STUDENT Leadership Model
BYU-IDaho Student Employment
Final Draft 2018
“Thee lift me, and I’ll lift thee, and we will ascend together.

- Robert D. Hales
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INTRODUCTION:

The Student Leadership Model is a resource available to all managers to improve the quality, experience, and efficiency of work that is done within their department. The purpose of the Student Leadership Model is to help departments accomplish the mission of the university, to help apply The Leadership Pattern, and provide powerful experiences for student employees.

While The Student Leadership Model has broad application that can be tailored to all types of student employment organizations, there are no specifications to implementing the model. An organization can start by taking steps that will help it be in position to engage student employees in powerful ways and benefit the organization.

If approached with diligent attention and patience, the implementation of the Student Leadership Model will reduce the turnover of student employees, relieve the workload of full time employees, and increase the level of responsibility of student employees. This additional level of responsibility will provide students with valuable leadership opportunities that will benefit them both personally and professionally. This process will require managers to consider delegating work to students that has not previously been entrusted to them. It will require flexibility and patience when challenges or mediocre results are presented. If managers persist with faith despite these challenges and work to adapt the model to fit their team or department's needs, the organization and the employees will witness powerful and positive results that are in keeping with the promises that have been made to BYU-Idaho students, teachers, and employees by the Lord’s seers and revelators.
Define and organize critical tasks:

Every team has key tasks, or groups of tasks, that are essential to an organization. Managers should identify these tasks, and begin to determine which tasks will fall into the scope of student employee responsibility. These are organized, and then considered as potential key areas of student employee responsibility (Diagram 1). This process is not intended to be done just once. It may happen frequently as the scope of the organization’s work evolves, creating new opportunities for student employees.

Determine scope of student employee responsibility:

To determine the tasks that can be assigned as student employee responsibility we will organize all work that is done in an area into five categories of work. These five categories prioritize the work and help managers organize the type of work that is done in the department. These categories are:

- **Non-Essential**: Work that no longer adds value to the organizations and should be eliminated.
- **Compliance**: Work that is done to manage legal risk to the organization.
- **Business Essential**: Work that must be done; essential to the organization.
- **Competitive Enabling**: Work that leverages competitive work. It directly enables the competitive process.

“Make sure that people understand the freedom, the roles, and [the] responsibilities that they have.”

- Dean M. Davies
Competitive: Work that creates sustainable competitive advantage and distinctiveness.

Once the work has been organized into these categories, the work will be placed into three levels of work:

New: Work that is currently assigned to student employees and new tasks that can be given to students without further training.

Possible: Work that is new to student employees but training would be necessary for the students to take on this task/responsibility.

Risk: Work that a student is not able to do because of legal, safety or institutional risks, expertise requirement, federal regulations, privacy concerns, etc.

For areas of work that immediately seem suited for student employees, managers should consider the following questions to ensure they are providing a high quality, real work experience:

1. Is the work meaningful? In other words, would the experience bless the student employee rather than just provide the organization with labor?

2. Is there leadership potential for student employees?

3. Will the work allow student employees to have the opportunity to innovate and improve?

4. Is there training that must be created to adequately prepare student employees to understand and accomplish their responsibilities?

As the analysis of work proceeds, some tasks (A, E) may be identified as ‘risk areas’ and may be designated non-student employee responsibilities because of legal, safety or institutional risks, expertise requirement, federal regulations, privacy concerns, etc. In some cases, this work may be modified, or frameworks may be put in place to enable student employees through training to take on responsibilities in risk areas.

While there may be legitimate reasons for designating some responsibilities as ‘non-student employee’ tasks, an organization should challenge itself to see if the work
is genuinely not suited for student employees. Long-held assumptions may create barriers which exclude possibilities that benefit both the organization, and the student employees. Managers may need to test these assumptions by questioning what types of responsibilities should, and should not, be given to student employees. For tasks that initially appear to fall into the 'non-student employee' area of responsibility, an organization should ask itself the following questions:

1. Why have the tasks been designated as non-student employee work?

2. Can our concerns about giving student employees certain responsibilities be resolved?

3. Do student employees feel they can fulfill these responsibilities?

4. Are there safety, legal, or other institutional risks that legitimately prohibit student employees from handling certain functions or tasks?

5. Could modifications be made, or frameworks created to allow student employees to handle at least some portion of the responsibility?

After these questions have been considered, the areas of student employee responsibility will start to emerge and can be defined and grouped into their own area. At this point, it may be helpful to have an outside department, or the Student Employment Consultant team, review the analysis to provide a new perspective. This kind of review will help managers discover possibilities for student employee experiences that were not apparent in the initial analysis. When the scope of student employee responsibilities is determined, a student leadership structure can be formed around the tasks. To create a student leadership structure managers will need to define the responsibilities of the student employees while developing the physical structure of the organization.

"[Be Content] that people aren't maybe where you want them to be today, but maybe [you] can help lead them to be more where they ought to be tomorrow.

-M. Russell Ballard
STEP 2: BUILDING A STUDENT LEADERSHIP STRUCTURE

Defining Student Leadership Responsibilities:

The roles in a student leadership structure are similar to the roles and responsibilities in the following table:

<table>
<thead>
<tr>
<th>Level of Leadership</th>
<th>Responsibilites/Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manager (Full-Time Employee)</td>
<td>Has stewardship over a large area of work and directs Student Leaders.</td>
</tr>
<tr>
<td>Student Advisor</td>
<td>Responsible for a division of the work, while overseeing Student Coordinators.</td>
</tr>
<tr>
<td>Student Coordinator</td>
<td>Responsible for a section of the work while working with Student Lead’s.</td>
</tr>
<tr>
<td>Student Lead</td>
<td>Correlates with their leader while leading a group of Student Employees.</td>
</tr>
<tr>
<td>Student Employees</td>
<td>Assists and supports the department through meaningful work.</td>
</tr>
</tbody>
</table>

The responsibilities of each layer will vary depending on what is assigned. Potential student leader responsibilities specifically related to Human Resources would be:

- Approving Time
- Hiring Employees
- Post a Job on the Job Board
- Screen Applicants
- Interview Candidates
- Train New Employees
- Move Workers
- Change Compensation
- One on ones
- Terminating Employees
- Organize Trainings/Meetings
- Crucial Conversations about Standards/Policy

A student leader does not need to fill all of these responsibilities. Rather, these roles are opportunities for the student leader to increase in skill and leadership.

Although there may be several levels of organization, the work should not be sub-divided to the point that the lowest level is reduced to work that is less meaningful. Special consideration should be taken when developing levels of leadership to ensure the work is both meaningful and has a clear job description for all levels of student employees. Too many levels can reduce functionality and impair communication. Every position
regardless of its level in the organizational structure should provide meaningful experiences for student employees.

Creating Student Leadership Structures:

Across campus there are many different types of student leadership structures, the following are the four most common. These structures may be modified to best fit the skills of your student employee team while meeting the needs of the department.

One Layer: In this structure, one student employee holds the role of student leader. The manager will clarify the responsibilities of a student lead, which will contribute in accomplishing the work of the organization.

Two or More Layers: In this structure, there are multiple leadership layers to the organization (as referred to in table 1). This is useful for big teams or teams that wish to give different types of leadership experience to their student leaders.

Full Time Cycle: This structure has one student leader working full time, with a student employee in the pre-leader position and a student employee in the post-leader position. With this structure, student employee turnover will have a low impact on the work and on the manager; most of the training can be done by the post-leader student employee.

Mentor/Leadership Opportunities:
This structure has all of the student employees report directly to the manager. The work that is done in this structure is divided in a way that gives student employees opportunities to develop leadership skills as well as perform training of new student employees.

Staffing the Structure:

Within the structure, student employees should be held responsible for the work, the management, the training, the development, and the teaching of other student employees. Recruitment and training may become the
role and responsibility of student leaders, which helps systematize the re-staffing effort. It is important for the manager to know the job description while considering a student employee for a leader position, this will help to know if the student employee's skill set match the tasks that they may be assigned.

**Phased Structure Building:**

As departments implement a student employee structure, it is important to be flexible and adapt to the needs of the department and the student employees. Flexibility will allow for experimentation with the organization of the work, the size of the structure, and processes. It will also allow the student employees involved to provide valuable insights by arranging the structure based on their experience.

While the student leadership structure is being designed, it is necessary to specify where managers will connect with their student employees. There are many different ways for managers to stay connected with their teams, one way is accomplished through the one-on-one process explained in step three.

The way that a manager and student leader interact with student employees heavily influences the student employees’ experience. While a manager should build constructive relationships with all employees, in this kind of structure, their focus should be on the development and advising of student leaders. Student employees in leadership roles are in turn responsible for the development and advising of those within their stewardship.

“A domineering individual is not a humble person and won't be led by the spirit. They roled out the opportunity to have the Lord give them the treasured experience of impressions that would help them in their assignment.”

- Richard G. Scott
One-on-ones are personal interviews with an employee and their direct supervisor, which should be conducted on a regular basis. There is no defined process for a one-on-one and managers are encouraged to be creative in personalizing them for each student employee. Regardless of how a manager decides to conduct these interviews, student employees should be aware of the manager’s objectives from the start. Use the following principles to guide, prepare, and execute one-on-ones.

**Build Capability:**

In order to build the capability of student employees, managers must understand them. Taking time to learn about student employees’ strengths, weaknesses, goals, and needs will help managers understand how to best mentor them. Once managers have learned about their student employees, they can better utilize their talents, develop and apply career goals, and provide experiences to learn and grow. As managers and their student employees apply the principle of building capability, they will be able to achieve more beneficial results together.

**Key Actions:**

- Evaluate Student Employees Needs
- Provide Constructive Feedback
- Aid in Career Preparation
- Provide Thorough Student Employee Training

**Developing a Culture of Trust:**

Building trust between managers and student employee is critical to the success of the one-on-one meeting. Defining job responsibilities and workplace expectations will help managers better understand how they can help develop their student employees. If managers are consistent in upholding these expectations, student
employees will be better at accepting feedback. Developing a culture of trust opens the door to honest feedback, improved productivity, and higher morale.

Key Actions:

• Set clear expectations
• Encourage student employee engagement
• Be receptive to student employee feedback

Define Direction

Managers have the responsibility of establish their team's direction. One-on-one are the perfect opportunity to help each student employee understand their role on the team. Managers should also concern themselves with understanding the student employee's personal direction. Where are they going? What do they want to accomplish with their time in the department? How can management support and keep student employees accountable for their personal vision and goals?

Key Actions:

• Set Goals
• Follow-up
• Clearly define direction

Counsel Together

Counseling together means that managers should be actively engage in a dialog with their student employees. Effective one-on-ones cover the student employee's performance, knowledge, work interactions, job satisfaction, and work/life balance. Understanding each student employee's experience at work will aid managers in resolving problems and moving their team forward.

Key Actions:

• Understand student employee's weaknesses and strengths
• Resolve Conflict
The process of implementing the Student Leadership Model will require some non-traditional thinking regarding how student employees can contribute in an organization. It will require a willingness to consider possibilities that may not have been previously considered. As an organization moves forward, creativity, patience, and additional effort may be required to find the best solution for the organization’s structure for teaching, training, and finding student employees. It is important to know that the best solutions sometimes only come after periods of trial and experimentation.

Working with student employees inside a student-led model will also reveal some inherent challenges associated with a system requiring young adults to make and act on important decisions. Student employees need the opportunity to grow, learn, and explore, which can create mediocre results, frustrated employees, and occasional disorder. This is expected, and to a certain degree necessary, in order to achieve powerful and positive results for both the student employees and the organization. Continual efforts will result in a profound impact on the organization and employees in it. The faith necessary to begin to implement this model, and to continue to move forward into a degree of uncertainty, will yield blessings that Elder David A. Bednar promised as we act in faith.

“Learning by faith requires spiritual, mental, and physical exertion and not just passive reception. It is in the sincerity and consistency of our faith-inspired action that we indicate to our Heavenly Father and His Son, Jesus Christ, our willingness to learn and receive instruction from the Holy Ghost. Thus, learning by faith involves the exercise of moral agency to act upon the assurance of things hoped for and invites the evidence of things not seen from the only true teacher, the Spirit of the Lord.” (Elder David A. Bednar, “Seek Learning by Faith”, Feb. 3, 2006)

“The first principle of all, in everything that we do,... because faith moves mountains. And anything we're looking at is about moving a mountain.”

- Robert C. Gay
## Critical Work Analysis

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<th>Resources</th>
<th>Description</th>
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<td><strong>Competitive</strong></td>
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<td><strong>Competitive Enabling</strong></td>
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<td><strong>Business Essential</strong></td>
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<td><strong>Compliance</strong></td>
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“When you expect low, you’re going to get low. If you expect high, you’re going to get high.... What we have to do is establish in our organization where we work that ‘everybody’s going to get better here.’”

- Don R. Clarke