Successfully Supervising Students

Human Resources

Employee & Organizational Development



AGENDA

* Goals and Objectives
* Differences between career staff and student workers
* Managing performance
* Making a student-friendly workplace
* Motivating the student worker

GOAL: *To provide an understanding of what motivates student employees to work and perform their best, and to provide strategies to help get the best out of your student employees.*

OBJECTIVES:

*By the end of this workshop, participants will be able to:*

* Identify major motivators for many student employees, and how they differ from career staff employees.
* Describe appropriate performance expectations for student staff members.
* Decide how to structure the work environment to suit student schedules and priorities while teaching students responsibility, and not sacrificing job performance.
* Identify steps to make the work environment “student friendly”.

All Employees Are Not Created Equal

Staff (non-student)

* Union contracts
* University policy governs all actions when dealing with staff employees.
* Overtime guidelines
* Staff members = long term, set schedule, previous work experience, experience in an office environment
* Job is top priority
* Career orientation – The job is relevant to the worker’s career path

Student Workers

* Union contracts (non-academic student workers)
* No right to their job.
* Priorities
* Work experience
* Career orientation- often the job has nothing to do with the student’s career path.

Notes:



All Employees Are Not Created Equal

*Scheduling Considerations*

* Student’s schedule and changes
* Finals week
* Overtime (any time over the amount the student has originally been scheduled to work)
* Mandatory/staff meetings

Notes:

Managing Performance

*Setting Expectations for Students*

Planning for Performance

**What is a Performance Expectation?**

* A description of the results expected for the fully satisfied performance of a job function/task.
* Defines “how well” each function or task must be performed.
* Provides a benchmark against which to evaluate work performance.

**When Should Performance Expectations be Set?**

* When an employee is hired
* When responsibilities are changed or added
* When clarification of responsibilities is needed

**A performance expectation should be:**

* Derived from
* Mutually understood

* Developed , if appropriate
* Descriptive of how a job is to be
* Descriptive of fully performance
* Expressed in terms
* Reasonable and attainable

Notes:

Managing Performance

*Setting Expectations for Students*

Writing Performance Expectations – Exercise

1. Think of a position in your unit that is suitable for a student worker, or that a student worker currently holds. List the essential functions that a student worker is expected to carry out in that position.

Position: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Functions

a.

b.

c.

Pick one of the functions you listed above. For that function, what **behaviors** demonstrate that the job is being done well? How do you know that the outcome is being achieved?

Function: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I know the function is being performed well when, e.g., behaviors:

a.

b.

c.

Managing Performance

*Coaching*

A Systematic Approach to Performance Problems

Although each is a separate dimension and it is not necessary to perform them in a progressive manner, typically you will consider using them in the following sequence:

*Tips****:***

* As many students have never had a job, the 3 strikes policy is a good idea. This gives them a chance to learn from their mistakes. Be sure to document any issues that may arise, and what steps were taken to address them.
* Since students can file a grievance, or complain about unfair treatment to the Chancellor, it is a good idea to keep a record of infractions, so that any disciplinary actions, such as termination, are justified on record. You can also contact Labor relations if you have questions about discipline and student employees.

Coaching and Counseling: Providing Feedback

The best way to give feedback is in **behavioral terms**. This means describing actual behaviors or actions, rather than summarizing them and pronouncing a judgment. For example, the statement: “I observed that you turned your back to the student and walked away from the desk while the student was still talking: is descriptive and behavioral. However, the statement: “You are rude” is a summary of the observed behavior and a judgment of it.

Because behavioral feedback is descriptive, there is a greater likelihood that the feedback will be heard and acted upon in a positive way. Individuals will receive behavioral feedback more readily because behavior is within their control, they can make choices about it. Judgments, on the other hand, are about the nature of the individual, who and what they are. **Feedback on a judgmental level is very personal, and in most cases the individual will defend against it.**

|  |  |
| --- | --- |
| **Ineffective** | **Why doesn’t it work?** |
| 1. Generalized praise  Ex: “Great job!” |  |
| 2. Praise with no further meaning.  Ex: “Thanks for your help with that customer.” |  |
| 3. Praise for expected performance, when it may be questioned.  Ex: “You’re sure on time today, you’re doing great,” said to an employee who always gets in on time. |  |
| 4. The “sandwich” system.  Ex: “You are a great asset to the team. Your reports are a bit sloppy and could use some work, but our customers love you.” |  |

Coaching and Counseling: Providing Feedback

***Supportive feedback*** – focuses on what the individual did well. Its intent is to **reinforce the behavior**, and **encourage the individual to repeat it**.

B

E

T

**Try it out…**

|  |  |
| --- | --- |
| Fuzzy Statement | BET |
| You are a great team player. |  |
| You gave great customer service. |  |
| You always show a lot of initiative. |  |
| You demonstrate a lot of flexibility. |  |

***Constructive feedback***

***(from profilesinternational.com)***

The main objective in giving constructive feedback is to provide guidance by supplying information that **guides someone back on track toward successful performance**. In doing this, it is absolutely crucial to know when and how to give the most effective feedback you can. The trick is learning how to give it constructively so that employees can understand, respect, and use it. Remember, **constructive feedback is used to build things up, not break things down.**

Before you can have a coaching conversation and provide constructive feedback, it’s important to be able to describe the behavior.

**Try it out…**

|  |  |
| --- | --- |
| Fuzzy Statement | Behavioral statement |
| You are not professional |  |
| You have a bad attitude. |  |
| Your work is sloppy. |  |
| You don’t pay enough attention to quality issues. |  |

***Providing constructive feedback model***

Note that it may be necessary to shift the order of the steps depending on the circumstances!

|  |
| --- |
| **State the constructive purpose of your feedback**   * Briefly state your purpose and what you want to cover * Make sure it’s job related, not personal * Pick a time that works for both of you * Point to a common goal   **Ex:** I’d like to talk about our visitor check-in procedures. |
| **Describe specifically what you have observed**   * Be specific, focus on the job-related behavior * Avoid judgments and personal attacks * Focus on 1-2 issues   **Ex:** Yesterday I noticed that we had 4 new visitors to the center and none of them completed the intake and registration forms. |
| **Describe the impact of the behavior**   * Why is it important for the behavior to change? * What was the impact on customers, colleagues, etc.?   **Ex:** When we don’t have the information completed, it’s difficult for our counselors to provide the tools and information the customers need in order to be successful. The visitors have to use their appointment time to complete the forms, which is frustrating for them and for the counselors. |
| **Give the other person an opportunity to respond**   * Get the other side of the story * Ask open-ended questions to solicit input * Listen objectively to their response. Encourage dialogue.   **Ex:** Can you tell me what happened when the 4 visitors came and didn’t complete the forms? |
| **Ask for suggestions or request specific action - this is the focus of the discussion**   * Don’t become the expert. Solicit ideas on how to solve the problem * Suggestions should be practical and feasible * If needed, request specific action   **Ex:** What can we try to make sure that all of our new visitors fill out the form before their appointments? What ideas do you have? |
| **Summarize and express your support**   * What were the main points of the discussion? What were the agreed-upon outcomes and actions? * How will you follow up with action plans? What can you do to support the change?   **Ex:** Let’s review what we’ve agreed to. Let’s check-in next week to see how things are going. |

**EXERCISE – PUTTING IT ALL TOGETHER**

In your group, use the scenario provided to create a constructive feedback dialogue that will address the situation. Do you need to rearrange the steps? What will you say?

|  |
| --- |
| State the constructive purpose of your feedback |
| Describe specifically what you have observed |
| Describe the impact of the behavior |
| Give the other person an opportunity to respond |
| Offer specific suggestions |
| Summarize and express your support |

Managing Performance

Navigating Rough Seas

* Since students are casual-restricted employees, they *can* be let go without progressive discipline (as long as the reason for termination is not illegal!).
* Student employees are covered by [PPSM 70](http://atyourservice.ucop.edu/employees/policies/staff_policies/spp70.html), which gives them the right to file a grievance. Managers are required to review and respond to grievances filed by students.
* The best way to handle problems that arise is to stop them before they start!!! Make sure your rules and expectations are spelled out and are very, very clear when the students are hired. Make your rules known, and have the students sign them.
* Before releasing a student, talk to your manager. You can also contact Employee & Labor Relations if you have any questions or concerns.

Notes:

Being Student Friendly

**Organizational Culture: What changes when we introduce student employees?**

Students have different needs than career staff members. Employing students may lead to different norms and rules for the students, different expectations, etc. Some things to think about:

1. What norms/rules will you have in place for your students? For example, how will you expect them to dress? What will you allow during their downtime?
2. How will you socialize the student employees? How will you help them feel like part of your team/department? How will you include them in social events?
3. What training needs do they have?
4. How will you foster learning beyond the job? The workplace is a living classroom. How will you provide support and mentoring to the student employees?

**Training Checklist**

Training is an important part of a student employee's orientation to the department and the job. This training process is usually ongoing as students continue to learn new job tasks. Adjusting to a new workplace is difficult even when one has had some work experience; for many students, their college job is their first work experience. What seems "obvious" to you may not be obvious to a new student employee.

Just as with all employees, the more thoroughly trained your students are, the better they will be able to perform their jobs. When your students do their jobs well, they enhance the functioning and the image of your department. In addition, their ability to carry out their responsibilities effectively will often make your job easier!

The time that you initially invest in helping your student workers learn their job responsibilities will prove worthwhile to you, your department, and your student workers. If you have more than one student worker, it may be helpful to offer a group orientation/training session. This is not only efficient but will help ensure that all students are trained in a consistent manner.

**The following checklist is designed to help you better train your new student employees:**

*Copyright © Lewis & Clark College 2005*

|  |  |  |
| --- | --- | --- |
| Day One Basics |  | Phone Usage |
| Introductions of office staff |  | Etiquette – how to answer, place callers on hold, etc. |
| Restroom location |  | Transferring calls |
| Emergency procedures – emergency staff, emergency exits, evacuation location and meet area, etc. |  | Taking messages – expected information, procedures, etc. |
| Layout of work area – where the break room is located, who is in what office, conference room, etc. |  | Important numbers – location of information |
| Their work space – where to put books, bags, etc. |  | Personal use |
|  |  |  |
| **Office Protocol** |  | **Computers, etc.** |
| Job responsibilities and duties |  | How to send a fax |
| 3 Cs of being a good employee |  | How to use copier |
| 1. Commitment – show up on time, in uniform/appropriate dress, follow rules, etc. |  | Computer passwords and security, personal use |
| 2. Cooperation– Do what you’re asked, follow directions, have a good attitude, etc. |  | Building security codes and alarms |
| 3. Communication – ask if you don’t understand something, call in if you can’t be at work, etc. |  | Systems and programs specific to the department or unit |
| Procedures for calling in sick or requesting time off |  | http://www.smbceo.com/wp-content/uploads/2010/07/employee-training.jpg |
| Dress code – appropriate office attire, uniform, safety gear |  |
| Chain of command |  |
| Work schedule and timesheets |  |
| Confidential information |  |
| Work rules – visitor policy, use of phones, etc. |  |
| Student employment regulations and guidelines |  |
| Appropriate office behavior |  |

Motivating the Student Worker

*Student’s Point of View: Why am I Working?*

What are the top 5 reasons you work?

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Now let’s see if you know the top 5 reasons students polled here at UCR work:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

