

12 Tips for Supervising Today's College Student Workers!



VCCCD Training & Tours
July 14, 2016

Michael Shanahan, Esq.
Vice Chancellor, HR

Before we begin....

Keep in Mind:

- You play a dual role: Employer + Educator
- Never forget: Student employees are here to learn!
- Make the job a valuable part of their learning experience at VCCCD
- Ask yourself: "How can I best contribute to this student's education?"



Who Are Student Employees?

- Students – first and foremost
- Individuals in transition:
 - Learning autonomy
 - Discovering identity
 - Exploring new relationships
- "Real" Employees
 - Same basic employment rights apply (discrimination laws, etc.)
 - Good personnel management practices apply
- Many are Millennials (Generation Y)






TIP #1
Meet the Millennials




HOW TO BETTER
UNDERSTAND
GEN-Y

<http://www.culturecoach.biz/diversity-products.html>




TIP #1
Meet the Millennials *(Born 1980-2000)*

- Characteristics
 - Most tech savvy of all generations & aware of advantages/disadvantages
 - Social networking experts
 - The "look at me" generation
 - Maintain close contact with family
 - Used to working in groups / teams
 - Service Oriented
- What millennials want:
 - Look for feedback frequently - almost daily
 - Want flexibility in scheduling & work
 - Looking for the next challenge



TIP #1
Meet the Millennials *(Born 1980-2000)*


- **They are...**
 - Positive
 - Informal
 - Resourceful
 - Good at multi-tasking & feeling good about themselves
- **We can...**
 - Help improve their goal setting
 - Use peers to communicate workplace expectations
 - Tap into their individual talents
 - Help them balance tech with touch



TIP #2
Plan Before You Hire

Consider:


- What is the department's student employment philosophy?
- Learning outcomes?
- How many students will we employ?
- Will they all hold similar positions?
- Will Federal Work-Study students be employed?
- How will students' work hours be scheduled?
- How will we handle absences or schedule changes? (e.g., illness, class-related conflicts)
- Will student employees be required to work during breaks and finals?
- How will we communicate assignments?
- How will we supervise?



TIP #2
Plan Before You Hire - Checklist

Job Description:

- Define expectations and objectives
 - Accurate description of functions, responsibilities, hours, duration, etc.
- Include required qualifications
- Describe the application process / contact info
- Must meet EEO and District non-discrimination guidelines.



TIP #2
Plan Before You Hire - Checklist


Interview & Select Candidates:

- Provide a copy of the job description
- Ask questions related to job functions and responsibilities
 - "What experience do you have with ___?"
 - Don't ask questions related to "protected categories" such as age, religion, national origin, marital status, etc.
- Ask open-ended questions:
 - "What attracted you to this job?"
- Ask behavioral questions:
 - "Tell me about a time when you encountered a challenge. What did you do?"
 - "What project or activity would you consider your greatest accomplishment?"
- Allow for silence: the applicant should do most of the talking

TIP #2
Plan Before You Hire - Checklist

- Create personnel file
- Confidentiality statements
- Responsible computing
- Next steps...
 - Orientation
 - Set Clear Expectations
 - Training

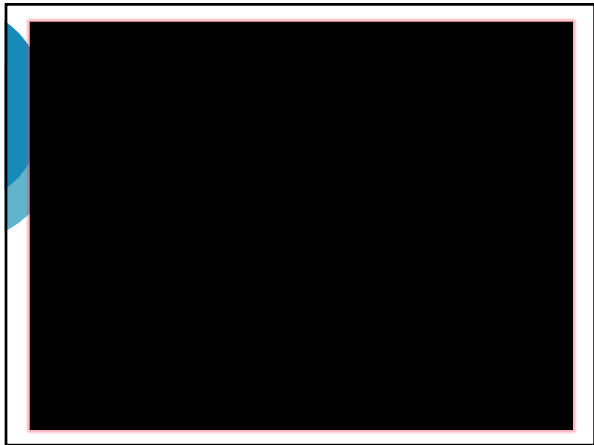
TIP #3
Orientation



- One-on-One vs. Group Setting
- Take a tour
- Introductions
- Cover on-the-job basics
- Make new student employees feel comfortable and at home


TIP #4
Set Expectations

- **Desired Results**
 - Identify what is to be done and when
- **Guidelines**
 - Explain the relevant policies and practices
- **Resources**
 - Identify the human, financial, technical, or organizational support available to help accomplish the results
- **Accountability**
 - Set up the standards of performance
- **Consequences**
 - Specify what will happen as a result of non-performance



TIP #4
Set Clear Expectations


- **Be a role model**
- **Written performance guidelines**
 - Define what is considered poor performance
 - Include failure to follow departmental and university policies and procedures
- **Departmental standards: examples of topics to address:**
 - Communicating absences –how, when, to whom
 - Personal use of office equipment
 - Use of personal electronic devices on the job
 - Submitting accurate timesheets
 - Dress code



TIP #4
Set Clear Expectations


- Job description activity
 - Top 10 lists
- Learning outcomes
 - Share with your students
- Play professionally
 - Set the boundaries for having fun at work

TIP #5
Effective Training






- Determine what skills the student employee has
- Determine what skills / tasks need to be taught
- Teach / demonstrate skills and tasks
- Explain protocols (e.g., customer service, safety, communication)
- Explain equipment / software use
- Recommended: Provide mentors
 - May be staff or more senior student employee
 - Designate someone to answer questions, help navigate the job

TIP #5
Effective Training



- Job shadowing
- Designate employee training times
 - Beginning of semester
 - Weekly meetings
- How do you communicate with your student employees?
 - Websites
 - Listservs
 - Blackboard
 - Logbook
 - Manuals
 - Facebook






TIP #5
Effective Training

- **Appearance**
 - What is your dress code?
- **Delegation**
 - Balance giving students too much responsibility versus not enough
 - Too much or too little can be a de-motivator


TIP #5
Effective Training

- **Training is not an exact science**
 - Plan for different learning styles
- **Training is an ongoing process**
 - It never stops




TIP #6
Motivation

- **Hire students that are self motivated!**
 - Everyone is motivated differently
- **Build trust and respect:**
 - Honor your commitments
 - Model desired behaviors and work ethic
 - Communicate openly and honestly (verbal and non-verbal)
- **Entrust & Empower**
 - Give the right level of support
 - Allow freedom to get the job done
 - Allow for student input and decision-making
- **Accountability**
 - Set and track attainable goals



TIP #7
Feedback & Guidance

- Millennials thrive on feedback!!
 - Real-time
 - Frequent
 - Positive as well as negative
 - Interactive –make it a two-way conversation
- Suggestions:
 - Regular meetings / check-ins
 - Prompt acknowledgment and direction
 - Written evaluations –mid-semester, end of semester
 - Recommended: Try a coaching approach
 - View feedback as a development opportunity






TIP #7
Feedback & Guidance

- Know the purpose of your feedback:
 - Reinforce effective performance
 - Improve / correct poor performance
 - Ensure goals are achieved
- Positive in public, negative in private
- Focus on job performance
 - Focus on specific behaviors
 - Description rather than judgment
 - Observations rather than inferences
 - Describe the impact
 - On the department
 - On their future
 - Agree on a resolution


TIP #7 Feedback & Guidance



- Which is Better? Why?
- Positive Feedback:
 - "You're doing a good job."
 - "Terri, I was pleased with the way you handled that customer complaint. You gave the customer the attention she wanted. She said she looks forward to working with us again."
- Negative Feedback:
 - "Lately you've become a real slacker."
 - "John, I want to talk to you about timeliness. You've been coming to work at least 15 minutes late every day and are a week behind on your data entry assignment. We need the data for a report that's due tomorrow. We'll meet again in two weeks to discuss whether your timeliness has improved."


TIP #7 Feedback & Guidance

- What is the purpose of coaching?
 - Develop employees
 - Help employees realize potential
 - Guide employees toward success through self-assessment and self-motivation
- Basics of coaching
 - Relationship, not an event
 - Create a positive conversation
 - Ask open-ended questions
 - Encourage self-reflection and learning
 - Goal is to help students discover answers themselves




TIP #8 Conduct Formal Evaluations

- Customize the evaluation to the job
- Give more positive than negative
- Allow time to read & review
- A time for dialogue



TIP #8
Conduct Formal Evaluations


- Speak to the student in private
- If possible, tell the student what he or she is doing well
- Be specific and objective about the concern
- Offer a chance to respond
- Explore specific ways to improve performance
- Be clear about next steps and possible consequences
- Ask if the student understands
- Schedule a follow-up and check back



TIP #8
Conduct Formal Evaluations

If a student comes to you with a concern . . .

- Sit down and listen
- Withhold your reaction until the student finishes
- Be specific and objective about the concern
- Repeat back what you heard
- Ask if you got it right
- Then respond
- Where appropriate, refer to campus resources
- In some situations, you may need to report



TIP #9
Promote & Develop Life Skills


- No matter what term you use....
 - Hands on Experience
 - Student Development Theory
 - Professional Development
 - Experiential Learning
 - Leadership Training
- The work we do matters!
- Out of the classroom experiences can really mold who they are:
 - Personally
 - Professionally

TIP #9
Promote & Develop Life Skills

"The skills that I have gained working as a student employee have prepared me for the many challenges that lie ahead in my career after college."


TIP #10
Share Experiences....

- **"DON'T ASSUME THEY ARE YOU."**
- **"DON'T BE SURPRISED WHEN THEY SEE THINGS DIFFERENTLY."**
- **"DON'T BE AFRAID TO BE HUMAN."**
- **"DON'T CONFUSE SUPERVISION WITH ADVISING."**




TIP #10
Share Experiences....

- **"DO GET TO KNOW THEM PERSONALLY."**
- **"DO SET EXPECTATIONS FROM THE BEGINNING."**
- **"DO TAKE THE TIME TO LET GO & DELEGATE."**
- **"DO THINK ABOUT PROFESSIONAL DEVELOPMENT OPPORTUNITIES."**
- **"DO THINK ABOUT WHAT WILL HELP THE STUDENT BE MORE MARKETABLE AND SUCCESSFUL."**

TIP #11
Know When to Separate 

- General rule: try to improve performance so student can stay on through semester
 - Early termination may affect Federal Work-Study funding, insurance, tuition reduction benefit, resident tuition entitlement
- Reasons to end assignments early include:
 - Student consistently fails to meet established expectations (e.g., no-shows, late, insubordinate)
 - Violation of VCCCD conduct rules, safety rules, information technology policies
 - Student loses eligibility for student position

TIP #11
Know When to Separate 


Separation Process:

- Discipline and termination process is determined by department
- Recommended: Consult with your dean or director
- Consult Work-Study Office for Work-Study employees
- If violation of VCCCD Student Conduct rules is an underlying issue, also consult Dean of Students' Office

TIP #12
Have Fun & Enjoy What You Do!



ROUND UP



1. Meet the Millennials
2. Plan before you hire
3. Orientation
4. Set Clear Expectations
5. Effective training
6. Motivation
7. Feedback & Guidance
8. Conduct formal evaluations
9. Promote life skills
10. Share experiences
11. Know when to separate
12. Enjoy and have fun

Wrap-Up

- Remember your role as an educator
- Use employee management best practices
- Enjoy and learn from your student employees!



QUESTIONS?





Book	VCCCD Administrative Procedure Manual
Section	Chapter 7 Human Resources
Title	AP 7270 RECRUITMENT AND HIRING: STUDENT WORKERS
Number	AP 7270
Status	Active
Legal	California Education Code Section 88076
Adopted	March 8, 2011
Last Reviewed	February 16, 2016

RECRUITMENT AND SELECTION PROCEDURES FOR STUDENT WORKERS

Identification of Vacancy

College management identifies the need for student workers.

Announcement/Advertising

The Human Resources Department posts and maintains general student worker recruitment pools for each District location in the Online Requisition and Application Processing (ORAP) system, through which prospective student workers may apply for employment. Pools are created two months prior to the start of the semester and closed at the end of the semester.

The colleges may announce specific positions and advertise accordingly at the college.

Selection Process/Offer of Employment

1. The hiring supervisor identifies the need for a student worker and contacts the designated point person at the location with access to student worker applications in ORAP.
2. The designated point person provides the hiring supervisor with applications for those students who are eligible for employment in the specific position(s).
3. The hiring supervisor reviews the applications and interviews the most qualified applicants. The hiring supervisor gives preference to applicants up to 26 years of age who are, or have been, dependent children in foster care as indicated in their application for employment. During the interview, the hiring supervisor discusses the applicant's criminal history with the applicant. The hiring supervisor shall not recommend employment where a nexus exists between the applicant's criminal history and the responsibilities of the position. The hiring supervisor shall also not recommend employment of individuals who have been convicted of any sex offense listed under California Education Code section 87010. Careful consideration shall be given to convictions listed under California Education Code section 87011.
4. Upon identifying a candidate for hire, the hiring supervisor completes the *Authorization of Employment for Student Hourly Help* form. The hiring supervisor routes the paperwork to the appropriate administrator responsible for final approval (authorizing administrator). This authority typically resides with the Executive

Vice Presidents or the Vice Presidents, Business Services, at the colleges. The Vice Chancellor, Business and Administrative Services, and the Vice Chancellor, Human Resources, are the authorizing administrators for positions in their respective operations at the District Administrative Center.

5. The authorizing administrator reviews the assignment to ensure the dates of the assignment, total number of hours requested, and the nature of the work are in compliance with District policy and practice pertaining to student workers. The authorizing administrator also reviews the Relative Status Disclosure form to ensure the student is not working under the direct or indirect supervision of a relative.
6. The authorizing administrator forwards the paperwork for all approved student workers to the location-designated point person (processor) responsible for the processing of student worker authorizations. Upon receipt and review of the paperwork, the processor informs the hiring supervisor that they may proceed with extending an offer of employment and completes the post-offer paperwork. The student may begin working once the hiring supervisor receives notice that they may extend an offer of employment.
7. The processor contacts the Police Department to arrange for the student worker to be fingerprinted within ten (10) days of beginning employment with the District. The processor tracks the student to ensure the fingerprinting is completed within the ten-day timeframe. Student workers working in the Child Development Center must be fingerprinted prior to starting employment.
8. The processor forwards all of the student worker paperwork to the Human Resources Department.

Last Modified by Jennifer Holst on February 17, 2016



Ventura County Community College District

255 W STANLEY AVE., SUITE 150, VENTURA, CA 93001
PH: 805-652-5500 FAX: 805-652-7700
WWW.VCCCD.EDU

DR. BERNARD LUSKIN
CHANCELLOR

Student Worker Confidentiality Agreement

I understand and accept the following conditions and responsibilities of my student worker employment at the Ventura County Community College District:

1. In the performance of my duties, I may gain access to sensitive or confidential information and records that may be protected from disclosure by federal or state law. Examples include education records protected under the Family Educational Rights and Privacy Act of 1974 (FERPA) and employee records that are protected from disclosure under the California Public Information Act. I understand that unauthorized disclosure of such Protected Information can adversely impact the District, individual persons, or affiliated organizations.
2. I will treat ALL information accessible to me in the performance of my duties as Protected Information, regardless of its format (e.g., electronic, paper, oral), unless and until advised otherwise by my supervisor.
3. I will use Protected Information for the sole purpose of performing my job duties. I shall not disclose Protected Information to ANYONE without prior authorization from my supervisor.
4. I will not permit myself or any other person to copy or reproduce Protected Information other than what is required in the regular performance of my job duties.
5. I will not use my student worker access permissions to alter, delete, or enter fraudulent information into any academic, financial, or other educational records pertaining to me.
6. I will immediately report to my supervisor any unauthorized use, duplication, or disclosure of Protected Information by myself or others.
7. I will read and comply with all District policies related to the security and privacy of District information resources, most especially Board Policy 3720.
8. I understand that any failure to adhere to one or more of the above listed conditions and responsibilities may result in the discharge from employment and/or civil and criminal sanctions.

_____	_____	_____
Student Employee Name (Print)	Signature	Date
_____	_____	_____
Supervisor (Print)	Signature	Date



Book VCCCD Board Policy Manual
 Section Chapter 7 Human Resources
 Title BP 7270 STUDENT WORKERS
 Number BP 7270
 Status Active
 Legal [California Education Code Section 69960, subdivision \(f\)](#)
[California Education Code Section 88076](#)
[California Government Code Section 18220](#)
 Adopted March 8, 2011
 Last Reviewed February 16, 2016

I. BACKGROUND

In accordance with California Education Code section 88076, the District may employ full-time students in a part-time capacity. The District may also employ part-time students who participate in a college work-study program or work experience education program that is conducted by the District and is financed by state or federal funds.

II. STUDENT WORKER CLASSIFICATIONS AND COMPENSATION

Students may be hired to work in the following classifications:

Category	Requirements	Examples	Compensation
Student Aide	Little skill required Little initial experience Limited prior knowledge in the field Immediate supervision required	Clerical Door control/ushering Equipment control	Step 1 - \$10.00 Step 2 - \$10.25 Step 3 - \$10.50
Student Assistant	Moderate degree of skill Prior experience required General supervision required	Child care Maintenance Clerical Lab support Cashiering	Step 1 - \$10.50 Step 2 - \$10.75 Step 3 - \$11.00
Student Specialist	Highly skilled Experience in area of specialization required General supervision required	Stage crafts Tutor Science/technology lab support Peer advising Police Cadets Information Technology support	Step 1 - \$11.00 Step 2 - \$11.25 Step 3 - \$11.50
Student Specialist II	Advanced tutoring skills, including group facilitation or supplemental instruction (with advanced knowledge of subject	Supplemental Instruction Tutor	Step 1 - \$11.50 Step 2 - \$11.75 Step 3 - \$12.00

Initial placement of students will be on Step 1. Students will move to the next step after completion of approximately 800 hours of service. Step increases shall be recommended by the supervisor.

III. ELIGIBILITY

Student workers must be enrolled full-time (a minimum of 12 semester units or equivalent quarter units) at any educational institution during the semester in which they are employed, unless the student is an eligible participant in the Federal Work Study or CalWORKs programs. Students eligible for services under the Disabled Student Programs and Services (DSP&S) program will be considered to be in full-time status if enrolled in the minimum number of units as determined appropriate by DSP&S. Student workers employed during the summer must have been enrolled full-time during the previous spring semester or be enrolled full-time for the upcoming fall semester.

When hiring student workers, preference shall be given to student applicants up to 26 years of age who are, or have been, dependent children in foster care.

IV. ALLOWABLE HOURS PER WEEK

Student workers are limited to working 20 hours per week while classes are in session and 35 hours per week during the summer and when classes are not in session (i.e., winter and spring breaks). Students participating in federal or state work-study/work experience programs may work up to 35 hours per week as dictated by the program.

Student workers cannot work simultaneously within the District in any other capacity.

See [Administrative Procedure 7270](#).

Last Modified by Jennifer Holst on February 17, 2016