



Student Employee Supervisor

REFERENCE MANUAL

2015 – 2016

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INTRODUCTION

The *Student Employee Supervisor Reference Manual* is designed to assist and support supervisors of on-campus student staff. 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 (LCC) believes that every eligible student should have equal opportunity and access to apply to available positions and that student employment is an integral part of their educational, career and personal development. 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 Student Employment Coordinator in LCC’s Financial Aid Office.

PHILOSOPHY OF L.C.C. 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 their career evolves over time. They also develop important networking relationships with other LCC employees and students by being more actively engaged with the campus environment.

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 the Student Employment Coordinator 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 semester 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” (i.e. previously completed 2 consecutive semesters of full-time enrollment) or “graduation status” (i.e. expect to graduate during current semester). ***Only LCC’s Primary Designated School Official (PDSO) for International Students 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

If the student is receiving a Federal Work-Study award through LCC's Financial Aid Office, but is not meeting Satisfactory Academic Progress (SAP) as determined by the U.S. Department of Education standards for continued financial aid eligibility (i.e. minimum 2.0 GPA and/or a 70% minimum course completion rate), they may jeopardize their Work-Study employment/eligibility. In certain situations, the student *may* be able to appeal on a semester basis through the Financial Aid Office; although, this does not guarantee the student will reinstate their Work-Study eligibility. **Students should contact the Financial Aid Office, if they have specific questions and/or concerns regarding their financial aid eligibility status for any given semester.**

Start/End Date & 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 (after reviewing on-line student applications), the hiring dept. manager must send an e-mail message to cesjoblink@lcc.edu and include *each applicant's first & last name* and *student Banner ID #*. In turn, the following will be verified: **1.) *student's enrollment status* (actual # credits), 2.) *actual GPA*, and 3.) *Federal Work-Study eligibility status***, by sending an e-mail message back to the requestor/hiring manager. The hiring manager may then proceed to interview *only* the eligible student candidates verified by the Student Employment Coordinator.**

Newly hired student employees may begin working on the first day of break 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 position funding.

Employment normally ends on either the last day of classes each semester or when a student completes a program of study and/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 F-1 visa/international student employees, as they are bound by federal student visa regulations. The supervisor should consult with both the PDSO for International Students and the Student Employment Coordinator for clarification on a case-by-case basis to ensure compliance with the U.S. Dept. of Homeland Security's immigration/student 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 Student Employment Coordinator in Financial Aid.

Work Schedules & Maximum Work 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 25 hours/week must be adhered to by all student employees – regardless of citizenship status.** LCC 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 U.S.

Maximum Work Hours for Student Employees

(Policy implemented by LCC Human Resources – effective Sept. 1, 2013)

An eligible student employee may work a maximum of 25 hours per week during any semester. International students (F-1/M-1 visa holders) are allowed to work up to 20 hours per week maximum, as regulated by the U.S. Dept. of Homeland Security (USDHS). The weekly work hour maximum of 25 applies year-round; student employees are not allowed to work additional hours at any time throughout the year (i.e. semester break periods and/or between semesters). An international student employee may be allowed to work more than 20 hrs./week during summer semester, but no more than the 25 hrs. /week maximum that applies to all student staff positions. However, exceptions to the 20 hour limit are addressed on a case-by-case basis and require approval from PDSO for International Students.

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

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 25 hours/week between 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. Weekly hours worked are periodically monitored for currently employed students; 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” (i.e. part-time & full-time positions) and “student staff.”

Pay Rate

Student employees are paid an hourly wage. The on-campus student staff pay rate is determined annually at the beginning of each fiscal year and officially communicated college-wide by LCC Human Resources (i.e. July 1).

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. Questions related to these recommended guidelines may be directed to the Student Employment Coordinator.

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 and/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 F-1 visa holders/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 Federal 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 supervisor
- 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 go to the StarZone located in the Gannon Building at the downtown campus or contact a career advisor in the Academic Advising Center 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, **supervisors are strongly encouraged to review the job description (posting) with the employee and address conditions of employment** (determined by each department), **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 F** (beginning on pg. 27) for more information regarding the recommended performance evaluation process.*

Student Resignation

Student employees should notify their 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 week notice” procedure.

Non-Discrimination in Employment Practices

LCC is committed to a policy of providing equal employment and equal education opportunities 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 LCC 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 LCC Human Resources. The initial claim will be processed accordingly and then referred to

LCC's Director of Risk Management & EEO Officer; Risk Management 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 LCC Human Resources.

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 LCC's Risk Management office: (517) 483-1730.**

Student Employment – Questions & Assistance

Concerns regarding specific individuals (employees) can be directed to the Student Employment Coordinator in Financial Aid; related discussion, between a supervisor and the Student Employment Coord. will be held in confidence. Every effort will be made to assist the supervisor in identifying a workable solution to the problem(s). However, **the Student Employment Coord. does not mediate differences between a supervisor and student employee. The Student Employment Coordinator's primary role is to objectively reflect on the situation and provide suggestions to identify viable solutions and/or possibly make a referral to LCC Human Resources.**

Hiring Process for LCC Student Employees & Student Interns

** Steps required when HR review of criminal background check results is needed, prior to extending official job offer**

1. **Hiring Dept. (HD)** creates/posts student employee position on: www.lcc.edu/studentjoblink/
2. **HD** receives applications from students who directly apply on-line to posted position
3. **HD** reviews/screens **LCC Student Employment Application** and other documents submitted by applicant(s), assesses their respective qualifications, and selects those to be interviewed
4. **HD** sends a list of those who have been selected for interview, including each **Student(s) First & Last Name** and **Banner ID #** to the following e-mail address: cesjoblink@lcc.edu
5. **Student Employment Coord.** verifies pre-interview eligibility status for each candidate listed by checking for: **a.)** Enrollment status at LCC, **b.)** Cumulative GPA, and **c.)** Federal Work-Study eligibility status
6. **Student Employment Coord.** sends e-mail message back to **HD** which verifies the following for each candidate: **a.)** Actual # of credits enrolled at LCC, **b.)** Cumulative GPA, and **c.)** Federal Work-Study eligibility status and award \$ amount (if applicable)
7. **HD** *only interviews students who are identified as currently eligible* on the e-mail confirmation message returned from Student Emp. Coord.
8. **HD** sends “**contingent job offer (template message)**” to selected student and attaches the Criminal Background Check Form for their completion/signature
9. **HD** receives completed and signed criminal background check form from student, then scans/forwards it to the following e-mail address for processing: cesjoblink@lcc.edu
10. **Student Emp. Coord.** receives completed/scanned background check form and processes accordingly:
 - **IF** the background check is approved and **DOES NOT DETECT** a criminal history → **Go to step #14**
 - * OR *
 - **IF** the background check **POSITIVELY DETECTS** a criminal history → **Go to step #11**
11. **Student Employment Coord.** forwards the background check results to HR for further review by the HR Executive Leadership Team
12. **HR Exec. Leadership Team** conducts review of student’s criminal record; **IF** clarifying information is needed regarding the nature of candidate’s criminal history, then HR will advise Student Emp. Coord. of what follow-up is required – *prior to finalizing a decision to either approve or deny the extension of an official job offer to student*
13. **HR notifies Student Emp. Coord.** that official job offer may be extended [**NOTE: if HR investigation results in disapproval of official job offer/hire, the outcome will be communicated to the Hiring Dept. Manager accordingly**]
14. **Student Emp. Coord.** approves the extension of official job offer and instructs **HD** to issue/send the “**official job offer (template message)**” to selected candidate
15. **HD** communicates **official** job offer to selected candidate and notifies their respective department’s **HR Entry Specialist (HRES)** (e.g. HRES role is usually assigned to designated, hiring dept. support staff)
16. If the official job offer is accepted, the hiring department’s HRES arranges to have student complete and return all of the required HR and Payroll hiring forms and related documents
17. **HRES** ensures that student completes all necessary HR forms and supporting docs, then forwards them to the **Student Employment Coord. in Financial Aid** [**NOTE: new hire forms/docs may either be delivered via**

courier to Financial Aid - mail code 1600 or hand-delivered to the main student reception counter in the StarZone – 2nd floor Gannon Bldg.]

18. **Student Emp. Coord.** receives completed & signed HR forms/docs from hiring department's **HRES** and verifies student's employment eligibility status again (i.e. enrollment status, GPA, and Federal Work-Study status)
19. **Student Emp. Coord.** verifies all new hire/HR forms are complete/correct and forwards them to HR Dept. for final processing, and also sends e-mail message to **HD/HRES** confirming: employee's effective/start date & position #
20. **HR Dept.** creates new employee record in Banner and sends e-mail notification to **HD/HRES, Student Emp. Coord. & LCC_NEW_HIRE** dist. List, thereby allowing timecard access, LMS employee training(s), etc.

REQUIRED Employee Trainings in Learning Management System (LMS)

LCC Human Resources - Organizational Development (HR/OD) is committed to the philosophy that people are the organization. The HR/OD department supports employees 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.) **Acceptable Use Policy**, 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 the **LMS Tip Sheet** at the following Web page: www.lcc.edu/od/.

RECOMMENDED Training Advice for Supervisors

Use the student employee's written job description/posting 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 & 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 valued.

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 up the good work! 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.”

“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. Please refer to **Appendix F** (pg. 27) for more information.

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 you should have an informal evaluation (feedback) session with your student employee(s). 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.

APPENDIX A

CONTINGENT Job Offer E-mail (message template)

NOTE: Copy & paste message below into body of e-mail, attach Criminal Background Check Form and send to preferred (student) candidate. Other methods of delivery for the contingent offer and background check form are acceptable (e.g. in-person, via phone, etc.). However, ***the Criminal Background Check Form must have the student's actual signature; electronic signatures are not acceptable (per HR policy).***

LCC Student Employee pay rate = \$8.50 / hr.

LCC Student Intern pay rate = \$9.35 / hr.

Hello _____, (Name of student candidate)

Per our conversation, congratulations on accepting the contingent job offer for the _____ position. This offer is contingent, pending favorable results from the criminal background check.

As we discussed, this _____ position is being offered at _____/hr. (insert applicable wage from above)

Please complete the attached criminal background check form and promptly return to me at: (Hiring Dept. Manager's e-mail address, fax number or LCC office location) for processing.

The official job offer will be communicated upon completion of the criminal background check; results are received within 2 – 3 business days, after receipt of your completed criminal background check form.

Please let me know if you have any further questions.

Sincerely,

(Hiring Dept. Manager's Name)

APPENDIX B

Criminal Background Check Form

(LCC Student Staff)

As a prospective student employee of Lansing Community College (LCC), I understand that it is the College's policy to secure criminal history information as part of pre-employment screening, using the information provided below.

Last Name _____ First _____ Middle _____

Sex (M or F) _____ Other Names / Aliases _____

Date of Birth (mo./day/yr.) _____ Race _____

Driver's License or State ID # _____ *Issued by State of* _____

Current Mailing Address _____ Phone # (w/ area code) _____

City / State / Zip Code _____

I authorize LCC to utilize the above information for the sole purpose of obtaining criminal history to conduct file searches.

*Student's Signature

Date

***NOTE: Student's actual signature is required on this form (per HR policy); electronic signatures are not acceptable and will be returned to hiring dept. for correction.**

Name of LCC hiring manager/dept. requesting check: _____

APPENDIX C

OFFICIAL Job Offer E-mail (message template)

NOTE: Hiring Dept. Managers may modify the official job offer communication (example template below) to more effectively meet the internal hiring needs of their respective area. **Hiring managers are strongly encouraged to follow the message verbatim – specifically paragraph 1 below – regardless of how the official job offer is delivered to selected student (e.g. e-mail, phone call, hard copy letter, etc.).** However, the remainder of the message (template) may not best fit with certain internal hiring procedure(s). For example (in 2nd paragraph), the hiring dept. does not get e-mail notification regarding the official “first date of employment” – until **after** the Student Employment Coordinator receives, processes, and approves all necessary HR hiring forms & supporting documents that are sent from respective hiring dept.



Date _____

Hello _____, (Name of HIRED student)

Per our conversation, congratulations on accepting the _____ position and welcome to the _____ Division/Dept. In this at-will student staff position, you will work _____ hours/week. The agreed upon hourly wage is _____ (LCC Student Employee = \$8.50/hr. | LCC Student Intern = \$9.35/hr.)

Prior to your official start date, please complete all of the required hiring forms by contacting our department’s HR Entry Specialist (HRES) _____ (Name of Hiring Dept. HRES) at _____ (Bldg./Rm. # and/or HRES’s e-mail address). Once these required new hire forms are completed and verified, our office will contact you shortly thereafter and communicate the specific date & time of your actual first day of work.

In the meantime, please let me know if you have any further questions. We look forward to having you join our team!

Sincerely,

(Hiring Dept. Manager’s Name)

APPENDIX D

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 supervisor 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, please 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 example commonly 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. *Please refer to the Action Verbs list (pg. 24) for examples.*
- 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.**

EXAMPLE

JOB DESCRIPTION & 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 department director.

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 business letters and memos (will train)
- Access and input information, using personal computers and laptops (will train)

Requirements:

- Student must satisfy the student employment eligibility requirements for minimum enrollment, GPA and Federal 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 (student employee's name) understand my duties and responsibilities, as outlined in this job description, and have received a copy of this document for my reference.

Student Signature _____ 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 E

EFFECTIVE INTERVIEWING & 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 – consistency and equal treatment are vital!*

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

5. *Check the candidate's references!*

The following Web site provides guidance on how to effectively conduct reference checks on a job applicant, prior to hiring:

www.jobsearch.about.com/od/referencesrecommendations/a/reference-check-form.htm

- *Reference Check Form (Example)*
- *Questions Employers Ask When Conducting a Reference Check*

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?”
- ◆ “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?”
- ◆ “How would you respond to...? (*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 current (*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?”
- ◆ “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?”
- ◆ “Tell me about your high school and/or college extra-curricular activities. What ideas did you contribute?”
- ◆ “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 career 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 Dept. of Civil Rights** www.michigan.gov/mdcr/.*

Interview Checklist for Employer (Example)

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/posting
- 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*

Consolation Letter (Sample)



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.

APPENDIX F

PERFORMANCE EVALUATION GUIDELINES

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 29 and 33 respectively; 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 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:

Date:

Semester:

Evaluator:

The purpose of the performance 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.

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 ÷ 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 ÷ 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 ÷ 4 = (average rating)

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 Employee
Progress & 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?

Student Emp. Progress & Performance Eval. – Page 2

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.