

Student Employee Supervisor Training

OCSE Committee 2009

Overview

- Background
- Learning Outcomes/Position Descriptions
- Recruiting Students
- After a Student is Hired
- Supervising and Evaluating Student Employees
- Managing Performance Issues and Concerns
- Questions/Close

Background

- Student Development and Employment

(Astin 1993)

- Suggested that part-time, on-campus employment has positive effects on student development: higher GPA, faster degree completion, and more frequent self –reported cognitive and affective growth

(Van de Water 1996)

- Grades tended to improve as students worked more hours per week (up to 20)
- Beyond 20 hours per week had a negative relationship on GPA
- Students who performed 10-20 hours per week performed better academically than students that worked fewer than 10 hours, more than 20 or not at all

(Pascarella & Terenzini, 2005)

- On-campus jobs enhance student interest and socializations to help them appreciate the academic environment more
- Campus departments should be congruent with the institution and be a learning environment

(National Association of Colleges and Employers annual Job Outlook)

- Employers rank the importance of skills and qualities (e.g., Communication skills, work ethic, teamwork skills)
- Incorporate into learning outcomes to develop or enhance skills/qualities for future employability

Learning Outcomes/ Position Descriptions

Learning Outcomes

- Time Management/Organizational Skills
- Technical Skills
- Professionalism and Leadership Development
- Customer Service
- Ethical Standards
- Fostering Diversity/Community Building
- Work Ethic
- Team Work
- Communication Skills

Position Description

- What and Why
 - New document required to be submitted with referral, signed by supervisor and student employee
 - First step in setting job expectations with student
 - **Includes learning outcomes to guide student's professional development**
 - **Provides framework to manage student's performance**
 - Establishes basis for evaluation

Position Description

- Template
 - Job Summary
 - Qualifications
 - Essential Job Functions
 - Additional Job Functions
 - Learning Outcomes

On-Campus Student Employment Position Description and Learning Outcomes

Student Worker Position Title:

Supervisor's Name:

Supervisor's Department:

Does this position supervise other students? Yes No



Complete this section when the student is hired:

Student Worker' Name:

Dates of Work: From: To:
m/d/yyyy m/d/yyyy

Rate of Pay per hour:

{Briefly summarize what the student will do}

{List the essential job functions}

Essential Job Functions:

{List tasks regularly performed but are non-essential to the core position}

Additional Job Functions:

{List qualifications the candidates will be judged on for the position to be filled}

Qualifications:

Southern Oregon University- Job Position Learning Outcomes

Based on the essential job functions and the additional job functions select the applicable skills and abilities under each Learning Outcome area. These skills will either develop or enhance the student's employability and will be tied to job duties associated with the position. (Go to: sou.edu/studentemployment/departments/ocselearnout for a detailed description of learning outcomes.)

Check Applicable Skills and Abilities	Learning Outcomes
	Time Management/Organizational Skills
<input type="checkbox"/>	<ul style="list-style-type: none"> • Ability to prioritize tasks
<input type="checkbox"/>	<ul style="list-style-type: none"> • Ability to finish tasks and assignments on time
<input type="checkbox"/>	<ul style="list-style-type: none"> • Well organized
<input type="checkbox"/>	<ul style="list-style-type: none"> • Uses time efficiently
	Technical Skills
<input type="checkbox"/>	<ul style="list-style-type: none"> • Has an understanding of basic computer skill necessary to perform duties
<input type="checkbox"/>	<ul style="list-style-type: none"> • Understands how to use SOU Portal, Groupwise, or other technology tools to positively impact the work experience
<input type="checkbox"/>	<ul style="list-style-type: none"> • Understand the use of the following technology <div style="background-color: #cccccc; width: 50px; height: 15px; margin-left: 20px;"></div>
	Professionalism and Leadership Development
<input type="checkbox"/>	<ul style="list-style-type: none"> • Demonstrates effective problem solving skills
<input type="checkbox"/>	<ul style="list-style-type: none"> • Strong analytical skills
<input type="checkbox"/>	<ul style="list-style-type: none"> • Ability to analyze data and situations and apply analysis appropriately
<input type="checkbox"/>	<ul style="list-style-type: none"> • Ability to make sound decisions with a degree of independence
<input type="checkbox"/>	<ul style="list-style-type: none"> • Take the initiative to proactively resolve issues and problems
<input type="checkbox"/>	<ul style="list-style-type: none"> • Acknowledges mistakes without blaming others
	Customer Service
<input type="checkbox"/>	<ul style="list-style-type: none"> • Anticipates customers needs
<input type="checkbox"/>	<ul style="list-style-type: none"> • Polite and courteous to customers
<input type="checkbox"/>	<ul style="list-style-type: none"> • Responds in a timely manner to customers
<input type="checkbox"/>	<ul style="list-style-type: none"> • Uses effective listening skills with customers

Check Applicable Sections	Learning Outcomes
	Ethical Standards
<input type="checkbox"/>	• Ability to make decisions based on ethical standards
<input type="checkbox"/>	• Acts in line with core values
	• Respect and uphold confidentiality
	Work Ethic
<input type="checkbox"/>	• Takes initiative to understand required work assignments
<input type="checkbox"/>	• Work is accurate and of high quality
<input type="checkbox"/>	• Work is completed on time
<input type="checkbox"/>	• Demonstrates reliability with attendance and punctuality
<input type="checkbox"/>	• Detail oriented
<input type="checkbox"/>	• Shows enthusiasm
<input type="checkbox"/>	• Adaptable and flexible
<input type="checkbox"/>	• Follows established policies, processes and practices
	Team Work
<input type="checkbox"/>	• Works well with others
<input type="checkbox"/>	• Resolves conflicts successfully
<input type="checkbox"/>	• Is cooperative
	Communication Skills
<input type="checkbox"/>	• Written communication is free of errors
<input type="checkbox"/>	• Written communication style is adapted for the audience
<input type="checkbox"/>	• Verbal communication is professional
<input type="checkbox"/>	• Verbal communication is adapted for the audience

Supervisor Signature

Date

Student Employee Signature

Date

Student Employee Name (Please print clearly)

Student ID

Please submit this form to Payroll once completed and signed. Retain a copy for future evaluation.

Effectively Recruiting Students

- Posting Position in SOU CareerLink
- Collecting Resumes/Applications
- Interviewing Candidates
- Making an Offer/Notifying Applicants

After a Student is Hired

- Payroll Forms
- Student On-line Training
- Conduct Department Student Training

LISTS OF ACCEPTABLE DOCUMENTS

All documents must be unexpired

LIST A Documents that Establish Both Identity and Employment Authorization	LIST B Documents that Establish Identity	LIST C Documents that Establish Employment Authorization
OR		AND
1. U.S. Passport or U.S. Passport Card	1. Driver's license or ID card issued by a State or outlying possession of the United States provided it contains a photograph or information such as name, date of birth, gender, height, eye color, and address	1. Social Security Account Number card other than one that specifies on the face that the issuance of the card does not authorize employment in the United States
2. Permanent Resident Card or Alien Registration Receipt Card (Form I-551)		
3. Foreign passport that contains a temporary I-551 stamp or temporary I-551 printed notation on a machine-readable immigrant visa	2. ID card issued by federal, state or local government agencies or entities, provided it contains a photograph or information such as name, date of birth, gender, height, eye color, and address	2. Certification of Birth Abroad issued by the Department of State (Form FS-545)
4. Employment Authorization Document that contains a photograph (Form I-766)	3. School ID card with a photograph	3. Certification of Report of Birth issued by the Department of State (Form DS-1350)
5. In the case of a nonimmigrant alien authorized to work for a specific employer incident to status, a foreign passport with Form I-94 or Form I-94A bearing the same name as the passport and containing an endorsement of the alien's nonimmigrant status, as long as the period of endorsement has not yet expired and the proposed employment is not in conflict with any restrictions or limitations identified on the form	4. Voter's registration card	4. Original or certified copy of birth certificate issued by a State, county, municipal authority, or territory of the United States bearing an official seal
	5. U.S. Military card or draft record	5. Native American tribal document
	6. Military dependent's ID card	
	7. U.S. Coast Guard Merchant Mariner Card	
	8. Native American tribal document	6. U.S. Citizen ID Card (Form I-197)
9. Driver's license issued by a Canadian government authority	For persons under age 18 who are unable to present a document listed above:	7. Identification Card for Use of Resident Citizen in the United States (Form I-179)
6. Passport from the Federated States of Micronesia (FSM) or the Republic of the Marshall Islands (RMI) with Form I-94 or Form I-94A indicating nonimmigrant admission under the Compact of Free Association Between the United States and the FSM or RMI	10. School record or report card	8. Employment authorization document issued by the Department of Homeland Security
	11. Clinic, doctor, or hospital record	
	12. Day-care or nursery school record	

Illustrations of many of these documents appear in Part 8 of the Handbook for Employers (M-274)

Supervising and Evaluating Your Student Employee

Supervising

- Provide regular on going feedback both positive and developmental
- Clarify expectations
- Refer to position description and learning outcomes
- Do not delay in dealing with problems

Evaluations

- Benefits
 - Consistent contact with students
 - Helps employees improve skills
 - Provides feedback on achievement of established learning outcomes
 - Get feedback from employees

Evaluations

- Basics
 - Should happen at least once a year
 - Be a sit down meeting
 - Be a written evaluation that both employee and supervisor sign
 - Address areas that are tied to the position description
 - Learning outcomes indentified in the position description should be evaluated
 - List accomplishments as well as areas of improvement

Student Employment Evaluation

Employee:

Dates of Evaluation period: From: To:

Position: Department:

Supervisor: Title:

The purpose of this evaluation is to assess a student's work performance and employment experience. Students should be evaluated on the skill and abilities under each learning outcome area that was identified in the Position Description. Check Not Met, Met or Exceeded based on the level of success achieved by the student in each area. This is a process that encourages open dialogue between the student, employee and their supervisor regarding their work, work environment, training and overall employee experience.

Check Applicable Skills and Abilities	Learning Outcomes	Not Met	Met	Exceeded
	Time Management/Organizational Skills			
<input type="checkbox"/>	• Ability to prioritize tasks			
<input type="checkbox"/>	• Ability to finish tasks and assignments on time			
<input type="checkbox"/>	• Well organized			
<input type="checkbox"/>	• Uses time efficiently			
	Technical Skills			
<input type="checkbox"/>	• Has an understanding of basic computer skill necessary to perform duties			
<input type="checkbox"/>	• Understands how to use SOU Portal, Groupwise or other technology tools to positively impact the work experience			
<input type="checkbox"/>	• Understand the use of the following technology <input type="text"/>			
	Professionalism and Leadership Development			
<input type="checkbox"/>	• Demonstrates effective problem solving skills			
<input type="checkbox"/>	• Strong analytical skills			
<input type="checkbox"/>	• Ability to analyze data and situations and apply analysis appropriately			
<input type="checkbox"/>	• Ability to make sound decisions with a degree of independence			
<input type="checkbox"/>	• Take the initiative to proactively resolve issues and problems			
<input type="checkbox"/>	• Acknowledges mistakes without blaming others			
	Customer Service			
<input type="checkbox"/>	• Anticipates customer needs			
<input type="checkbox"/>	• Polite and courteous to customers			
<input type="checkbox"/>	• Responds in a timely manner to customers			
<input type="checkbox"/>	• Uses effective listening skills with customers			

Check Applicable Skills and Abilities	Learning Outcomes	Not Met	Met	Exceeded
	Ethical Standards			
<input type="checkbox"/>	• Ability to make decisions based on ethical standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	• Acts in line with core values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	• Respect and uphold confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Fostering Diversity/Community Building			
<input type="checkbox"/>	• Respectful of those with different opinions and ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	• Works to create an inclusive work environment through actions and words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Work Ethic			
<input type="checkbox"/>	• Takes initiative to understand required work assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	• Work is accurate and of high quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	• Work is completed on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	• Demonstrates reliability with attendance and punctuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	• Detail oriented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	• Shows enthusiasm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	• Adaptable and flexible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	• Follows established policies, processes and practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Team Work			
<input type="checkbox"/>	• Works well with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	• Resolves conflicts successfully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	• Is cooperative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Communication Skills			
<input type="checkbox"/>	• Written communication is free of errors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	• Written communication style is adapted for the audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	• Verbal communication is professional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	• Verbal communication is adapted for the audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Accomplishments and Successes:

Areas Needing Attention:

Supervisor Additional Comments:

Goals for Next Evaluation Period:

(To be completed for students with jobs that will continue)

1.

2.

3.

4.

Additional Comments:

Student Employee Signature

Date

Supervisor Signature

Date

Signature by employee does not indicate agreement or disagreement with this evaluation, but acknowledges that the evaluation discussion took place.

Please provide student with a copy and forward a copy to Payroll.

SOU Student Employee Self-Assessment

This form should be completed by all student employees prior to receiving their performance evaluation. The purpose of this form is to provide a summary of what you feel were your key accomplishments and areas for development. It is also an opportunity to provide feedback to your supervisor about how s/he could make your student employment experience more effective.

Student Name:

Dates of Evaluation Period From: To:

Position:

Department:

Supervisor:

What do you feel have been your most outstanding accomplishment during this evaluation period?

During this evaluation period how could you have performed better? Is there anything you would do differently in the future?

What has been the most valuable aspect of your student employment?

Do you feel you have been provided with sufficient training for this position?

What suggestions do you have that would improve the student work experience?

Additional Comments:

Managing Performance- Related Issues and Concerns

- Ideal Situation
- The following guidelines are suggested for use in dealing with an ongoing performance issue:
 - Step 1 – Immediate Discussion
 - Step 2 – Verbal Warning
 - Step 3 – Formal Written Warning
 - Step 4 – Termination
- Due Process

- Questions?

- Thank You!