Managing Student Employees

A "How To" Guide by Learning & Development

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Redefine the Possible™

Agenda

- Setting Expectations

- Performance Management

- Work Schedule

- Legal Responsibilities

- Professional Development

- Resources

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Setting Expectations

You're now a teacher – of employment

- This may be their first job
- You may be their first supervisor
- You may need to help them learn what are reasonable expectations of an employer
    - For example, we're not Google -- and most other employers aren't either
- Their employment knowledge may come from what they've seen on the Internet or social media
    - Unrealistic rather than real life experience
- You will help them develop employment skills they can use forever
- You are preparing them for the world of work, and teaching them what is acceptable
- They will learn from you and from their co-worker peers

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How to Set Expectations

- Written and signed expectations or guidelines

- Department policies

- When/how to request work schedule changes

- Absence notification

  – Suggestion: Have a "coverage contract"

- Set the stage

  – Your own professional communication and behavior

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What Expectations to Set and Communicate Up Front

- Appropriate dress attire
  - Appropriate attire as defined by your department (e.g., business casual)
  - Yes, you can have a dress code for student employees
- Cell phone usage at work
  - Silence phone, check during breaks but not at work
  - If it's important, take a break and go to another area
  - Texting allowed only during breaks
- Use of the computers for personal use
  - Department standards regarding use of social media (e.g., Facebook, Pinterest, etc.)
  - Department standards regarding homework

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G.R.O.W.

GROW = Guided Reflection of Work

- GROW helps students get important practice in talking about what they are learning in their campus job

- Self Reflection vs Public Reflection

- Adopted from University of Iowa and the Iowa GROW program

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G.R.O.W.

- Students learn a lot from working on campus. They learn to do things like cook, clean, and provide customer service. They also learn how to manage time, how to work as part of a team, and how to handle disagreements or unhappy customers.

- We call these <u>transferable skills</u> because they transfer from one place (work) to other places (classes, student organizations, etc).

- We want them to think about <u>transferable skills</u> and how those might help them in other parts of their lives.

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"Meaning-Making" & Purpose

Consider sending these questions to those you supervise and answer them yourself for reflection on your shared work.

1. What's the best **experience** you've had, in the past month, here at work?
2. If you did your job inadequately, how would that **affect** your coworkers and our customers/students?
3. Forget about your current job title. What would our customers/students call your job title if they described it by the **impact** you have on their lives?
4. Most of us think of our job in terms of 'what am I getting?' Ask yourself instead 'what am I **becoming** as a result of this job?'

Inspiring Performance through GROWth

Feed the growth of those around you by:

- Investing in Purpose

- Meaning-Making

- Identifying the "why"

- Reflection on impact of our work

WHATEVER YOU FEED WILL GROW. ...

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Performance Management

Setting them up for success and managing workload

Performance Management

- Set them up for success
  - Orient the student to the physical office and tasks of the job
  - Provide hands-on training
    - This is a great opportunity to loop in fellow student assistants to provide training
- Coach the student
  - Monitor work and provide feedback
  - Mid-semester status check
- Model desired behavior

Teaching and Coaching

Teaching

- Define the task
- You show and tell HOW
- Explain WHY
- What should the end result look like?
- Ask for questions and listen

Coaching

- Explore how it's going
- Ask questions
- They show you
- Kindly correct or redirect
- Share feedback
- Encourage
- Praise correct results
- Show appreciation

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Setting Expectations

Setting expectations is a very important part of giving directions

- Situation
  - as it is today
- Target
  - outcome desired
- Plan
  - Agreed-upon steps to get to target; due dates

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Tool Box Tip

- Help people carry their own responsibilities – not give them to you to carry.

- Direct student employees to resources on campus.

- Show and direct them to tools and resources to solve their own problems.

Quotes

"What you allow, you encourage."
-- *Michael Josephson*

"Inspect what you expect."
--*Stephen Covey*

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Evaluations

- Formal evaluations
  - Must be consistent
  - If you provide a formal performance review for one student employee, you must provide reviews for all student employees

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Navigating Issues

- Dealing with issues that arise
  - Communicate expectations from the beginning, and reiterate behavior expectations if an issue comes up
  - Let the student know of the expected performance ("You need to be at work and ready to work at 8:00am"), and communicate clear consequences if incorrect behavior happens again
  - Provide an objective, non-judgmental, fairly worded memorandum to the student, letting them know what the consequence of further incorrect behavior is ("Because of your tardiness on {date} and {date}, we have placed you on probation. If you are tardy again, we will need to terminate your employment here.")
  - Students talk amongst themselves. It is absolutely critical that standards are applied fairly across your student staff! (Even then, because you are maintaining confidentiality, a student may feel unfairly singled out, because they don't know you have disciplined their co-worker for the same issue!)

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Termination

- Terminating student employees
    - Consult with Student Employment
    - For an involuntary termination, student will receive their final paycheck within 3 business days

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Workload

- Set a point person for direction and process of workload

- Explain exceptions

- Make sure other employees are aware of the process

- Assign tasks that are accomplishable in the time available

Scheduling Work and Tracking Attendance

Work Schedule Considerations

- How is the work schedule established?

- Process for students to request schedule changes or time off

- Maximum number of hours a student can work
  - 20 hours per week across all campus jobs, while classes are in session (includes finals week)
  - 40 hours per week when classes are not in session
    - If student is taking a winter or summer course, they must adhere to the 20 hours maximum)

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Attendance Tracking

- Train student employees on how to enter their time worked online
  - Time entry must be completed online at the end of each work shift
- Reminders from you are helpful
- Can students be scheduled to work overtime?
  - No, students are not eligible for overtime pay
  - Contact your designated Payroll Services tech immediately if a student has worked overtime
- Ensure rest periods

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Making Sense of the Rest Break Policy

# hours worked in a shift:	Pre-lunch break (paid)	Lunch (unpaid)	Post-lunch break (paid)
0.01-3	None	None	None
3.01-4	10 mins	None	None
4.01-5	10 mins	None	None
5.01-6	10 mins	30 mins (optional)	None
6.01-7	10 mins	30 mins by 5th hour	10 mins
7.01-8	10 mins	30 mins by 5th hour	10 mins
8.01-9 (summer only)	10 mins	30 mins by 5th hour	10 mins
9.01-10 (summer only)	10 mins	30 mins at 5th hour	10 mins

Legal Responsibilities

Confidentiality, Mandated Reporting, Compliance Training, Emergencies and Safety

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Confidentiality

- Explain what this means to students
- No access to work systems when not working
- No use of work information for personal use
- Do not give out addresses or contact information
- Understand Level 1, 2, 3 information
  - Level 1: personally identifiable information (protect)
  - Level 2: guard due to proprietary, ethical, or privacy considerations (protect)
  - Level 3: publicly available, but may be subject to campus review or disclosure procedures

Mandated Reporting

- Student employees may be mandated reporters and must report
  - Discrimination
  - Harassment
  - Retaliation
  - Child abuse.
- They may be personally / legally liable, as a state employee, for not reporting.
- They will be protected when they do report.

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Compliance Training

- To be completed during paid work hours
- Due upon employment and must be completed no later than 30 days after the assignment
- All employees – including student employees - must take the following series:
  - Injury and Illness Prevention Program, 45 minutes, due every 3 years
  - Sac State Campus Disaster/Emergency Preparedness, 45 minutes, due every 3 years
  - Data Security and FERPA, 1 hour, due every 2 years
  - Gender Equity and Title IX Program, 45 minutes, due annually
  - Discrimination and Harassment Prevention Program for Non-Supervisors, 1 hour (minimum), due every 2 years
  - Sac State COVID-19 Safety Training

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Health, Safety & Preparedness

- Campus Emergency Preparedness
  - Emergency Notification System –texts/calls; external speaker system
  - Evacuation Rally Points
  - Shelter-in-Place Locations
- University Police
  - Blue Light Phones
  - Dial 911 *from a campus phone* to reach University Police
- Risk Management
  - Dial 82020 to report hazardous conditions (fallen branches, broken sidewalks)

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Professional Development

- Familiarize yourself with the <u>Student Employee Development</u> webpage to share these resources

- Direct students to the online strengths and skills assessments

- Encourage your students to take professional development courses in CSU Learn
  - Career Development Journeys
  - Student Employee Skills Bundles

Resources

- Student Employment / Employment Services, Office of Human Resources
- Student Health and Counseling Services
- CARES
- Red Folder

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