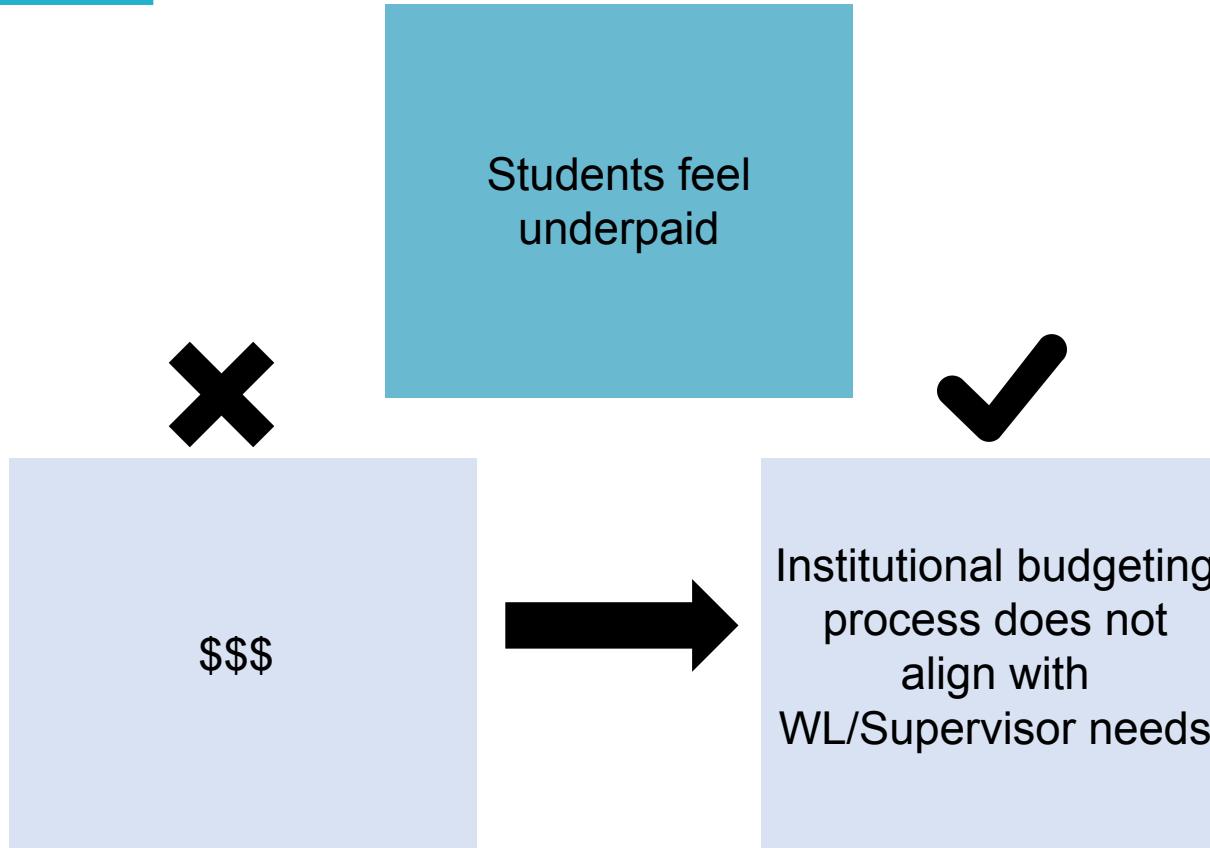
Barrier Generation



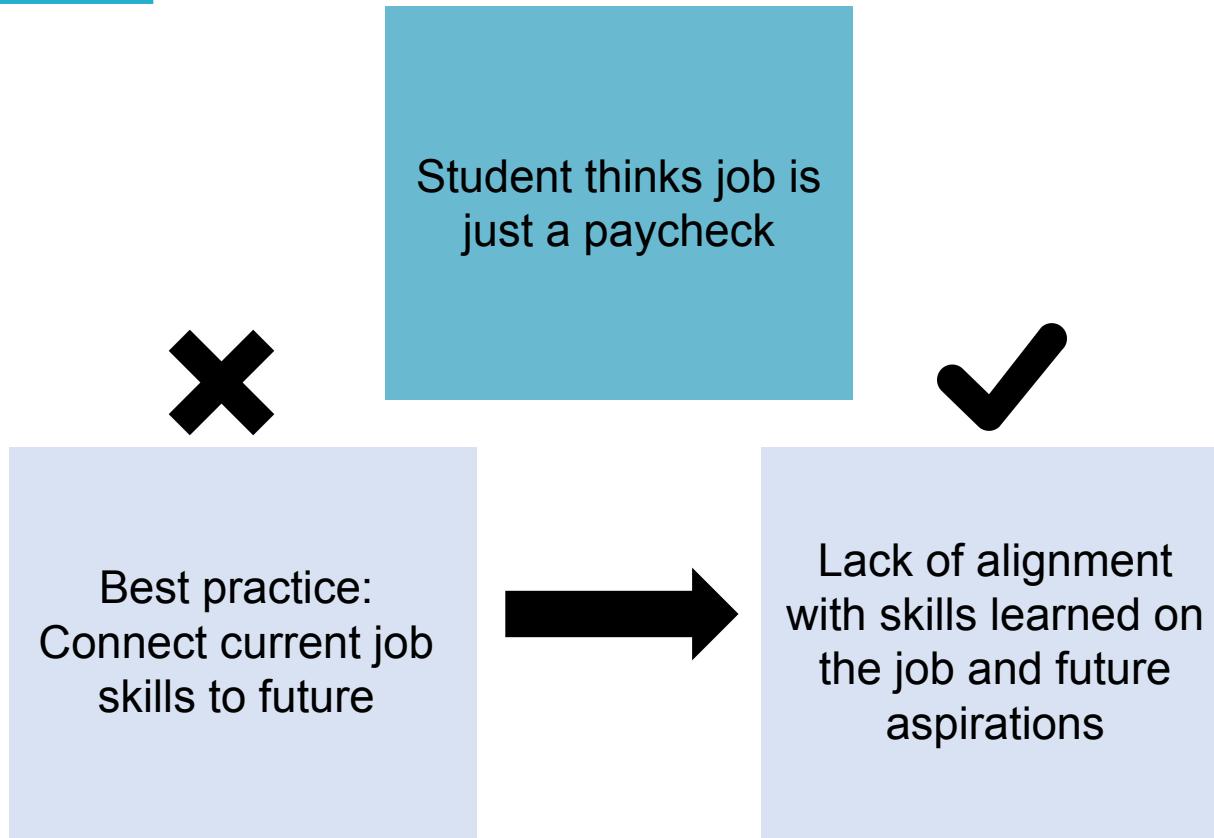
Barrier Generation



Barrier Generation



Barrier Generation



Gallery Walk and Barrier Identification

Participants to gallery walk and review all empathy maps.

- Review Empathy Map
- Write potential barriers on post-its



Wrap Up