



Career & Employment Services
Lansing Community College

STUDENT EMPLOYEE SUPERVISORS REFERENCE MANUAL

Prepared by



1141-Career & Employment Services

Lansing Community College
P.O. Box 40010
Lansing, MI 48901-7210
Phone: 517-483-1172
Fax: 517-483-9706

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INTRODUCTION

The *Student Employee Supervisors Reference Manual* is designed to assist and support supervisors of on-campus student staff. Student employee supervisors should not rely on this manual as a “how to” guide, as it applies to managing their respective area. Instead, it should be used primarily as an informational resource. Lansing Community College believes that every eligible student should have equal opportunity and access to apply to positions and that student employment is an integral part of the students’ educational, career and personal development process. As a supervisor, you have the ability to provide a positive learning experience for student employees. All questions and concerns regarding student employment policies and procedures should be directed to the Career & Employment Services (CES) department in Gannon Bldg. 218.

PHILOSOPHY OF STUDENT EMPLOYMENT

People come to Lansing Community College for a variety of reasons. One reason may be to enhance and/or explore occupational opportunities. LCC Student Employment provides the opportunity for students to learn essential work skills such as teamwork, effective communication, organization and critical thinking. One of the biggest advantages of student employment is that, as a result of their work experiences, students are better equipped to compete for and gain successful employment as future career endeavors arise.

While enrolled, some students seek on-campus employment to meet part of their educational expenses. However, student employment is primarily based upon skills and abilities – not necessarily financial need. **It is seasonal “at-will” employment which means the employee is not under contract, is only hired for an indefinite period of time and can be dismissed at any time for any non-discriminatory reason.**

STUDENT EMPLOYMENT ELIGIBILITY REQUIREMENTS

An individual must satisfy the following criteria, in order to work as a student employee:

Persons who are *either* 18 years of age or older or who are 17 years old and have graduated from high school are eligible to apply for LCC student employment positions. (Note: employees younger than 18 years of age may have federal and/or state labor restrictions that prohibit them from performing certain job-related tasks. Please consult with the Coordinator of Student Employment for more information).

Enrollment Requirements

During fall and/or spring semester(s), student employees must be enrolled for a minimum of six (6) credit hours. **Only courses (credits) taken on either a numerical grade or pass/fail basis are applicable to employment eligibility; audited courses and courses taken to complete requirements on incomplete (I) grades do not count.** However, an unlimited number of seminars, audited courses and “incompletes” may be taken *in addition to* the minimum credits required for eligibility. During the summer session, student employees must be enrolled for a minimum of three (3) credit hours (*same grade rules apply*).

International students with F-1 visas must be enrolled full-time (i.e. minimum of 12 credit hours), during the fall and/or spring semester(s); enrollment for the summer session must be a minimum of three (3) credit hours. The only exceptions to this rule are when an international student is on either “vacation status” (previously completed 2 consecutive semesters of full-time enrollment) or “graduation status” (expect to graduate during current semester). **Only LCC’s Designated School Official (DSO) for International Students, in collaboration with the Coordinator of Student Employment, has authority to approve a visa exception on a per semester basis.** Under these circumstances, the student must satisfy the 6 credit enrollment requirement for fall and/or spring and 3 credit minimum for summer (same grade rules apply), depending on the particular semester in which the exception applies.

GPA Requirements

Student employees should be pursuing a program of study and be making Satisfactory Academic Progress (SAP) as determined by the U.S. Department of Education. Students who are unable to meet 2.0 minimum GPA requirement will not be allowed to continue employment, **unless** they receive an “**Employment Success Contract**” through Career & Employment Services. If the student is receiving a Federal Work-Study award through LCC’s Office of Financial Aid, but is not meeting SAP standards (i.e. minimum 2.0 GPA and a 70% minimum course completion rate), they may jeopardize their financial aid eligibility status. In certain situations, the student *may* be able to appeal on a semester basis through LCC’s Office of Financial Aid; although, this does not guarantee the student will remain Work-Study eligible. Students should contact LCC’s Office of Financial Aid, if they have specific questions and/or concerns regarding their financial aid eligibility status.

Start/End Date and Length of Employment

First, all applicants must satisfy the student staff eligibility requirements, before they are interviewed and begin working. Once a department identifies the candidate(s) they intend to pursue further (after reviewing on-line student applications), the hiring supervisor must send an e-mail message to cesjoblink@lcc.edu and include **each applicant’s full name** and **student Banner ID #**. CES will then verify the following: enrollment status (number of current semester credits), GPA and Work-Study eligibility status and send a return e-mail message to the hiring supervisor, identifying the eligibility status of each applicant. The supervisor may then proceed to interview *only* the eligible student candidates verified by CES.

Newly hired student employees may begin working on the first day of break (classes not in session), preceding the semester in which they are enrolled, until the last day of break following that same semester. In these cases, employment is based on eligibility, departmental work needs and available funding.

Employment normally ends on either the last day of classes each semester or when a student completes a program of study or graduates.

Exception: A student may continue working until classes begin for the following semester, if the supervisor deems it necessary for cross-training purposes and/or maintaining continuity during the transition of employees. *However, this exception may not always apply to international student employees, as they are bound by federal student visa regulations. The supervisor should consult with both LCC's International Student DSO and the Coordinator of Student Employment for clarification on a case-by-case basis to ensure compliance with the United States Citizenship & Immigration Services (USCIS) employment/visa regulations.*

GUIDELINES FOR STUDENT EMPLOYMENT

Supervisors should distribute the On-Campus Student Staff Information handbook to all newly hired and re-hired student staff. This handbook contains employment guidelines that all student employees are responsible for knowing and complying with; the handbook may be obtained from the Career & Employment Services (CES) department office.

Work Schedules and Maximum Hours

Supervisors and student staff should devise a work schedule that meets departmental needs, while not interfering with the student's class schedule and not exceeding the maximum work hours allowed. **The maximum work hours must be adhered to by all student employees – regardless of citizenship status.** The College limits work hours for student employees, primarily because it recognizes that academics should be the top priority. Numerous studies have shown that students, who successfully balance their work and school responsibilities, perform better academically. In the particular case of international students, exceeding the maximum hours allowed may jeopardize their visa status; the ultimate consequence could result in the student's deportation from the United States.

POLICY STATEMENT
Maximum Hours for Student Staff

An eligible student employee may work a maximum of 30 hours per week, during any semester/session; international students are allowed to work up to 20 hours per week. All student employees, including international students, may work additional hours (i.e. maximum total of 39 hours per week) – between semesters only – contingent on department needs, available funds and obtaining the required divisional approval.

In order to work the maximum hours allowed, all student staff must satisfy the eligibility requirements (as outlined on pages 3-5).

Adopted by the LCC Board of Trustees on March 18, 2002

An eligible student may be employed in only one student staff position in any given semester/session, unless prior approval is received from the Coordinator of Student Employment. If approval is granted to work in 2 separate positions simultaneously, the student cannot exceed a combined total of 30 hours/week among both positions. International students, who have been approved to work in more than one student employee position simultaneously, cannot exceed a combined total of 20 hours/week among both positions, unless they are on an approved “vacation” or “graduation” semester. **CES checks work hours for currently employed student staff; failure to adhere to the maximum hours may ultimately lead to the student’s employment termination.** *Supervisors are ultimately responsible for ensuring their student employees do not exceed the maximum work hours allowed per week.*

NOTE: College policy does not allow individuals to be concurrently employed as both LCC “regular staff” (administered by the LCC Human Resources department – does not require enrollment as an LCC student) and “student staff” (administered by CES – requires satisfaction of specific student eligibility and enrollment requirements).

Pay Rate

Student employees are paid an hourly wage. The on-campus student staff pay rate is determined annually by LCC Human Resources, prior to the beginning of each fiscal year (i.e. July 1). Please contact CES for more information.

Rest & Lunch Breaks

Student employees who work a straight 4-hour block of time may receive a paid 15 minute break during that 4-hour period. The supervisor and the student employee should discuss when a break may be taken during their work schedule. It is not recommended that break times be accumulated and used later in larger chunks of time. Lunch breaks are determined at the supervisor's discretion; however, student employees are not required to be paid for the non-work, lunch break period – regardless of time length.

Employment Problems, Progressive Discipline & Termination Process

Occasionally, problems arise between a student employee and their supervisor. When this occurs, the supervisor should make every effort to promptly identify the problematic behavior(s) and/or job performance issue(s) and address them face-to-face with the employee. The primary purpose for progressive discipline is to assist the employee to understand that a performance problem or opportunity for improvement exists. **Below are the recommended steps that supervisors should follow when coaching (addressing) employment-related problems with student employee(s).**

- 1.) Meet with the employee, verbally discuss the issue(s) and determine the factors contributing to the problematic behavior and/or performance. Provide employee with an opportunity to present his/her version of the issues in question. Did the employee fully understand the job expectations? Is training required? Are there external factors that may be affecting job performance and/or behavior?
- 2.) Verbally communicate what the expectations are; and, initiate a plan of action to help restore the employee to an acceptable level of behavior, conduct and/or performance. Follow-up by clearly explaining what the consequences will be (e.g. termination offense) **IF** these expectations (directives) are **not** subsequently followed. Describe how to appropriately handle similar situations in the future; and, provide continuous feedback and encouragement throughout the disciplinary process as warranted.

- 3.) Ensure written documentation is maintained for each discussion (meeting), record the meeting date, issues discussed, recommendations given to resolve the identified problem(s), as well as consequences of not correcting problematic behavior/performance issues.

Once the aforementioned steps have been followed, the supervisor should provide a reasonable opportunity for behavior modification and/or performance improvement. However, *neither a specific time frame nor minimum number of coaching sessions is necessarily required.* **Effective coaching techniques may include:** offering advice, providing training and/or making a referral(s) for personal, academic and/or employment-related assistance, *thereby making the student responsible for taking corrective action.* *However, failure to correct any job-related problem(s), anytime after they have been communicated by the supervisor to the employee, can lead to immediate employment termination.*

Causes for employment termination may be, but are not limited to, the following:

- Employee's failure to maintain enrollment for the minimum number of credit hours
- Employee's failure to maintain the minimum 2.0 GPA requirement
- Employee's failure to maintain proper immigration status – primarily pertains to international students
- Employee's failure to carry-out assigned job duties
- Employee's failure to report to work without notifying their supervisor in advance
- Employee's failure to maintain Work-Study eligibility by not meeting the U.S. Dept. of Education's guidelines for Satisfactory Academic Progress (SAP), if the student is hired exclusively into a Federal Work-Study funded position
- Repeated tardiness
- Unsatisfactory work performance
- Conviction of a criminal offense
- Disrespectful behavior and/or language directed to customers, co-workers and supervisors

- Employee's failure to dress appropriately and practice good personal hygiene
- Employee's failure to perform only work-related duties and tasks during their shift, unless other unrelated activities (e.g. homework, personal e-mail, surfing the Web, etc.) are approved by their supervisor

Any student employee who consistently exhibits good work performance, yet must be released due to a lack of continued position funding, *should* be given at least 2 weeks' notice. Students affected by such a decision are encouraged to contact CES (GB 218) for assistance in seeking alternative employment opportunities.

Even though the definition of "at-will" employment allows an employer to hire an employee for an indefinite term (time period) and dismiss them at any time, for any non-discriminatory reason, it does not imply that immediate, unjustified termination is necessarily warranted. ***Remember that the general philosophy of LCC Student Employment is to provide a positive & meaningful workplace learning experience.***

Supervisors should emphasize that satisfactory job performance is expected at all times. Therefore, it should be specifically communicated – both orally and in writing – what constitutes satisfactory performance; in fact, CES strongly encourages supervisors to review the job description with the employee and address conditions of employment (determined by each department and/or supervisor), such as: dress code, work schedules, acceptable behavior, job duties/responsibilities, departmental/institutional policies and other work-related expectations – *either the first day on the job or during a new student employee orientation and/or training session conducted by the hiring department.* Furthermore, periodic performance evaluations are strongly recommended, in order to maintain effective flow of communication between the employee & supervisor. Regular meetings allow supervisors to better monitor employee progress and provide either constructive feedback to identify areas that need improvement or positive reinforcement to encourage the continuance of acceptable behavior/performance as needed. ***Please refer to Appendix D, beginning on page 29, for more information regarding the performance evaluation process.***

Student Resignation

Student employees should notify their immediate supervisor at least 2 weeks prior to resigning from their position. This is good employment practice and should be carried out whenever possible. However, the nature of student employment does not always guarantee that a student employee will provide advance notice. Regardless, if the employee has any intention of either requesting a recommendation letter or asking their former supervisor to act as a personal reference, it would behoove them to follow the “2 notice” procedure.

Non-Discrimination in Employment Practices

Lansing Community College is committed to a policy of providing equal employment opportunity and equal education for all persons regardless of race, color, sex, age, religion, national origin, creed, ancestry, familial status, marital status, height, weight, sexual orientation, disability or veteran’s status or other status as protected by law.

Equal Employment Opportunity (EEO) is a legal, social and economic responsibility of the College and is provided in accordance with applicable federal & state laws and Lansing Community College policy. The College policy and practice at all levels assures the active and positive implementation of federal & state equal employment opportunity laws, executive orders, rules and regulations and College equal employment opportunity policies and guidelines.

The College prohibits retaliation or reprisals against any individual because she/he has filed a complaint or report, participated in an investigation, or otherwise opposed unlawful discrimination. Any employee who believes that discrimination has occurred against themselves or other are urged to report the matter as soon as possible to:

LCC Human Resources: (517) 483-1870

Employment cannot be refused to someone, solely because the individual (applicant) has a disability. The disability must be such that it renders the person unable to perform specific job tasks and/or fulfill position duties and responsibilities. Reasonable accommodations may also have to be implemented, in order to support an individual’s disability – where and when appropriate. Any questions regarding the Americans with

Disabilities Act (ADA) – specifically Section 504 of the Rehabilitation Act – should be directed to the Coordinator of Student Employment in the Career & Employment Services department office. The initial claim will be processed accordingly and then referred to the Safety Coordinator in the Emergency Management & Safety Services (EMSS) Department; the EMSS Safety Coordinator will assume the responsibility of conducting a more thorough investigation by assessing the need(s) for workplace accommodations and determining a legally compliant action plan (resolution).

Unemployment Compensation

Under the terms of the Michigan Employment Security Act, LCC student employees are *excluded* from coverage. Any specific questions related to unemployment compensation should be directed to the LCC Human Resources department.

Workers Compensation

Treatment of injuries arising out of and in the course of employment may be covered by workers' compensation. The employee should report the injury as soon as possible to LCC Police & Public Safety and their immediate supervisor. LCC Police will write an incident report; Risk Management will receive the report, file a workers' compensation claim with Accident Fund and then send the employee a copy of the claim and claim number.

LCC has designated Sparrow Occupation Health or Concentra Medical Center to provide medical treatment for work-related injuries. If the injured employee receives any bills or treatment summaries, please submit them to Risk Management immediately. Additional questions may be addressed to **Risk Management: (517) 483-1730**

Student Employment – Questions & Assistance

If a supervisor needs advice or has questions about student employment-related issues/problems/policies, CES may be able to help. Concerns regarding specific individuals (employees) can be directed to the Coordinator of Student Employment; related discussions, between a supervisor and the Coordinator of Student Employment, will be held in confidence. Every effort will be made to assist the supervisor in

identifying a workable solution to the problem(s). However, **neither the Coordinator of Student Employment nor the CES department will mediate the differences between a supervisor and a student employee. The Student Employment Coordinator's (SEC) primary role is to objectively reflect on the situation and provide suggestions to identify viable options/solutions.** Student employees are also encouraged to meet with the SEC for similar concerns. In these instances, the SEC may offer professional advice on resolving employment-related issues, make appropriate referrals and/or recommend possible solutions. If a student employee is experiencing academic difficulties outside of the workplace, they should meet with an academic counselor located in the Support Services department (Gannon Bldg. – Room 204).

When in doubt, student employee supervisors are encouraged to consult with CES on related policies and procedures, as failure to comply with certain regulations could ultimately result in legal liabilities.

SUPERVISOR'S ROLE

The Student Employee Supervisor (SES) has the responsibility of hiring, training and managing the work performance of student staff and fulfilling this responsibility consistent with the philosophy of LCC Student Employment. The 3 areas of this responsibility (i.e. hiring, training & managing work performance/behavior) will be addressed separately below.

Hiring Student Employees

The following steps should be followed when hiring a student employee:

- 1.) **Check to ensure that *student positions* have been created for your respective department/program. If no student positions currently exist, then secure departmental budget approval and initiate a New Position Request Form (available on the HR Web site at: www.lcc.edu/hr/employee_forms/ within the “Supervisor Forms” category).**
- 2.) **Analyze the job and specifically identify the position requirements and qualifications.**
- 3.) **Develop a written job description.** This will aid in posting the job clearly, communicating to applicants what is required, developing appropriate interview and skill assessment techniques, and training and evaluating the new hire. ***Please refer to Appendix B, beginning on page 22, for more information.***
- 4.) **Create an employer account on CES JobLink (i.e. Web-based job posting system) at the following URL: <http://lcc.erecruiting.com/er/security/login.jsp>**
- 5.) **Post the available job on CES JobLink. Hiring departments are required to post/re-post student staff positions for at least 2 days, in order to provide equal access and opportunity for all eligible LCC students. The “Department Instructions for Posting Student Employment Jobs” may be downloaded by clicking on the self-titled link within the “LCC Departments” box on the JobLink homepage (use the URL above to access JobLink homepage).** These instructions cover the entire on-line job posting process, starting with the

creation of the employer's account through the on-line process of posting/re-posting on-campus student staff jobs.

On-campus student staff job opportunities can be accessed by LCC students who create a user account, then complete the on-line "LCC Student Employment Application" form on JobLink. Students may apply directly to posted positions and/or publish their on-line application to a resume book which allows on-campus employers (who have a job currently active/posted on JobLink) to search for and review student applications as needed.

6.) Review and screen on-line student applications. Employers will receive applications from students who directly apply to a position(s) based on the method selected by the employer when creating the job posting, and/or by reviewing student applications in the current semester's Student Employment Resume Book. Access to the resume (application) book will only be granted after the employer's position is posted on JobLink. Before considering a student for a position, the supervisor should ensure that the applicant has completed an on-line "LCC Student Employment Application" form – **not** a personal resume. In order for on-line applications to be considered valid, both of the boxes above the signature line must be checked, verifying the information is correct and the position is "at will" employment. This application form is designed to comply with state and federal employment laws; its purpose is to limit the College's and the individual's legal liabilities in the area of on-campus student employment.

7.) Assess the applicants' qualifications and identify potential interview candidates.

8.) Send a list of potential candidates' (i.e. students you intend to interview) to cesjoblink@lcc.edu, including each candidate's **Full Name and Student Banner ID #** -- ***prior to conducting an interview and/or offering employment.*** *This allows CES to verify each applicant's eligibility for LCC student employment, in advance of any premature employment offer and/or interview. Applicants who do not satisfy the student staff eligibility requirements should neither be interviewed nor offered employment.*

- 9.) Receive candidate list back from CES that specifically identifies each candidate's student employment eligibility status including: 1.) **Actual # of credits enrolled for current semester**, 2.) **Overall GPA**, and 3.) **Work-Study eligibility status and award amount (if applicable)**. *If Work-Study does **not** apply, message will state "Not Eligible for Work-Study."* This list will be returned via e-mail to the hiring department representative who requested the eligibility check.
- 10.) **Select and interview eligible candidates only** (identified on the e-mail list received back from CES that verifies each candidate's status). **NOTE:** ***Candidates who do not satisfy the student staff eligibility requirements should neither be interviewed nor offered employment.*** *Additional information on effective interviewing is in Appendix C, beginning on page 24.*
- 11.) **Check references.** *Additional information on effective reference checking is available on page 25, within Appendix C.*
- 12.) **Select and offer employment to finalist.**
- 13.) **Notify your hiring department's HR Entry Specialist on acceptance of the employment offer.**
- 14.) **Notify applicants and interviewees, who were not selected, that the position is closed.** This is common courtesy and will let the non-selected students know they need to continue their employment search by exploring other options. An e-mail message may be sent, through the JobLink system to any student who applied. Please contact CES, if assistance is needed for this procedure. *A sample consolation letter is shown on page 28.*

REQUIRED College Trainings – LCC Student Employees

LCC Human Resources - Organizational Development (HR/OD) is committed to the philosophy that people are the organization. The HR/OD department supports LCC through training opportunities that contribute to the development of a learning community that builds the competency of staff & organization. Therefore, ALL LCC student employees, regardless of hiring department (program), must complete the

following trainings using the on-line Learning Management System (LMS): 1.) **Employee Sexual Harassment Awareness**, 2.) **Academic Policies**, 3.) **Administrative Policies**, 4.) **Policy I**, 5.) **Policy II**, 6.) **Hazard Communication – Right to Know**. Information about these trainings – including descriptions, objectives, on-line training and complete registration instructions – is available by viewing HR/OD’s “Upcoming Training Offerings Newsletter” at: www.lcc.edu/od/.

RECOMMENDED Training Advice – LCC Departments/Programs

Use the student employee’s written job description as the basis for training. Since the job description details the position duties and responsibilities, it should assist in defining expectations and give the employee a written guide to the procedures that must be learned and followed.

Clearly communicate job expectations – both orally and in writing. Employees usually do not make intentional mistakes; instead, unsatisfactory job performance is often the result of the employee’s inability to complete certain tasks and/or lack of training. Help employees learn what they are supposed to do and clearly define the quality of performance expected.

Be involved in the training of new student staff. *Do not* have other student employees entirely train new student staff. The supervisor must be involved in the initial training and office orientation. This is important because it sets a precedent for new employees, thereby establishing the supervisor as the primary authority. The supervisor’s participation in training will also help eliminate potential employee mistakes by not letting them perpetuate. Since the supervisor has primary authority over their respective student employees, that individual is ultimately responsible for developing and implementing training.

Instruct the employee on what to do and how to do it. When issuing a directive, do not assume your employee knows how to carry it out. Effective training requires the “what” and the “how” to be explained thoroughly. Provide examples, if necessary.

Use a training checklist and manual. Checklists and manuals are time consuming to develop; although, they facilitate better communication and reduce mistakes over time.

Let the person try. “It’s easier to do it myself!” True. But then, why did you hire the student and how do you expect him or her to learn? Are you willing and able to keep on doing it yourself? Some people need to perform and practice a task in order to master it. Empowering your student employee(s) can be a very effective tactic.

Reward successes. Most people are motivated by achievements and recognition. When successes are acknowledged, they indirectly provide the employee with a sense of pride and self-worth. A simple “thank you” or “nice job” can really boost morale and reinforce positive behavior and/or performance. However, guard against inadvertently rewarding behavior you do **not** want continued (e.g. assigning easy tasks, just because the employee frequently makes mistakes, might actually encourage careless behavior and result in the avoidance of attempting more difficult or unpleasant work).

Correct problems as they arise. First, try to determine “why” the employee chose the alternative he or she did. Identify and explain your concerns in a non-threatening manner. Your supervisory responsibility is to help the employee incorporate more effective coping strategies for resolving future situations. If necessary, offer suggestions, provide training and/or make a referral(s) for personal, academic, and/or employment-related assistance, *thereby making the student responsible for taking corrective action.*

Evaluate training. Through observation of and feedback from your new employee(s), determine which aspects of training were both effective and ineffective. Applicable, well-designed training usually results in employees who make fewer mistakes, in addition to bringing more relevance and practicality to the whole process.

Managing Behavior and Work Performance

During the post-training period, supervisors should ensure that appropriate employee behavior is maintained and inappropriate behavior is identified and corrected immediately. The most successful and effective supervisors are those who manage behavior – not people. You have a business agreement with your employees. The supervisor directs the employee on what to do, how to do it, and provides the necessary tools to allow for the successful completion of job tasks (performance). The employee follows the supervisor’s directives, as long as they are

job-related, in exchange for monetary compensation. It is always good practice to ask employees for input and suggestions; it makes them feel like a valued team member.

Recognize your importance to the employee. As the supervisor, student employees will turn to you for guidance and approval. The supervisor should also be a positive role model, consistently leading by example and modeling appropriate work habits and behaviors.

Motivate the student through recognition of achievement. Achievement is a very powerful motivator. When an employee experiences a first-time accomplishment and/or improves upon previous job performance, be sure to recognize these achievements. Recognition is an effective method for maintaining appropriate behavior and motivating employees to perform up to expectations.

An effective way to increase productivity is to provide the employee with more opportunities for achievement. This also allows the supervisor to more frequently recognize achievements and use positive reinforcement, thereby creating a win-win environment for all involved.

Use appropriate recognition statements. Be specific and do not offer false praise. Examples:

“Thank you!”

“It looks like you did a very fine job.”

“Keep it up! Soon you’ll be keyboarding with practically no mistakes!”

“I appreciate all of your effort.”

“Thank you for working so hard to complete that project.”

“Keep up the good work!”

“Lately, my telephone messages have been clear and complete – thank you for being so conscientious.”

“You showed a lot of initiative to discover that error and bring it to my attention. I really appreciate that.”

Evaluate job performance of student staff. This is a crucial part of your supervisory role. Not only is it unfair to your employee not to evaluate his/her performance and offer feedback, it is poor management. *Appendix D, beginning on page 29, discusses performance evaluation of student staff in more depth.*

Evaluation is neither punishment nor criticism. It is functional communication!

Employees need to know how they are performing. With the information you provide, the employee knows which behaviors to continue, which to eliminate, and which to change. Most employees will respond favorably to non-threatening, constructive feedback. Positive communication and acknowledgments are also encouraged, as they lessen the negative impact often associated with “perceived criticism.”

Take time to let employees know how they are doing on a consistent, on-going basis. In addition, at least once per semester (twice per semester for new employees) you should have an informal evaluation (feedback) session with the student. This can be a positive experience for both the employee and supervisor, if the following steps are taken.

- Let employees know, preferably at the time of hire, that performance evaluations will be conducted on a regular basis.
- Talk in a private location, when time allows, for a thorough and confidential evaluation.
- ***Use the job description to guide the evaluation process.*** Avoid discussion of issues/concerns that are not related to the job and/or the employee’s performance.
- Speak in specific, behavioral terms. Indicate what the student is doing well, what the student is not doing well, and what/how you want them to do differently.
- Give the student an opportunity to respond. Make sure the evaluation process allows for two-way communication – a discussion rather than a lecture.
- Let the employee know when the next formal evaluation will occur. Specifically identify the behaviors that will be reevaluated.

SUMMARY

By providing training, continuous feedback and a positive work environment for student employees, supervisors can enhance the overall learning experience of LCC on-campus student employment. CES provides guidance and support to supervisors, in order to help them more effectively lead and train their respective student staff. If you would like more information on the performance evaluation process, or any aspect of student employment, please contact the Coordinator of Student Employment.

APPENDIX A

STEPS TO FOLLOW WHEN HIRING STUDENT STAFF

Please refer to the following tutor documents (listed by title), available by contacting the Coordinator of Student Employment in Career & Employment Services (CES) at 517-483-1172.

Student Employment: Hiring Process for On-Campus

(Also outlined in detail on pages 13 – 15 within this manual)

Student Employment: Tracking Federal Work-Study Student Earnings

Work Study: Payroll Balance Sheet

Work Study: Hours Alert Letter

APPENDIX B

DEVELOPING JOB DESCRIPTIONS FOR STUDENT STAFF POSITIONS

A job description informs an employee (applicant) of the duties, responsibilities and requirements of the position. It helps both the employer and the employee to clarify what is needed and expected, as it pertains to effective job performance. Additionally, a job description is the basis for structuring an effective interview process and a relevant performance evaluation format.

Create a Job Description Format

- 1. List the duties and responsibilities of the position.**
- 2. Identify the skills needed to adequately perform the duties and responsibilities.** (Be realistic in your demands and skill requirements of students; for example, few offices need student employees who can type over 60 w.p.m.) **Write down applicable work traits, training and special requirements that apply to the position.** (Again, be realistic and keep in mind that many skills can be taught on the job.)
- 3. Put this information into an easy-to-read format.** (A format that has been used by several on-campus offices appears on the next page.)

General Rule of Thumb

- 1. List the information concisely, rather than using lengthy paragraphs.** The “bulleted statement” format is easier to read and understand.
- 2. Use “action verbs” to describe the duties and responsibilities.** Brief phrases, that include action verbs, better describe what the employee is expected to accomplish (*see Action Verbs list on page 23 for suggestions*).
- 3. Include a place for the employee’s signature, indicating that he/she has read and understands the job description.** This protects both you and the employee; it also emphasizes the importance of following a written guideline.
- 4. Ensure the employee has a copy of the job description, for reference purposes.**

NOTE: Career & Employment Services can help you design or edit job descriptions. Contact the Coordinator of Student Employment at 483-1172 for assistance.

EXAMPLE

JOB DESCRIPTION AND GUIDELINES CLERICAL OFFICE ASSISTANT

Duties: The purpose of the Clerical Office Assistant is to assist with various clerical duties within the department of _____.

Supervision: The student employee works under the supervision of the Office Manager.

Specific duties include, but are not limited to, the following:

- Type letters, job notices, credential sheets, etc.
- File documents and forms
- Schedule student appointments for full-time administrator
- Give information and assistance to students and visitors
- Keep office and work areas neat and clean
- Perform other tasks, as assigned
- Operate MS Word software to type letters (will train)
- Access and input information, using personal computers and laptops (will train)

Requirements:

- Student must satisfy the student employment eligibility requirements for enrollment, GPA and Work Study eligibility
- Possess accurate keyboarding skills
- Utilize professional telephone manners
- Ability to serve the public in a courteous and professional manner
- Willingness to learn general office procedures

Performance Appraisal: The employee will participate in periodic performance evaluation sessions with his/her supervisor(s), as outlined in the Student Staff Evaluation Description.

I (the student employee) understand my duties and responsibilities, as outlined in this job description, and have received a copy of this document for my reference.

Signed _____ Date _____

ACTION VERBS

Here is a list of action verbs that describe job tasks, organized by skill category:

Communication/ People Skills

address
communicate
define
develop
edit
explain
interact
involve
listen
promote
refer
respond
suggest
write

Helping Skills

aid
answer
arrange
assist
clarify
contribute
demonstrate
encourage
ensure
familiarize
guide
help
provide
represent
support

Organization/Detail Skills

arrange
correct
distribute
file
log
monitor
operate
organize
prepare
provide
record
respond
schedule
update

Creative Skills

begin
create
develop
display
establish
initiate
introduce
perform
plan
revise
solve

Technical Skills

adapt
apply
calculate
compute
design
determine
maintain
print
repair
replace
upgrade
utilize

Teaching/Training Skills

coordinate
facilitate
inform
instruct
motivate
set goals
teach
train
tutor

Additional Action Verbs

achieve
complete
improve
resolve (issues)
restore
succeed

APPENDIX C

EFFECTIVE INTERVIEWING AND REFERENCE CHECKING

Good candidate selection is a key to supervisor success. Hire people who can do the job (or be trained to do the job), and you will save time and trouble later.

1. Properly plan and prepare for an employment interview.

- Determine the job requirements
- Prepare a written job description
- Decide how to best assess the candidate's qualifications
- Choose an interview format and rating system
- Use the same written format for each interviewee
- Study the candidate's general qualifications and work history
- Make a list of questions you want each candidate to answer
- Review information that must be shared with the interviewee
- Conduct the interview in a private location – away from noise and distractions

2. Create a climate for open communication.

- Be on time
- Treat candidates equally
- Establish rapport with the interviewee
- Show respect for the individual
- Provide information about the job, to the interviewee
- Explain the hiring process and timelines

3. Direct the interview, in order to get appropriate information from each candidate.

- Ask both *open-ended* questions (i.e. questions that allow for the use of critical thinking skills and creativity) and *directive* questions (i.e. elicit specific information and/or answers such as “yes” and “no”).
- Keep your questions simple and short

- Ask how the applicant views current and/or past positions, how they relate to others, how they view their own attributes, and how he/she would apply skills, knowledge and experience to the position
- Other areas to explore are: previous/related experiences, progress in high school and/or college, career goals/plans, interest in the position, unique qualifications, work habits and values
- Ask each applicant the same questions

4. Listen carefully to each response, and then proceed with your next question.

5. Check references!

- The following resource provides guidance on how to effectively conduct reference checks on job applicants, prior to hiring:

The Complete Reference Checking Handbook: Smart, Fast, Legal Ways to Check Out Job Applicants (eBook), by Andler, Edward C. Publication: New York, N.Y. AMACOM Books, 1998.

In particular, ***“Part IV – Reference Checking Techniques That Work”*** contains a lot of practical information for hiring supervisors. The eBook can be accessed through the NetLibrary Web site at www.netlibrary.com (also accessible through LCC’s 24/7 On-line Library).

Examples of Interview Questions

- ◆ “Tell me about yourself.”
- ◆ “What qualifies you for this job? OR (more specifically) “In what ways has your education and training prepared you for this job?”
- ◆ “Discuss some of the problems you have encountered in other jobs.”
- ◆ “If you are hired for this position, in what areas would you be able to contribute immediately? In what areas would you need more training?”
- ◆ “What have you enjoyed most in your previous jobs? What have you enjoyed least?”
- ◆ “What would you do if . . . (provide a hypothetical situation that might be encountered on the job and ask how he/she would resolve it).
- ◆ “What is your keyboarding (typing) speed? What types of documents have you typed and/or data have you inputted?”
- ◆ “What was your greatest contribution, in your present (or past) position?”

- ◆ “What are the reasons you left your last job?”
- ◆ “What’s important to you in a job? What would you like to avoid?”
- ◆ “What is your greatest strength?”
- ◆ “In what areas would you most like to improve? Why?”
- ◆ “What motivates you?”
- ◆ “How do you think your current (or past) supervisor and co-workers would characterize you?”
- ◆ “Are you willing to work at whatever tasks are assigned, even if it is not part of your usual routine – why or why not?”
- ◆ “Tell me about your high school or college extra-curricular activities. What ideas did you contribute?”
- ◆ “Discuss some of your school projects, papers, activities, etc.” OR “What hobbies do you have?”
- ◆ “In school, what courses – if any – did you start and then later withdraw from? Why?” AND/OR “Tell me about your career interests—do you still have them?”
- ◆ “What attracted you to this position?”
- ◆ “What were your ambitions in high school? What positions of leadership did you attain?”
- ◆ “What are your long-term goals? How do you expect to successfully achieve them?”

NOTE: *Questions should be asked to determine work-related skills. Do not ask any that could be construed as discriminatory (e.g. questions about race, color, national origin, sex, religion, age or handicap). Illegal questions are listed in the **Pre-Employment Inquiry Guide**, published by the Michigan Department of Civil Rights.*

Informing Candidates of Non-Selection

You should inform an applicant of his or her rejection as soon as the decision is made. This can be done by letter, telephone call, or in person.

Wording such as the following can be used: “Although your background is impressive, there are some applicants whose skills and experience are closer to our requirements.” *Refer to the sample consolation letter on the next page, as an example.*

Sample Letter (Consolation)



0000 – Department/Division
Lansing Community College
P. O. Box 40010
Lansing, MI 48901-7210
Phone: 517-483-0000 Fax: 517-483-0000

Dear (Applicant's Name):

Thank you for your interest in the (position title) within the (department/division).

After reviewing applications and interviewing candidates, we have filled the student staff position for which you applied. Although your application was considered, we have offered the position to a candidate whose qualifications more closely match our job requirements.

(Optional sentence) We will keep your application on file, in case our personnel needs change.

Thanks again for your interest. We wish you well in your future career endeavors.

Example Checklist

APPLICANT'S NAME: _____

Date of Interview _____

Time of Interview _____

Time applicant arrived _____

Attire appropriate?

Yes

No

Interview Plan

- Give candidate a copy of the Job Description
- Provide overview of office and its service roles
- Summarize duties and responsibilities of position
- Explain wage, hours, scheduling policies, general expectations, etc.
- Ask candidate if he/she has any questions
- Proceed with the interview questions
- Remind student about enrollment, GPA and – if applicable – Work Study eligibility requirements
- Inform candidate when a decision will be made and how he/she will be notified
- Ask again, if the candidate has any questions about the position, duties, etc.

Comments:

Overall Rating (scale of 1-10; 1 = poor, 10 = excellent): _____

Contact Record

- Hired
- Not hired
- Considered for future employment

Student informed of decision on _____ by _____
date *method*

APPENDIX D

PERFORMANCE EVALUATIONS OF STUDENT STAFF

Performance evaluations are essential to a viable employee training program. During this process, a student can learn how he/she is performing in various job-related areas. The evaluation should be an exchange of information between the supervisor and the employee. It should result in a mutual understanding (agreement) of the areas that need improvement and the areas that are being performed satisfactorily.

In order for the evaluation to be a positive learning experience, careful planning is required. Here are some suggestions for designing an effective evaluation process.

Set-Up An Evaluation Format

- 1. Identify the position-specific skills and list the key factors that an employee must have, in order to perform satisfactorily.** (Note: this information should be taken directly from the job description).
- 2. Devise a format that rates the employee on each of the key factors.** (*Two sample performance evaluation forms are included to guide you, beginning on pages 31 and 35; select the format that best suits your department's needs*). Any references to job-related duties and responsibilities, made on the evaluation form, should be consistent with the Student Staff Job Description. Other significant job-related factors are listed on the sample evaluation forms.

General Rule-of-Thumb

- 1. Explain (to the student employee) the format being used for the performance evaluation, prior to the first evaluation session.** This will help them to understand how both satisfactory and unsatisfactory ratings are determined.
- 2. Allow for employee input, prior to and throughout the evaluation process.** For example, ask the student to do a self-rating or list performance areas needing improvement – before meeting with you. During discussion of these performance-related issues, ask the student for their comments/reactions.
- 3. Approach the evaluation session in a positive manner.** Performance evaluations should not be considered punishment, criticism or reprimand, but rather an opportunity for you and the employee to discuss his/her job performance. Feedback is a crucial part of job training; supervisors are responsible for ensuring its inclusion in the evaluation process.

- 4. Schedule regular evaluation sessions.** A suggested timetable is:
 - mid-semester
 - end of each semester
 - end of the student's employment
- 5. Allow ample time to meet in a private, relaxed environment and thoroughly conduct the evaluation.** Establishing an environment of privacy and calm will help the student employee realize that this is a standard part of the training process – not a punitive measure.
- 6. Focus the evaluation on the student's job performance.** If the employee has complaints and/or suggestions regarding the work environment, co-workers, supervisory techniques, etc., they should be discussed at a different time. Arrange a separate meeting, if necessary.

Remember that problems should be addressed, as they arise. Do not postpone problem-solving opportunities, by only addressing them during the performance evaluation session.

Sample Evaluation – Form A



Student Staff Performance Evaluation

Name of Student Employee: <input type="text"/>	Date: <input type="text"/>
Semester: <input type="text"/>	Evaluator: <input type="text"/>

The purpose of the Student Staff Evaluation is to assist both the student employee and supervisor with determining job performance effectiveness. The evaluation is used to identify the employee's strong, positive work traits, as well as areas needing improvement. The evaluation session (meeting) allows the employee and supervisor to constructively discuss the employee's job performance and identify methods for improving performance. Evaluations are not designed as punishment; instead, they are an essential part of job training.

Evaluations will be conducted with the immediate supervisor on a one-on-one basis. The employee will be asked to complete a self-evaluation (using this same form), in advance of the evaluation session. During the face-to-face meeting, a comparison will then be made between the employee's self-evaluation and the supervisor's evaluation of the employee's performance. The evaluation outcome will ultimately be determined by the supervisor. However, the self-evaluation will be used to discover any differences in opinion, regarding the employee's job performance, which can then be discussed further. Remember, this is a time for constructive comments and feedback; it is not a negotiation or complaint session.

The evaluation uses a numerical scale, ranging from 1 to 5. It includes the job duties, responsibilities, and work traits that are relevant to the position. The numerical rating scale is as follows.

Sample Rating Scale				
1	2	3	4	5
Unsatisfactory Performance	Less Than Satisfactory Performance	Satisfactory Performance	Better Than Satisfactory Performance	Excellent Performance

The first performance evaluation should occur within 5 weeks from the employee's initial hire date. Subsequent evaluations should occur by (or at) the end of each semester. Additional evaluations may be scheduled as needed. An exit interview (final evaluation) should be conducted, prior to the end of the student's employment.

Student Staff Performance Evaluation

Please rate the employee on the following areas by indicating a numerical rating from 1 to 5, using the following scale as a guide.

1	2	3	4	5
Unsatisfactory Performance	Less Than Satisfactory Performance	Satisfactory Performance	Better Than Satisfactory Performance	Excellent Performance

NOTE: Where an item does not apply, write N/A on the "numerical rating" line and subtract one from the total divisor, to ensure accuracy of the numerical average.

Job Duties and Responsibilities	Numerical Rating	Comments
Types assignments with accuracy	_____	_____
Files accurately	_____	_____
Uses good telephone manners	_____	_____
Provides correct information	_____	_____
Handles the public well	_____	_____
Schedules appointments appropriately	_____	_____
Operates office machines adequately	_____	_____
Total	=====	÷ 7 = (average rating)

Attendance and Punctuality	Numerical Rating	Comments
Reports for/leaves work as scheduled	_____	_____
Attends work regularly	_____	_____
Arranges for absence in advance	_____	_____
Notifies supervisor, if unable to attend work	_____	_____
Total	=====	÷ 4 = (average rating)

Attitude and Initiative

- Performs regular duties without being asked
- Pursues constructive tasks on own initiative
- Checks work for accuracy
- Anticipates problems and needs
- Suggests constructive improvements
- Accepts direction and correction positively
- Acts on supervisor's corrective feedback
- Demonstrates interest in improving skills
- Offers assistance to supervisor, staff and co-workers

Numerical

Rating

Comments

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Total _____ $\div 9 =$ (average rating)

Appearance and Manner

- Dresses according to established standards
- Responds to co-workers, faculty, staff and students in a courteous manner

Numerical

Rating

Comments

_____	_____
_____	_____

Total _____ $\div 2 =$ (average rating)

General Work Habits

- Completes duties within stated deadlines
- Carries-out instructions accurately
- Corrects and avoids repeating mistakes
- Appropriately refers tasks, questions, problems to supervisor

Numerical

Rating

Comments

_____	_____
_____	_____
_____	_____
_____	_____

Total _____ $\div 4 =$ (average rating)

Student Staff Performance Evaluation

Supervisor's final comments:

Supervisor's Signature

Date

Employee's Comments:

Employee's Signature

Date

The employee's signature does not necessarily mean he/she agrees with responses on the evaluation, only that the employee has read the responses and has reviewed the evaluation with his/her supervisor. The employee may also discuss these results with the department director.

If the supervisor wishes to have someone else present during the review, the employee will be informed of this prior to the interview.

Sample Evaluation – Form B



Student Staff Progress and Performance Evaluation

Name of Student Employee:	<input type="text"/>	Date:	<input type="text"/>
Semester:	<input type="text"/>	Evaluator:	<input type="text"/>

Student's plans for upcoming semester:

How many credits does the student intend to enroll for next semester? _____

Does the student wish to continue employment in this position? Yes No

How many hours does the student desire to work per week? _____

Questions Asked of Student

What do you think is going well in the office?

How can the office be more effective?

Which areas have you improved or are currently performing well in?

Which areas need further development?

How can we help you to be successful?

Supervisor's Response

The supervisor should check the items that describe the employee's performance.

**It is recommended that feedback be provided for items not checked.*

Initiative:

- Tries to improve skills by asking questions and practicing new tasks
- Ensures assignments are complete (not left for co-workers) and uses job log
- Takes initiative for completing additional or unassigned tasks
- Suggests constructive improvements and anticipates needs

Customer Service:

- Promptly addresses customers and thoroughly assesses their needs
- Addresses customers in a considerate, business-like manner
- Clearly explains services and procedures to customers

Teamwork:

- Follows supervisor's direction promptly and accurately
- Assists supervisor, staff and co-workers without being asked
- Mentors new co-workers to ensure they have a clear understanding of assignments
- Shows courtesy and respect to co-workers

Punctuality:

- Begins work at scheduled time
- When unable to make scheduled time, contacts appropriate person
- Does not leave earlier than scheduled time (*without prior approval*)

Office etiquette:

- Customers do not see staff eating at the front desk
- Does not misuse front desk telephone by making too many personal calls
- Does not engage in lengthy conversations with non-clients/customers

Accuracy:

- Checks typing for accuracy
- Files materials appropriately
- Schedules appointments appropriately
- Gives correct information to clients/customers

Supervisor's final comments:

Supervisor's Signature

Date

Employee's Comments:

Employee's Signature

Date

The employee's signature does not necessarily mean he/she agrees with responses on the evaluation, only that the employee has read the responses and has reviewed the evaluation with his/her supervisor. The employee may also discuss these results with the department director.

If the supervisor wishes to have someone else present during the review, the employee will be informed of this prior to the interview.