The National Association of Colleges and Employers (NACE) has indicated eight essential professional competencies expected of new college graduates. As an Eagle Path supervisor, you will help your student employee reflect upon, recognize, develop, and articulate how they are developing these competencies, both through their employment as well as other experiences on and off campus.

**THE COMPETENCIES**

**CRITICAL THINKING/PROBLEM SOLVING**
Exercise sound reasoning to analyze issues, make decisions, and overcome problems.

**WRITTEN AND ORAL COMMUNICATIONS**
Articulate thoughts and ideas clearly and effectively in written and oral form.

**TEAMWORK/COLLABORATION**
Build collaborative relationships with colleagues and customers from a diverse range of backgrounds. Able to work within a team environment and manage conflict.

**DIGITAL TECHNOLOGY**
Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals.

**LEADERSHIP**
Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others.

**GLOBAL FLUENCY**
Value, respect, learn from, and interact respectfully with diverse cultures, races, ages, genders, sexual orientations, and religions.

**CAREER MANAGEMENT**
Identify and articulate one’s skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas for professional growth. Able to explore career options and take the steps necessary to pursue opportunities.

**PROFESSIONALISM/WORK ETHIC**
Demonstrate personal accountability and effective work habits.

*Career readiness competencies developed by the National Association of Colleges and Employers (NACE)*

Find a guide for supervisors and additional resources at bc.edu/eaglepath
Congratulations, you are an Eagle Path supervisor! You play a huge role in your student employee’s preparation for a meaningful personal and professional life ahead. The Eagle Path program is a guided approach to help student employees reflect upon, recognize, develop, and articulate their career aspirations. This timeline will help you navigate the program and make the best possible experience for both you and your student employee(s).

1. **Prepare to hire your student employee(s)**
   Before hiring a new student employee, define the job application process, the job description and expectations for the job, as well as the top 3-5 Eagle Path competencies associated with the position.

2. **Hire your student employee(s)**
   List the job and hire the student. In the hiring process, it is helpful to promote to the student that they will be part of the Eagle Path program.

3. **Set-up your first meeting**
   Within the first weeks after your student employees start work (both new and returning employees), have a formal group meeting for approximately 30 minutes. The intent of the conversation is to review expectations, set goals, and discuss the eight professional competencies.

4. **Schedule a mid-year performance evaluation**
   Each student employee should be evaluated so they are aware of their progress. A formal Eagle Path rubric has been developed for you to use to measure performance.

5. **Set-up your first spring meeting**
   Whether you have students newly hired for the Spring Semester or returning back, the plan should be consistent with the fall semester.

6. **Schedule a performance evaluation**
   Evaluate your students performance at the end of the year using the same rubric. Follow the review with a discussion about potential career plans for the future, whether in the department or elsewhere.

7. **Host an appreciation event**
   While optional, it is recommended to have an end of year employee appreciation event.

**Tips:**
- Having an employee manual is a helpful document to house this information.
- Small groups (6–8) are ideal
- Mix returning students with new students
- Utilize high performing students to assist with training and discussion
- Let each student know they will be undergoing a performance evaluation at the end of the semester
- Worksheets are available online to use in the meetings

**Optional:** Schedule a quick one-on-one check-in meeting. If time is limited, consider other forms of meetings such as a group meeting over food.

**Tips:**
- Provide a list of questions for students to reflect on before the meeting.
- Check-in and see if your students have updated their resumes and LinkedIn profiles with their current experience. Encourage them to visit the Career Center to have it reviewed.

**Optional:** Schedule a quick one-on-one check-in meeting. If time is limited, consider other forms of meetings such as a group meeting over food.

**Tips:**
- Formal rubrics have been created and can be found in the online resources provided to you.

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13 STEPS TO BETTER ACTIVE LISTENING SKILLS

Below you will find 13 different skills that help people be better active listeners. You do not have to become adept at each of these skills to be a good active listener, but the more you do, the better you’ll be. If you even just use 3 or 4 of these skills, you will find yourself listening and hearing more of what another person is saying to you.

1. Restating
To show you are listening, repeat every so often what you think the person said — not by parroting, but by paraphrasing what you heard in your own words. For example, “Let’s see if I’m clear about this. . .”

2. Summarizing
Bring together the facts and pieces of the problem to check understanding — for example, “So it sounds to me as if . . .” Or, “Is that it?”

3. Minimal encouragements
Use brief, positive prompts to keep the conversation going and show you are listening — for example, “umm-hmmm,” “Oh?” “I understand,” “Then?” “And?”

4. Reflecting
Instead of just repeating, reflect the speaker’s words in terms of feelings — for example, “This seems really important to you. . .”

5. Giving feedback
Let the person know what your initial thoughts are on the situation. Share pertinent information, observations, insights, and experiences. Then listen carefully to confirm.

6. Emotion labeling
Putting feelings into words will often help a person to see things more objectively. To help the person begin, use “door openers” — for example, “I’m sensing that you’re feeling frustrated. . . worried. . . anxious. . .”

7. Probing
Ask questions to draw the person out and get deeper and more meaningful information — for example, “What do you think would happen if you. . .?”

8. Validation
Acknowledge the individual’s problems, issues, and feelings. Listen openly and with empathy, and respond in an interested way — for example, “I appreciate your willingness to talk about such a difficult issue. . .”

9. Effective pause
Deliberately pause at key points for emphasis. This will tell the person you are saying something that is very important to them.

10. Silence
Allow for comfortable silences to slow down the exchange. Give a person time to think as well as talk. Silence can also be very helpful in diffusing an unproductive interaction.

11. “I” messages
By using “I” in your statements, you focus on the problem not the person. An I-message lets the person know what you feel and why — for example, “I know you have a lot to say, but I need to . . .”

12. Redirecting
If someone is showing signs of being overly aggressive, agitated, or angry, this is the time to shift the discussion to another topic.

13. Consequences
Part of the feedback may involve talking about the possible consequences of inaction. Take your cues from what the person is saying — for example, “What happened the last time you stopped taking the medicine your doctor prescribed?”

Active Listening Tips

Active listening is a communication technique used in counseling, training, and conflict resolution. It requires that the listener fully concentrate, understand, respond and then remember what is being said.

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7 COMMUNICATION BLOCKERS

These roadblocks to communication can stop communication dead in its tracks:

1. “Why” questions. They tend to make people defensive.
2. Quick reassurance, saying things like, “Don’t worry about that.”
3. Advising — “I think the best thing for you is to move to assisted living.”
4. Digging for information and forcing someone to talk about something they would rather not talk about.
5. Patronizing — “You poor thing, I know just how you feel.”
6. Preaching — “You should.” Or, “You shouldn’t.”
7. Interrupting — Shows you aren’t interested in what someone is saying.

5 SIMPLE CONVERSATION COURTESIES

1. “Excuse me…”
2. “Pardon me…”
3. “One moment please…”
4. “Let’s talk about solutions.”
5. “May I suggest something?”

THE ART OF QUESTIONING

The four main types of questions are:

1. Leading Questions
For example, “Would you like to talk about it?” “What happened then?” Could you tell me more?”

2. Open-ended Questions
Use open-ended questions to expand the discussion — for example, lead with: “How? What? Where? Who? Which?”

3. Closed-ended Questions

4. Reflective Questions
Can help people understand more about what they said — for example, someone tells you, “I’m worried I won’t remember. . . ” Reflective Q: “It sounds like you would like some help remembering?”

ADDITIONAL GUIDELINES FOR SUPERVISORS:

- Set aside time in advance and find a space that is conducive to an uninterrupted conversation. Plan ahead and leave the office, if needed.
- If your department is already meeting individually with student workers, please weave in these questions to those discussions.
- Send the questions you plan to ask to student in advance of discussion. Provide context on why you will be having these conversations and how it will help the student.
- Feel free to ask questions exactly as written or in your own words -- whichever feels more natural to you.
- Ask probing / follow up questions as appropriate.

Source: https://psychcentral.com/lib/become-a-better-listener-active-listening/

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FAQS

Does the Eagle Path Committee need record of who my hires are?
No, each department should keep their own records of their student employees. SABSC also keeps track. Eagle Path may request the student employee email addresses from the supervisors, if the committee decides to conduct a survey to all student employees as part of an assessment.

Does the Eagle Path Committee need a record of how the evaluations went?
No, but these should be kept as internal records for your area for the purpose of tracking development.

Can the “Eagle Path Student Employee Assessment Rubric” be customized/updated for my department?
Please email Eaglepath@bc.edu with any requests for changes/update to the rubric. Also as an FYI, the link to the online “Eagle Path Student Employee Assessment Rubric” can be found by visiting bc.edu/eaglepath.

Do Eagle Path meetings have to be formal or can they be casual office conversations?
While casual conversations can take place between more formal discussions, scheduled Eagle Path conversations are best so both parties have time to prepare and can speak more freely. It also helps the student employee understand that this is a purposeful interaction (Even a “do you have 30 minutes to briefly chat about Eagle Path” as a lead in works). If possible, facilitating meetings with small group meetings have been found to yield the best discussions. Different offices and individuals will have different approaches to this and can determine what works best for them. However, the end of the semester evaluations should be always be a 1:1 meeting between the supervisor and student.

With regards to Eagle Path, should I treat returning student employees different than new student employees (or students new to Eagle Path)?
It is up to the supervisor. Returning students may be more helpful in leading conversations in group discussions when discussing Eagle Path. In one on one discussions with returning student employees, conversations may be different; perhaps more involved or advanced. Students new to Eagle Path may be focused on learning the basics whereas returning students may be ready to discuss more complicated issues.

Where can I find tips to start conversations with my student employees that tie back into Eagle Path?
It is good to ask open-ended questions (i.e. questions that spur on dialogue). Eagle Path has a list of possible suggestions that can be found by visiting bc.edu/eaglepath.

Are there any other components to Eagle Path?
Once per semester, a survey may be emailed out from the Eagle Path Committee to all student employees as part of an assessment. Similarly, a survey may also be sent to Eagle Path supervisors for their feedback as well.

If I have any Eagle Path questions or feedback, to whom can I reach out?
If you have any questions, concerns or ideas, please email Eaglepath@bc.edu.

How can I get involved further with Eagle Path?
If you’d like to join the Eagle Path Committee, please email Eaglepath@bc.edu.

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