Student Employee Supervisor Training

- Recruiting
- Hiring
- Managing

Employing a Middle Student
Agenda/Topics To Be Covered

• Introduction
• Posting a Position Opening
• Viewing Applications
• Interviewing
• Hiring
• Employment Eligibility
• Notifying SEO
• Training
• Time Sheets
• Worker’s Compensation
• Feedback
• Progressive Discipline Policy
• Student Employee Handbook
• Strategies for Success
• Summary and Survey
Introduction

Student Employment Office (SEO)
161 Adirondack View ("Bowker Barn")
Phone) 802.443.5377
Website) go/seo
Email) seo@middlebury.edu
Office Hours: 10am – 5pm, M-F

Our office consists of trained student staff and a Student Employment Specialist
Posting a Position Opening

Middlebury utilizes PeopleAdmin (“PA”) as a job posting and applicant tracking system. PA also serves as a repository for all job descriptions.

Why Post?
Supervisors are encouraged to post as it:

1. Provides equal access to openings for all students
2. Ensures that there is a job description which is required for Federal Work Study
3. Familiarizes students to the process so that they are more comfortable with, and prepared for, applying to positions after College
4. Identifies essential job functions (through job description) and can help avoid claims of discrimination
5. Assists student that received FWS or a College Job to obtain a job that best meets their needs. This is done by allowing only these students to apply the week before classes begin and during the first two weeks of the fall term.
Viewing Applications

- **Search Committee Members** - Enables other staff or student supervisors, in addition to the supervisor or Hiring Manager, to view and weigh in on submitted applications.

- **Workflow States** -
  - Allows Hiring Managers to track who they have invited for an interview, who they have decided not to pursue as a candidate, who they have offered the position to, etc....
    - We recommend setting time aside on a routine basis to review submitted applications and assign workflow states.
  - Applicants must be assigned a workflow state indicating whether or not they have been hired in order to close a posting; this ensures that every applicant receives notice regarding their candidacy. A common complaint we hear from students is that they applied for a position but never heard anything back. Remember what it was like when you were the applicant; anxiously waiting to hear about a position you applied (and may have a demonstrated financial need) for.
  - Assigning a workflow state will result in automated emails that notify the applicant of the hiring decision.
Examples of PA Email Letter Contents to Applicants

**Not Interviewed, Not Hired** (sent immediately)

Dear {applicant},

Thank you for your interest in employment at Middlebury and for applying for the {job_title} position in {organizational_unit}. We have completed our initial evaluation for this position, and we have decided not to pursue your candidacy at this time.

We encourage you to check the Employment Opportunities web site for a list of current employment opportunities, at [https://middlebury.peopleadmin.com](https://middlebury.peopleadmin.com).

Sincerely,

Human Resources

**Interviewed Not Hired** (sent when position is filled in PA)

Dear {applicant},

Thank you for your interest in employment at Middlebury and for applying for the {job_title} position in {organizational_unit}. We sincerely appreciate the time and energy you invested in the application process and interview. While it was difficult to decide among such a highly qualified group of finalists, we have decided not to pursue your candidacy at this time.

We strongly encourage you to check the Employment Opportunities web site for a list of current employment opportunities, at [http://middlebury.peopleadmin.com](http://middlebury.peopleadmin.com). Thank you again for your application.

Sincerely,

Human Resources
What is an interview? Merriam-Webster defines it as a “formal consultation...to evaluate qualifications”. It is not a casual conversation or a presentation but a means of determining if there’s a match between the position and the candidate.

• Prepare for the interview:
  • Be familiar with the job description
  • Set aside a time and place without interruptions
  • Schedule time between interviews for breaks
  • Tell candidates what to expect in terms of time and preparation

• During the interview:
  • Ask standardized and open-ended questions
  • Keep to a schedule (and expect candidates to as well)
  • Make non-discriminatory notes
  • Clearly explain job responsibilities, performance expectations, pay, and work schedules
Interview Questions: Do’s and Don’t’s

- It is illegal to discriminate against an applicant because of race, color, religion, sex (including gender identity, sexual orientation and pregnancy), national origin, age, disability or genetic information.

<table>
<thead>
<tr>
<th>Do NOTask</th>
<th>Ask</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you a U.S. citizen?</td>
<td>Are you authorized, or have the ability to get authorization, to work in the U.S.?</td>
</tr>
<tr>
<td>How old are you?</td>
<td>Are you over 18 years of age?</td>
</tr>
<tr>
<td>Where are you from?</td>
<td>What languages do you read, write &amp;/or speak fluently in?</td>
</tr>
<tr>
<td>What religion do you practice?</td>
<td>Are you able to work the required schedule?</td>
</tr>
<tr>
<td>Do you have children?</td>
<td>What experience do you have with children?</td>
</tr>
<tr>
<td>What do your parents do for a living?</td>
<td>What interests you in this type of work?</td>
</tr>
<tr>
<td>Do you have any health issues?</td>
<td>How many days of work did you miss last semester?</td>
</tr>
<tr>
<td>Do you have any disabilities?</td>
<td>Are you able to perform the essential job functions with or without reasonable accommodations?</td>
</tr>
</tbody>
</table>
Use standardized form(s) to ask interview questions and to justify selection of final candidate(s)

## Interview Questions

<table>
<thead>
<tr>
<th>Interview Questions</th>
<th>Rating</th>
<th>Notes/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>What interests you about this position?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your resume indicates that you worked as a ….. What were your responsibilities there?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What would you have done to change that position?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When were you most satisfied in that position?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How do you think your previous supervisor (or a professor) would describe you?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What was the most useful criticism you received? Why?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are your weaknesses?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are your strengths?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tell me about a challenge that you faced. What was the outcome? What would you do differently?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Give me an example of a time that you felt you went above and beyond what was expected of you.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you have any questions for me?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Candidate Evaluation Form

Position being interviewed for: ___________________________

Date of Interview: ___________________________

Candidate’s Name: ___________________________

Name of Interviewer: ___________________________

Instructions: Use this evaluative form to rate each candidate's qualifications based upon the criteria. Use the space provided for notes.

**Scoring Key:**

1. Unsatisfactory
2. Satisfactory
3. Average
4. Above Average
5. Exceptional

### Did the candidate demonstrate enthusiasm for this position?

Score: ______

Comments: ______

### Did the candidate demonstrate the knowledge and skills to create a positive customer experience?

Score: ______

Comments: ______

### Does the candidate have the technical skills necessary for this position?

Score: ______

Comments: ______
# Hiring

- Use standardized form to justify selection of final candidate(s)
- Make an offer and confirm hourly rate

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**Candidate Evaluation Form**

<table>
<thead>
<tr>
<th>Position being Interviewed for: __________________________</th>
<th>Date of Interview: ________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate’s Name: __________________________</td>
<td>Name of Interviewer: ________________</td>
</tr>
</tbody>
</table>

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**Did the candidate demonstrate enthusiasm for this position?**

Score: ________

Comments:

**Did the candidate demonstrate the knowledge and skills to create a positive customer experience?**

Score: ________

Comments:

**Does the candidate have the technical skills necessary for this position?**

Score: ________

Comments:
Employment Eligibility

• Ensure that student who accepts offer has completed the following steps BEFORE they begin working:

  1. A “blue card” indicating that they have completed the federally required employment paperwork and are eligible to work

  2. Any pre-employment trainings/screenings that the offer was contingent upon.
Notifying SEO

Summer

Every student hired to work for Middlebury College during the summer must complete and submit a Summer Student Employment & Housing Agreement to the Student Employment Office by the identified deadline.

This form is required for any and all summer jobs regardless of whether the student requests on campus housing or not and must be completed by the student and, where applicable, the supervisor(s)/faculty mentor(s) hiring the student.

Academic Year

An Electronic Personnel Action Form ("EPAF") in BannerWeb must be completed for all students hired to work during the academic year.

Even if the student worked the previous academic year or over the summer – an EPAF still needs to be completed and sent to SEO. Once SEO reviews and approves the EPAF the student will receive access to time sheets.

EPAFs are generally submitted by the student’s supervisor but the supervisor may designate a Dept. Coordinator or student staff supervisor to complete this form for them.
Training

- Adults remember 10% of what they hear, 60% of what they see and 90% of what they do.
- Communication is key!
- Things that are obvious to you might not be obvious to your student employee. This may be the student’s first job!
- Give clear expectations:
  - Scheduling
  - Dress code
  - Confidentiality Agreements (FERPA)
  - Time sheets (accessing, submitting, accurately reporting hours)
- Create a training checklist

### Student Employee Training Checklist

<table>
<thead>
<tr>
<th>Student Name</th>
<th>John</th>
<th>Jane</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tour of Building and Introductions</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Time Entry/Pay Calendar</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Confidentiality Agreement</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Schedule and Expectations</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Using the Phones</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Daily Duties</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Assisting Walk-Ins</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
Time Sheet Submission

Students must enter and submit their hours in the pay period in which those hours were worked. The deadline for students to submit time sheets is 5pm on Monday of payroll weeks, or earlier if requested by the supervisor.

If a student is unable to enter their hours into the time sheet for the pay period in which those hours were worked (i.e.; they do not yet have access to time sheets) they may submit them in the next pay period. These hours should be entered on the line titled 'Student Academic Yr. Prev. Pay'. The student must provide a detailed account of the dates and times that the hours were actually worked in the Comments. Time sheets with previous pay hours but without comments should NOT be approved.
Approving Time Sheets

- The deadline for supervisors to approve submitted time sheets is noon on Tuesday of payroll weeks.
- Be sure to click on the student’s name in blue to open the time sheet which will provide the supervisor with a variety of actions to take: Approve, Return for Correction, Change Record, Delete, and Add Comment.
- Time Approval Proxy – a proxy is someone in the supervisor’s department who is familiar with the student’s schedule and can review and approve their time sheet in the event that the supervisor is unable to. We recommend that every supervisor set up a time approval proxy by completing the Time Approver Proxy Request Form.
- Time Sheet Statuses:
  - Not Started – time sheet was not opened, no hours were entered
  - In Progress – student has opened the time sheet but has not submitted it to supervisor for approval
  - Pending – student has submitted time sheet and it is pending the supervisor’s approval
  - Approved – time sheet was approved by the supervisor (or their proxy)
  - Returned for Correction – time sheet was returned to the student so that changes could be made
  - Overridden – submitted time sheet was approved by SEO because supervisor didn’t approve it by the deadline. There is no guarantee that SEO will override a supervisor’s approval and every effort should be made to avoid this action.
  - Error – there was an error with the time sheet (i.e.; the student clicked ‘Submit’ too many times, student tried to submit a time sheet with no hours, etc…). It may be possible to approve the time sheet despite the error.
Worker’s Compensation

- Student employees are covered by worker’s compensation. If a student employee suffers a personal injury due to and in the course of their employment they must notify their supervisor as soon as possible. The student employee must file and sign an Accident Reporting and Treatment form with the Human Resources Office within 24 hours of the accident/incident. The student supervisor must file a Supervisor’s Internal Accident Investigation Report with the Human Resources Office within 24 hours of notification.
Feedback

Give effective feedback:
- Ongoing
- Timely
- Specific
- Positive
- Behavior-focused
- Ask open-ended questions

Ask Yourself:
- Did I take the time to know all of the facts?
- Did I explain the specific behavior I want to change?
- Were my questions open-ended?
- Did I communicate the reasons why a change is required?
- Did I provide opportunities for change?

<table>
<thead>
<tr>
<th>Closed-ended questions</th>
<th>Open-ended (inviting) questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you responsible for this error?</td>
<td>What can you tell me about this?</td>
</tr>
<tr>
<td>Will this step solve the problem?</td>
<td>What can we do to make sure this will solve the problem?</td>
</tr>
<tr>
<td>Do you understand what you’re supposed to do?</td>
<td>Is there anything about the job that might still be unclear?</td>
</tr>
<tr>
<td>Are you going to meet the deadline?</td>
<td>What steps would help you meet the deadline?</td>
</tr>
<tr>
<td>Have you finished the X job/project?</td>
<td>Where are you on the X job/project?</td>
</tr>
</tbody>
</table>
Progressive Discipline Policy

If you have tried your best as a supervisor to communicate clearly and provide effective feedback and expectations are still not being met then it is time to initiate disciplinary action.

Actions may include verbal warning, a written warning, and/or termination from employment. Every action need not be taken in each case, and depending upon the relevant circumstances, the College may take any disciplinary action, including immediate termination, at any time. Relevant circumstances may include the seriousness or severity of the individual employee's deficiencies in performance and/or conduct, prior performance and conduct, and management's assessment of appropriate factors identified during the investigation.

Supervisors must provide any original written warnings to SEO. Prior to termination, the Student Employment Specialist or another member of Human Resources should review all documentation.
The Student Employee Handbook is designed to provide student employees and their supervisors with clear, concise, and accessible information about employment at Middlebury College. Throughout the handbook are links to specific College policies, procedures or related information. Included are sections on:

- **Evaluating Job Performance** – an annual review is encouraged and establishes a link between job performance and student learning outcomes.
- **Payroll and Reporting Time** – reporting time accurately is critical. It is the responsibility of the student employee to report his/her time, and the responsibility of the supervisor to verify and approve the time. Falsification of a time record is a terminable offense as is the knowing approval of a false time card/sheet.
- **Problem Solving Discipline** - seek to promote open communication between employees with appropriate involvement of campus resources as necessary to facilitate a resolution of employee concerns.
- **Progressive Discipline** – disciplinary actions may include a verbal warning, written warning, and/or termination from employment. Depending on the relevant circumstances, the College may take any discipline action, at any time.
Middlebury is committed to providing a space beyond the classroom that encourages student learning; how to find a job, how to manage their time; the importance of being a responsible employee, working harmoniously with fellow employees, etc. It is our responsibility to encourage this type of growth and development in our students; it is the student's supervisor who will guide, mentor, and lead the student through the process.

Strategies for Success

Be an Example
Model positive work habits. Let your own approach to daily work be an example from which students can learn.

Be Flexible
Understand that student employees are students first and employees second – though it is important to have high standards on the job, it is also important to be flexible to accommodate academic obligations.

Communicate Expectations
Communicate the job standards and expectations to your student employees. One can’t assume that these are evident to the students, even though they may seem obvious to you.

Train, Train, Train
To communicate job expectations and standards consistently, develop a training program that all new student employees must complete. Take time to train your students in important work skills, attitude, and habits – such as perseverance, time management, phone skills, customer service, quality service practices, and handling difficult situations.

Give Feedback Frequently
Provide consistent and appropriate feedback to you student employees. Student employees, like all employees, benefit from feedback in job performance, providing it is communicated with a positive spirit.

Give Recognition
When you see a student “going the extra mile” or “persevering through difficult situations” acknowledge this in front of other staff and peers.

Share the Vision
Have regular staff meetings with your student employees and describe how their work fits into a larger purpose of the department and institution.

Choice, NOT CIRCUMSTANCES, DETERMINES YOUR SUCCESS.
Anonymous
WWW.POSITIVEMOTIVATION.NET
Summary

Thank you for taking the time to attend this training. Our goal is to provide you with the tools and knowledge to be the best supervisor that you can be. Please feel free to pass along any concerns, questions or suggestions.