Supervision of Student Employees

Presented by:
Human Resources

Tuesday, April 21, 2015

Goal

We each play an integral role in the success of our employees, including students, and institution.

Our goal is to provide you with the basics of supervision, available resources and tools to help in the success of your student employees and you.
The Basics of Supervision

As a supervisor of student employees, what might your role include for responsibilities?

What do you believe is important to the student employees who report to or work for you?

Performance Management

What is your role in Performance Management?

- On-going
- Two-way communication
- Set expectations
- Observe and coach / feedback
- Document

Hope for success….plan for non-success.
Performance Management

Why is Performance Management important?

- Success of:
  - Employee(s) – faculty, staff & students
  - The University
  - You
  - The Department / Office
- Meet our customer expectations
- Meet our university goals

Performance Management Process

Recruitment, Hiring & Selection

Orientation

Standards of Performance
Set Expectations

Performance Development
Set Goals & Objectives

AN ONGOING PROCESS
TWO-WAY COMMUNICATION

Performance Appraisal
Written Evaluation

Observe Performance

Coach Performance
Provide Feedback & Coaching
The Basics of Supervision

• Hiring & Selection
• Orientation
• Performance Management
  <Setting expectations
  <Observing performance
  <Coaching & Feedback
• Managing difficult situations
• Managing Discipline
• Motivation, Recognition & Rewards

Hiring & Selection

Right person doing the right things at the right time.
- Or -
Getting the right person in the right seat on the right bus.
Hiring & Selection

How to select the right person

- Identify responsibilities & create a position description
- Discuss the type of student employee you wish to hire
  - KSA’s (Knowledge, Skills & Abilities)
- Design interview questions based on the position:
  - responsibilities
  - qualifications (KSA’s)
- Ask behavioral questions
- Conduct reference checks

Student Employee Orientation

Reasons to provide orientation

- Help the student employee(s) start off on the right foot
- Provide an overview of the Department/Office and its responsibilities as it relates to the University goals
- Communicate expectations
- Time for the student employee(s) to:
  - ask questions
  - learn about office / position expectations
  - meet other student employees and staff
Student Employee Orientation

Orientation - What to Cover

- Create an orientation checklist, which might cover:
  - Completion of new hire paperwork
  - Introductions (i.e. people, office/building space)
  - Work hours, timesheet & pay schedules
  - Review of expectations or work rules (i.e. confidentiality, data privacy, communication, work hours, dress, etc.)
  - Describe consequences & outcome if expectations are not met

- Provide a copy of:
  - the position description
  - your written expectations, office rules, policies & procedures
  - written agreement signed by student

- What the student can expect from the supervisor & staff

Orientation - Other Ideas

- Make it fun: icebreakers, teambuilding, treats, themes, etc.

- Help students feel valuable right away
  - Assign a mentor (returning student employee)
  - Assign small projects in the beginning
  - Set up job shadowing opportunities
  - Provide a tour of the office and building

- Provide or create an ongoing training checklist
  - Job specific training (i.e. office coverage vs. tours)
  - Meet and learn the roles of those employees within the department/office
  - Phone / customer service training

- Create a plan for the first day, first week, first month
Student Employee Orientation

Orientation - Potential Roadblocks

- Difficult to schedule a group orientation session due to:
  - Student schedules
  - Position topics – need to know information
- Too much information or long session
- Determining the right amount of information to share and when to share it after they start their job
- Finding the right space

Standards of Performance

Set Clear Expectations

- Position Description
- Office rules, policies & procedures
  - Work hours; how/whom let know if out ill, bad weather, etc.
  - What do I work on; what if I run out of work; who do I ask
  - Personal time during work hours, i.e. cell phone, texting, Internet, Facebook
- Written expectations or agreements
- Be SMART
  - Specific – Define clear expectations
  - Measurable – Define & use metrics
  - Attainable – Develop goals that are realistic
  - Realistic – Keep goals limited & manageable
  - Time bound – Set a timeframe for completion
Standards of Performance

Communication of expectations

• Work hours
  < You are scheduled to work Tuesdays, Thursdays and Fridays between 9:00 a.m. and 2:00 p.m.

  -OR-

  < Your work schedule will be 9:00 a.m. to 2:00 p.m. on Tuesdays, Thursdays and Fridays. I expect that you will arrive and be ready to work by 9:00 a.m. and work up through 2:00 p.m. on each day.

• Project / Task
  < “Please stuff and mail these letters.”

    - OR –

  < “It is imperative that any form of written communication we send out be addressed specifically to the student recipient. Please check the name & address on each letter to make sure it matches the envelope. If they match, please fold and place the letter in the envelope. You will want to make sure that the letter is folded….so that the address appears through the window of the envelope. Seal the envelope and place it in the outgoing mail box over on the counter next to my desk. This must be completed by 3:00 p.m. today.”
Observe Performance

What opportunities do you have to observe performance?

Observe Performance

Your role as a supervisor or staff member

• Be present and actually observe your student employees
• Don’t just rely on what others tell you
• Make a point to observe both good and poor/bad performance
• Manage away from your desk whenever possible (walk around)
• Keep documentation regarding your observations
• Listen
Coaching & Feedback

Your role as a supervisor or staff member

• If you see something good – tell them
• If you see something bad – tell them (do so in private)
• Be fair and consistent – don’t single out
• Provide feedback as close to the event as possible
• Document, document, document….and keep
• Solve issues at the lowest possible level (with the student)

Coaching & Feedback

How to coach positive feedback...

Timely
Specific
Individualize
Importance
Document
Coaching & Feedback

Tips for providing poor performance feedback…

Make it private
Let the individual come up with solutions
Offer simple & practical advice
Make it gentle yet direct (for poor habits)
Be aware & prepared for sidetracks

THE 5 C’s
Clear
Comprehensive
Calm
Caring
Careful
Managing Difficult Situations

Tips to prepare to work through a difficult situation

• Define the problem
• Think developmentally
  < what can the student learn from this experience
  < what can the student take with him/her to a career after graduation
• Think about the consequences of ignoring the problem
  < Impact on student employee
  < Impact on office staff, other student employees & prospective contacts
• Consider possible & acceptable solutions
• Be prepared to provide campus resources

Managing Difficult Situations

Tips to conduct a difficult discussion

• Ask permission to meet with the student
• Meet with the student & present the problem – be clear
• Give the problem to the student to solve - ask the student for possible solutions to improve performance / behaviors
• Be prepared to provide possible solutions
• Agree to a solution(s) & follow-up plan
• Document, document, document – consider providing a written summary of the discussion to the student
Discipline

If performance or behaviors do not improve

- Have an department/office plan – communicate in advance
- Consider a progressive discipline process – Plan for success
  - Letter of expectations
  - Verbal warning – document in your file (when, time, where, what said)
  - Written warning – place a copy in your file
  - Termination
- Follow up with the student after each step to check on progress
  - Do not wait for next potential concern (document discussion)

NOTE: Progressive discipline may not be necessary for egregious acts of misconduct.

Reward & Recognition

How can we motivate students?

Fun & Food
Tell them that their work is important
Connect their work to future career goals
Have a place for them to keep their personal items
Have a place for them to do their work
Assign a mentor that matches their career goals
Other ideas???
Reward & Recognition

How can we as individuals or as a Department/Office recognize & reward student employees?

Final Tips

Keep a supervisor file for each of your student employees

Communicate, Communicate, Communicate

Document, Document, Document

Work with your supervisor

How would I want to be treated

– or –

how might I want my child to learn from his/her student employment experience
Actions/Decisions Not Based On....

Religion               Race
Color                 Age
Creed                 Marital Status
National Origin       Disability Status
Sex                   Receipt of Public Assistance
Sexual Orientation

What Questions Do You Have?

THANK YOU!