

Student Training Series

OVERVIEW

The Student Training Series provides personal and professional development opportunities for University of Manitoba student staff and complements departmental onboarding processes. These workshops are designed for Student Affairs student staff positions, but there is benefit for student staff, student leaders, and students across UM campuses. We can also accommodate combined groups of students and professional staff, but we recommend reaching out to us first to discuss how the dynamics might impact learning.

The STS is broken into three categories:

- Fundamentals (recommended as a basis for all student staff)
- Peer support (recommended for students in peer support roles)
- Additional (recommended based on individual roles and needs)

Details on each workshop (including the duration, recommended audience, and minimum/maximum group size) are listed in the table below.

IMPORTANT NOTES

- For offerings by request, groups must have at least **6 participants**
- A minimum of three or more weeks' notice is required to accommodate most workshop requests. Depending on staff availability and workshop type, we may be able to accommodate requests with less notice – please contact kathryn.leitch@umanitoba.ca

HOW TO SCHEDULE

Request a workshop for your team a workshop for your team / group of students with our [Workshop Request Form](#).

AVAILABLE WORKSHOPS

FUNDAMENTALS

- Avoiding the 'Goose Chase': Practical Strategies for Making Better Referrals
- Inclusivity Foundations 1: Examining Power and Privilege
- Inclusivity Foundations 2: Inclusive Language
- Receiving Feedback: Turning Uncomfortable Conversations into Opportunities for Growth
- Finding and Maintaining Balance as a Student Employee / Leader Peer Support

PEER SUPPORT

- Empowering Your Peers: Understanding Power Dynamics and Setting Boundaries
- Creating Conversation: Bids for Connection and Other Communication Essentials for Peer Support
- Developing Relationships in Your Peer Support Role: Principles of Active Listening and Empathy

ADDITIONAL WORKSHOPS

- Meeting Students Where They Are Using Student Development Theory
- Intentional Goal Setting: Using Reflection as a Tool for Personal Development
- Facilitation Fundamentals: Practical Tips for Effective Workshops
- Facilitation Elevation: Practicing Your Facilitation Skills
- From Planning to Execution: An Introduction to Student-Led Events
- Team Building: Understanding Team Cycles and Dynamics
- Team Building: Practical Strategies for Creating Connections in Your Team (sharing and practice)

SESSION INFORMATION

Title	Duration	Content/Focus	Audience	# of Participants	Format
<p>Avoiding the 'Goose Chase': Practical Strategies for Making Better Referrals</p>	<p>1-2 hours</p>	<p>Making effective referrals is an essential component of work in Student Affairs. Participants in this workshop will practice crucial skills like establishing rapport, asking meaningful questions, and knowing when and where to make referrals. <i>Content will be framed through the lens of providing students with the information needed to make their own informed decisions.</i></p>	<p>Students, student staff, student groups</p> <p>*Offered by request to professional staff or mixed groups (students and staff together)</p>	<p>Minimum: 6</p>	<p>Virtual or in-person</p>
<p>Inclusivity Foundations 1: Examining Power and Privilege</p>	<p>2-3 hours</p> <p><u>3 hours recommended</u></p>	<p>In this interactive workshop, participants will start to examine the concept of privilege before reflecting on their personal relationship to power and their position in society. <i>Please note, this workshop requires participants to share and/or reflect on personal experiences and feelings, and group discussion is highly encouraged.</i></p>	<p>Students, student staff, student groups</p> <p>*Offered by request to professional staff or mixed groups (students and staff together)</p>	<p>Minimum: 6</p> <p><u>Max 15 recommended</u></p>	<p>Virtual or in-person</p> <p><u>in-person recommended</u></p>

<p>Inclusivity Foundations 2: Inclusive Language</p>	<p>2-3 hours <u>3 hours recommended</u></p>	<p>In this workshop, participants will discuss examples of commonly used language that stigmatizes historically marginalized communities. Participants will practice finding alternative phrases and will receive tips on how to adopt more inclusive language in their day-to-day. <i>Please note, this workshop requires participants to share and/or reflect on personal experiences and feelings, and group discussion is highly encouraged.</i></p>	<p>Students, student staff, student groups *Offered by request to professional staff or mixed groups (students and staff together)</p>	<p>Minimum: 6 <u>Max 15 recommended</u></p>	<p>Virtual or in-person <u>in-person recommended</u></p>
<p>Receiving Feedback: Turning Uncomfortable Conversations into Opportunities for Growth</p>	<p>2 hours</p>	<p>In this workshop, participants will be challenged to lean into the discomfort of receiving feedback and will learn strategies for processing feedback from a developmental lens.</p>	<p>Students, student staff, student groups</p>	<p>Minimum: 6</p>	<p>Virtual or in-person</p>
<p>Finding and Maintaining Balance as a Student Employee / Leader</p>	<p>1-2 hours</p>	<p>Regardless of your previous experience as a student employee / leader, it can be difficult to find balance across all of your commitments. In this workshop, participants will have space to discuss challenges they are facing, develop supportive relationships among peers, and learn to use tools that can help with balancing multiple priorities.</p>	<p>Students, student staff, student groups</p>	<p>Minimum: 6</p>	<p>Virtual or in-person</p>

FUNDAMENTALS FOR PEER SUPPORT ROLES

<p>Empowering Your Peers: Understanding Power Dynamics and Setting Boundaries</p>	<p>2 hours</p>	<p>In this interactive workshop, participants will explore the complex dynamics at play in a peer support role. This includes the inherent power differential between supporter and student, the importance of understanding and maintaining boundaries, and tips on how to succeed as a supporter.</p>	<p>Students, student staff, student groups</p>	<p>Minimum: 6</p>	<p>Virtual or in-person <u>in-person recommended</u></p>
<p>Creating Conversation: Bids for Connection and Other Communication Essentials for Peer Support</p>	<p>2 hours</p>	<p>Participants in this workshop will explore concepts and tools that will help them strengthen their connections within peer support roles. This is an interactive workshop where participants will have the chance to examine the different ways one can respond to bids for connection.</p>	<p>Students, student staff, student groups *Offered by request to professional staff or mixed groups (students and staff together)</p>	<p>Minimum: 6</p>	<p>Virtual or in-person <u>in-person recommended</u></p>
<p>Developing Relationships in Your Peer Support Role: Principles of Active Listening and Empathy</p>	<p>2 hours</p>	<p>Throughout this interactive workshop participants will learn essential skills required for active listening such as asking questions, reflecting feelings, paraphrasing, and confirming understanding. The content covered in this workshop will be grounded in an empathetic, student-centered approach that will contribute to the development of peer support relationships.</p>	<p>Students, student staff, student groups *Offered by request to professional staff or mixed groups (students and staff together)</p>	<p>Minimum: 6</p>	<p>Virtual or in-person <u>in-person recommended</u></p>

ADDITIONAL WORKSHOPS / SESSIONS

Meeting Students Where They Are Using Student Development Theory	1 hour	This presentation provides an overview of popular student development theories and explores how these theories can be implemented in Student Affairs. This workshop is recommended for all staff and student staff working directly with students.	Students, student staff, student groups *Offered by request to professional staff or mixed groups (students and staff together)	Minimum: 6	Virtual or in-person
Intentional Goal Setting: Using Reflection as a Tool for Personal Development	1-2 hours	Through this workshop participants will have the chance to explore different approaches to goal setting and the importance of reflection.	Students, student staff, student groups *Offered by request to professional staff or mixed groups (students and staff together)	Minimum: 6	Virtual or in-person
Facilitation Fundamentals: Practical Tips for Effective Workshops	2 hours	This workshop focuses on helping facilitators develop self-compassion while also providing tips for creating an inclusive learning environment. There is time provided for participants to practice introductory skills and create their own facilitation checklist. <i>This workshop can be followed with Facilitation Elevation to put this knowledge into practice.</i>	Students, student staff, student groups *Offered by request to professional staff or mixed groups (students and staff together)	6	In-person strongly recommended unless role requires virtual facilitation

Facilitation Elevation: Practicing Your Facilitation Skills	2 hours	In this workshop participants will put into practice the skills they learned in the facilitation basics workshop. This will include the opportunity to practice facilitating a short activity with a group of peers and receive feedback in a low stakes learning environment.	Students, student staff, student groups *Offered by request to professional staff or mixed groups (students and staff together)	Minimum: 10 Maximum: 15	In-person strongly recommended unless role requires virtual facilitation
From Planning to Execution: Strategies for Planning Events	1 hour	This workshop will present generalized tips and strategies for planning student led events that are accessible and inclusive. The content is applicable to both in-person and virtual events.	Students, student staff, student groups *Offered by request to professional staff or mixed groups (students and staff together)	Minimum: 6	Virtual or in-person
Team Building: Understanding Team Cycles and Dynamics	2 hours	In this workshop participants will examine Tuckman's Model for Group Development, how to translate knowledge of this model into something actionable, and how to navigate the complex dynamics of group interactions.	Students, student staff, student groups *Offered by request to professional staff or mixed groups (students and staff together)	Minimum: 6	Virtual or in-person

<p>Team Building: Practical Strategies for Creating Connections in Your Team (sharing and practice)</p>	<p>2 hours</p>	<p>Through this workshop participants will explore the importance of fostering relationships between team members through icebreakers and activities. Participants will learn how to plan activities based on each stage in the team cycle.</p>	<p>Students, student staff, student groups *Offered by request to professional staff or mixed groups (students and staff together)</p>	<p>Minimum: 6 Maximum: 15</p>	<p>Virtual or in-person</p>
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