How does IOWA GROW® connect to the outcomes of student employment?

The Division of Student Life has outlined nine outcomes, measured in the Student Employee Survey, that we expect students to gain as a result of being an employee in the Division.

<table>
<thead>
<tr>
<th>OUTCOMES OF STUDENT EMPLOYMENT</th>
<th>STUDENT EMPLOYEE SURVEY QUESTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. writing</td>
<td>1. My job has helped me improve my writing skills.</td>
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<tr>
<td>2. verbal communication</td>
<td>2. My job has helped me improve my verbal communication skills.</td>
</tr>
<tr>
<td>3. diversity</td>
<td>3. Because of my job, I am able to work effectively with individuals with a variety of backgrounds, experiences, and cultures.</td>
</tr>
<tr>
<td>4. functioning independently</td>
<td>4. My job has helped me develop more effective time management skills.</td>
</tr>
<tr>
<td>5. conflict negotiation</td>
<td>5. My job has helped me develop conflict negotiation skills.</td>
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<tr>
<td>6. problem solving</td>
<td>6. My job has helped me use critical thinking skills to form opinions and solve problems.</td>
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<tr>
<td>7. preparation for real-world employment</td>
<td>7. My job has helped prepare me for the world of full-time employment.</td>
</tr>
<tr>
<td>8. learn about career options</td>
<td>8. My job has helped me learn more about career options.</td>
</tr>
<tr>
<td>9. see connections between work and academics</td>
<td>9. I can see connections between my job and my academic major/coursework.</td>
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</tbody>
</table>

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How can you use the nine outcomes?

The nine outcomes of student employment listed above can be used in your conversations with students. You can use the outcomes to help prompt students when they are thinking about what they've learned in their job and how it connects to what they've learned in the classroom and vice versa.

For example:

Supervisor says, “What are you learning here that’s helping you in school?”
Student says, “I don’t know…”

Supervisor says, “Well, what about time management? What have you learned about time management working here that you have used outside of work?”

For example:

Supervisor says, “What are you learning in class that you can apply here at work?”
Student says, “Hmm…”

Supervisor says, “You mentioned that you are taking a communications course. What have you learned about verbal communication in that course that you could use here?”

For example:

Supervisor says, “Can you give me a couple of examples of things you’ve learned here that you think you’ll use in your chosen profession?”
Student says, “I haven’t learned anything here that will be useful in my career.”

Supervisor says, “What about working effectively with with individuals from a variety of backgrounds and experiences? What have you learned about working with diverse others here that you could use in your future career?”

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IOWA GROW
Guided Reflection on Work

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FOR QUESTIONS OR MORE INFORMATION ABOUT IOWA GROW® VISIT THE WEBSITE:
vp.studentlife.uiowa.edu/grow

"Working for University Catering has allowed me to step into a leadership role that I never thought I'd achieve as a sophomore in college. I've learned some incredible leadership skills that will be crucial to my academic life now and my career later in life. This job has taught me real-life skills that tie in with exactly what I've been learning in my classes. It's great to see my work life and academic life come together."

- Olivia Harmon, University Housing & Dining

IOWA GROW®
Guided Reflection on Work

The Division of Student Life is focused on making student employment a high-impact activity, one that requires students to reflect on their learning and connect their learning within and beyond the classroom, through Iowa GROW®.

The Division of Student Life, the largest employer on campus, it is our goal to make student employment a high-impact activity, creating and promoting inclusive educationally purposeful services and activities within and beyond the classroom. As the largest employer on campus, it is our goal to make student employment a high-impact activity, creating and promoting inclusive educationally purposeful services and activities within and beyond the classroom. As the largest employer on campus, it is our goal to make student employment a high-impact activity, creating and promoting inclusive educationally purposeful services and activities within and beyond the classroom. As the largest employer on campus, it is our goal to make student employment a high-impact activity, creating and promoting inclusive educationally purposeful services and activities within and beyond the classroom. As the largest employer on campus, it is our goal to make student employment a high-impact activity, creating and promoting inclusive educationally purposeful services and activities within and beyond the classroom. As the largest employer on campus, it is our goal to make student employment a high-impact activity, creating and promoting inclusive educationally purposeful services and activities within and beyond the classroom. As the largest employer on campus, it is our goal to make student employment a high-impact activity, creating and promoting inclusive educationally purposeful services and activities within and beyond the classroom. As the largest employer on campus, it is our goal to make student employment a high-impact activity, creating and promoting inclusive educationally purposeful services and activities within and beyond the classroom. As the largest employer on campus, it is our goal to make student employment a high-impact activity, creating and promoting inclusive educationally purposeful services and activities within and beyond the classroom. As the largest employer on campus, it is our goal to make student employment a high-impact activity, creating and promoting inclusive educationally purposeful services and activities within and beyond the classroom.

Over 100 colleges and universities have consulted with us on adopting IOWA GROW®. These conversations focus on four key questions:

1. What are you learning here that's helping you in school?
2. What are you learning in class that you can apply here at work?
3. What are you learning in work that you can apply in class?
4. What are you learning in work that's helping you in school?

IOWA GROW® students are much more likely to be adept at articulating competencies such as conflict negotiation, time management skills, academic self-management, and communication skills. These conversations focus on four key questions:

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