

# Hiring and Training Student Employees

From the book: Enhancing Student Learning through College Employment

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# Learning Outcomes

As a result of this webinar, participants will:

- Articulate concepts related to the “whole” picture and the importance of “intentional” student employment programs;
- List “best practices” in recruitment and training of student employees;
- Adapt hiring practices to fit their institutional environment;
- Implement new training methods into existing (or new) employment programs.

# It's more than a paycheck...

- Should student employee training programs be grounded in theory?
- Are we designing educationally purposeful environments?
- The better the training, the better the student employee?

# Empowering Students

- Educating; discover & share info and knowledge
- Leading; inspire, reward, direct
- Structuring; create structural factors
- Providing; resources to get the job done
- Mentoring; close personal relationships
- Actualizing; take it on, be empowered, claim it

Murrell (1985)

# The Hiring Process

- Recruitment
  - Publicity
  - Position Descriptions
- Applicant review
- Interviewing
- Reference checks
- Make an offer

# Recruitment

- Recruiting can be defined as any activity associated with the solicitation of students to work in your employment program
- Begin to solicit potential candidates at least one month prior to the time that the position(s) need to be filled
- Recruit in mid-spring for the fall and mid-fall for the spring

# Recruitment Activities & Publicity

- Posting signs/fliers/notices in Career Services, Human Resources, Financial Aid, on campus bulleting boards, campus electronic signage, classroom chalk/bulletin boards, etc.
- Advertising on campus electronic signage
- Working with your career services and/or financial aid office to post openings
- Having informational sessions for students interested in employment
- Posting the job with your current student employees
- Posting large posters on an easel near your office or information desk so students can pick up job descriptions and applications
- Putting up banners in your union and/or in other buildings on campus
- Posting to campus-based listservs
- Posting the job in community or off-campus locations at which students regularly visit
- If the position is above an entry-level student employment position, post the position with all students in lower-level positions.
- The possibilities are only limited by creativity!

# Position Descriptions

- Basic purpose and responsibilities
  - Use bulleted format
  - Use action words
- Pay rate information
- Qualifications
- Learning outcomes



**TAMUCC University Center & Student Activities**  
**POSITION DESCRIPTION**

**Senior Building Manager (4)**

**SUPERVISOR:** Operations Manager and Events Coordinator

**STARTING PAYRATE:** 50 cents an hour greater than regular BM pay

**POSITION SUMMARY:** The Senior Building Managers are responsible for training new Building Managers, scheduling student staff, leadership and developmental training, and working in the Administrative Office, with primary attention to Scheduling, for 10 hours each per week.

**RESPONSIBILITIES:**

1. All current duties assigned to building managers.
2. Supervision of building manager staff.
3. Scheduling of student staff
4. Leadership training of student staff.
5. Assisting in hiring and promotion process of student staff.
6. Special projects such as updating training matrices, creating new assessment tests, etc.
7. Training new building managers in opening and closing procedures.
8. Schedule and oversee meetings with student staff.
9. Assist with creating new student developmental opportunities.
10. Work in the Administrative Office processing reservation requests for 10 of the total approximate 20 hours per week.
11. Complete other duties as assigned.

**REQUIRED QUALIFICATIONS:**

1. Ability to take initiative and work independently.
2. Be enrolled as a full-time student at TAMU-CC and maintain a cumulative GPA of at least 2.5 (allowances or exceptions MAY be made for students actively working on raising their GPA and who have in place a plan to improve their grades).
3. Exhibits strong leadership abilities and have a demonstrated ability for training and motivating employees.
4. Positive, can-do attitude.
5. Demonstrated capacity for very high-level attention to detail and a demonstrated desire to place customer service at the top of the priority list.
6. Demonstrated ability to take charge in an emergency and assist with safety procedures.
7. Ability to be flexible with schedule. May need to work days, evenings, weekends, etc.

**PREFERRED QUALIFICATIONS:**

1. Building Manager status for at least 6 consecutive months.
2. Ability to differentiate between work and personal relationships.
3. Involved in campus life through student organizations, volunteer efforts, etc.
4. Critical thinking, reasoning, reading, and writing skills.

# Sample Position Description

# Narrow the Applicant Pool

- Grade point average (you should have a minimum GPA requirement for your positions—and if they're leadership positions, a higher GPA would be appropriate)
- Previous employment experience
- Skills or abilities learned in previous employment, volunteer experiences, and/or academic activities
- Schedules—do they match your needs?
- Longevity—because of our constant turn-over from graduation and other attrition issues, hiring first-year students is often a very good idea! You get them when they're brand new to campus, before they've had lots of time to develop bad work habits, and if you're lucky, you get to keep them for four years! These are “four year potentials.”
- Other campus involvement—moderate involvement might indicate leadership and the desire to be involved. Over-involvement could indicate that a student might not have time for your position

# Interviewing

- Share position description
- Talk about expectations
- Highlight your organizational structure
- Ask relevant, LEGAL questions
- Develop/use an interview assessment questionnaire
- Allow for candidate questions



### Student Employment Interview Assessment

1. Tell us a bit about yourself. (e.g. major, family, hobbies, interests, high school experiences, etc.)

Unacceptable      Poor      Fair      Good      Excellent

2. If we were to ask a previous supervisor what would they say was your greatest strength?

Unacceptable      Poor      Fair      Good      Excellent

3. If we were to ask a previous supervisor, what would they say was your greatest weakness or area needing improvement?

Unacceptable      Poor      Fair      Good      Excellent

4. How do you deal with stress?

Unacceptable      Poor      Fair

5. What does "customer service" mean to you?

Unacceptable      Poor      Fair

6. What did you like most/least about your last job?

Unacceptable      Poor      Fair

7. What one single quality in others do you aspire to?

Unacceptable      Poor      Fair      Good      Excellent

8. What kind of supervisor do you like working for?

Unacceptable      Poor      Fair      Good      Excellent

9. Why are you interested in this position?

Unacceptable      Poor      Fair      Good      Excellent

10. SM Candidate Only: What kind of supervisor do you feel as though you are becoming?

Unacceptable      Poor      Fair      Good      Excellent

11. SM Candidate Only: You have just been hired as an SM. You come in your first day for training and, for whatever reason, you find yourself alone in the building with no supervision. You know NOTHING about emergency procedures yet. The fire alarm sounds. What, out of instinct, would you do?

Unacceptable      Poor      Fair      Good      Excellent

12. SM Candidate Only: You observe a physical fight between two people in the building. What do you do?

Unacceptable      Poor      Fair      Good      Excellent

13. SM Candidate Only: According to the reservation system, Student Government has the Ballroom reserved from 5pm-7pm on a particular day. Someone from the President's Office comes to you and tells you that THEY have the Ballroom reserved from 5pm-7pm. There are no administrators around and no one can be contacted. How do you resolve the conflict? (The interviewer should roles play the part of the staff member from the President's Office and should be combative and uncooperative).

Unacceptable      Poor      Fair      Good      Excellent

14. What do you think sets you apart from all of the other candidates for this position and why do you think we should hire you?

Unacceptable      Poor      Fair      Good      Excellent

\_\_\_\_\_ This person should be considered for employment

\_\_\_\_\_ This person should NOT be considered for employment-Reason/Comments:

Interviewer: \_\_\_\_\_

Date Interviewed: \_\_\_\_\_

# Sample Interview Assessment

ACUI online learning:  
Helping you do your job better.



# Reference Checks

## POLL!

- Reference checks...Really? Yes!
- Questions must be pertinent to the position
- Develop/use reference check summary
- FERPA/Reference Check Release Form

# Make an offer

- Contact student via phone or email to let them know they've been selected
- Review expectations
- Offer/review appropriate wage

# Orientation

- Who Coordinates? Centralized or decentralized?
- When does this occur?
- What does Orientation include?
  - Processing new hires/I9 and W4/HR required forms
  - Internal paperwork
  - Review job descriptions and pay rates
  - Appointment/contract letter
  - General employee handbook/intranet intro
  - 51 Facts of the College Union!



### New Student Employee Check List

- ☐ Student Employee Packet (HR)
- ☐ Student Application (HR)
- ☐ I-9 (HR)
- ☐ Social Security Card/ or Birth Certificate or Passport (copy to HR)
- ☐ Drivers Licenses or Sanddollar Card (copy to HR)
- ☐ W-4 form (HR)
- ☐ Political Aid and Legislative Influence Prohibited (HR)
- ☐ Statement of Selective Services Registration Status – Men (HR)
- ☐ Notice to Employees of Worker's Compensation Insurance (HR)
- ☐ Employee Acknowledgement form (HR)
- ☐ Attestation form (HR)
- ☐ Confidentiality Statement (HR & copy for file)
- ☐ Employee Personal Data (HR & copy for file)
- ☐ Acknowledgement form for General Employee Handbook (copy for file)
- ☐ Hep-B form (copy for file)
- ☐ EPA (copy for file)
- ☐ GPA \_\_\_\_\_ Date \_\_\_\_\_ Check By: \_\_\_\_\_
- ☐ Time Traq & Owl Instructions
- ☐ Power point on M drive
- ☐ Time Traq (name change) & Owl (add in areas)
- ☐ Create Appointment Letter (to student & copy for file)
- ☐ Computer Account Request (Outlook)
- ☐ Shirts color \_\_\_\_\_ size \_\_\_\_\_ (need to issue to student)
- ☐ Name Badge
- ☐ Work-Study/Awards Letter (copy for file if applicable)
- ☐ \*Institutional
- ☐ Direct Deposit \_\_\_\_\_ Date \_\_\_\_\_ to student (HR)
- ☐ E
- ☐ CPR card or date of training (for files)
- ☐ Sanddollar Access YES or NO
- ☐ Picture for Student Employee Database

Complete Date \_\_\_\_\_

Completed By \_\_\_\_\_

Sent to HR \_\_\_\_\_

# Sample New Employee Checklist



# The Training Program

- What factors influence training?
- Needs based vs. learning development
- Behind the scenes
- Methods
- Evaluation/assessment
- Sample schedule

# Factors that Influence Training

- What do students need?
- What they want from the job?
- What motivates them?
- How much support is needed?
- How do we build ownership?
- Do students have the ability to provide feedback?

# Needs Based vs. Learning Development

- Needs Based
  - Specific job responsibilities
  - Policies and procedures
  - Day to day functions
- Learning Development
  - Personal responsibility and development
  - Enhance academic mission
  - Learning laboratory

# Behind the Scenes

- Staffing
- Timing
- Logistics
- Compensation
- Potential costs
- Risk management

# Staffing

- Who leads?
  - Full time staff
  - Student staff
  - Combo?
- Who covers operations during training?
- How do you handle students who have been through training multiple times?

# Timing

- Frequency
  - Once a year
  - Once a semester/quarter
  - As needed
- Time of Year
  - Before classes begin
  - While class is in session
  - During school breaks

# Logistics

- Agenda
  - Tied to staffing – who needs trained on what
  - Maximize use of time
- Consider cross training
- Location
- Supplies
- Budget

# Compensation

## POLL!

- Payment
  - Hourly wage
  - Stipend
  - Minimum wage
  - Work study



# Potential Costs

- Early arrival housing and dining costs
- Food or snacks during training
- Printed materials (manuals, guides, schedules)
- Supplies (folders, pens)
- Teambuilding supplies/programs (on or off campus)
- Uniforms/nametags

# Risk Management

- On campus considerations:
  - Moving/setting up furniture
  - Physical activity teambuilding
- Off campus considerations:
  - Liability waivers
  - Insurance
  - Driving personal/campus pool vehicles

# Training Methods to Consider

- Specific job responsibilities
- On site vs. off site
- Outside speakers/consultants
- Teambuilding
- Resources

# Specific Job Responsibilities

- Learning outcome focused job descriptions
- Expectations from supervisors
- Expectations from supervisees
- Contracts or agreements
- Policies and procedures
- Customer service
- Area-specific training

# On Site vs. Off Site Training

- PRO

- Convenience
- Less expensive
- Familiarity

- CON

- Distractions or interruptions
- Attrition issues

- PRO

- Retention
- Less distraction
- New experience
- Out of comfort zone

- CON

- Expense
- Out of comfort zone
- More time needed

# Outside Speakers/Consultants

- Consider using outside speakers or consultants for part or all of your training
- Benefits
  - Outside perspective
  - Something new/exciting/fun
- Cost lowering idea – find someone within university (e.g. Human Resources) versus going with an outside group

# Teambuilding

- Training is important but should also include time for building a strong team
- Myriad of different options/activities/length of time/supplies needed/etc.
- Check out [www.teampedia.net](http://www.teampedia.net)
- Allow for reflection on shared experiences

# Resources

- Webpages
- Manuals (binder or CD form)
- Training videos
- Uniforms
- ACUI resources



# Evaluation/Assessment

- Student employment experience
  - Learning outcomes
  - Pre/post test
- Training specific
  - Pre/post test
  - Start process of encouraging feedback

## STUDENT STAFF TRAINING DAY SUNDAY, SEPTEMBER 30, 2007

WHO	TIME	TASK
CN	8:00 AM	Arrive at Union w/coffee & bagels for students
	8:30 AM	Production/AV techs arrive at Union (w/BUCKIDS & licenses) for meeting in Room 1
AB, CP, JP	9:30 AM – 10 AM	Other SSDC Arrive, Set up flipcharts, have Roster & Nametags ready (Adam makes/color codes)
	10 am - 10:30 AM	Students arrive at Union (they have been told to bring ID, License & ready to be photogenic). Fill out Chipotle Fax form
JP?	11:00 AM	Signs out PCard, Faxes/calls in Chipotle Order
		ICS meet in Info Center, OA's Meet in Source; review ind'l areas/manuals, emergency procedures, schedulesource, use comment box
ALL	12:00 PM	Everyone arrives at WFH. J Randall takes pictures
ALL	12:05 PM	Welcome! Supervisors introduce themselves & any new staff
CN	12:10 PM	Administrivia, Expectations & Agenda, pass out manuals
AB	12:20 PM	Fill out Driving & Info Forms
CP	12:30 PM	Icebreaker/Energizer
JP?	12:35 PM	Picks up Chipotle Order
ALL	12:50 PM	Eat & Take pictures
ALL	1:35 PM – 2:05 PM	Break into sections—Traditions & New Building info in Meeting Room 1; Learning Outcomes & Resumes in CGS office; Customer Service in Meeting Room 3
ALL	2:10 PM – 2:40PM	Break into sections—Traditions & New Building info in Meeting Room 1; Learning Outcomes & Resumes in CGS office; Customer Service in Meeting Room 3
ALL	2:45 PM – 3:15 PM	Break into sections—Traditions & New Building info in Meeting Room 1; Learning Outcomes & Resumes in CGS office; Customer Service in Meeting Room 3
ALL	3:15 PM	Closing: Meeting Room 1; Review Recognition/Theme unveiling Legos; Hand out shirts, cups & glasses

# Sample Training Schedule

# Continuing the Work

- Student staff development
  - Professional growth opportunities
  - Establish planning committee
    - Mandatory meetings vs. team development
    - Mentor program
- Reward & recognition
  - Theme based
    - birthdays, employee of the month, annual awards, end of semester celebrations

# The Action Plan!

## Today's learning outcomes

- The “whole” picture / “intentional” student employment programs;
- List “best practices” in recruitment and training of student employees;
- Adapt hiring practices to fit their institutional environment;
- Implement new training methods into existing (or new) programs.

## Read the new book!

- Enhancing Student Learning through College Employment

## Join the new Community of Practice!

- Visit the ACUI website and join today!

# Questions?

## Contact:

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