

1  **Setting the Stage**

Orientation
Job Expectations
Training

2  **Orientation**

- Complete Initial Hire Paperwork with Student Employee
- Use "Orientation checklist" to orientate student to office "basics"-physical and general office function.
[See attached checklist](#) (adapted from UW-Stevens Point web site).
- What will their wage be and under what conditions will they receive a raise?

3  **Job Descriptions**

- [Job Descriptions \(JD\)](#)
 - Identifies the essential functions of the position. For instance, if it is a job which has physical demands, part of the job description/requirements may state "ability to lift 70 lbs."
 - Should go over with student the first day--both sign on it that the discussion occurred and keep original; copy to student. (Actually, this should be a review at that time as the JD should have been part of the interview process).

4  **Job Descriptions (continued)**


- [Job Descriptions \(JD\)](#) (continued)
 - Sets up the standard for job expectations and for which job performance can be measured!
 - Change to "See samples of JD's at http://www.uccs.edu/~stuemp/On_Campus.htm All descriptions are from UCCS positions.

5  **Job Expectations**

- [Job Expectations](#)
- You may also want to review basic job expectations with the employee and have them sign to agree to these expectations.
Three samples are available at : <http://www.uccs.edu/~stuemp/formstuemp.shtml>.
See "Employee Expectations" area.
- Review the [evaluation tool/form](#) that you will use with them--helps set the standards for performance! (link to UCCS form above).

6  **Job Responsibilities**

- [Responsibilities](#)-of supervisor/employer and employee; and for information that is confidential
- [Basic employer and employee responsibilities example](#).

7  **Training 1: Initial Thoughts**

- May be an inexperienced worker (or may be very experienced).
- What are they hoping to get out of this job experience? What are their work priorities? (i.e. spending money, support money, meaningful & interesting work, resume' building job experience, to learn more about..., to work in a field/area related to their major, parental requirement, etc.).
- Stress team role. Stress the vital work they do!

8  **Training 1: Initial Thoughts (continued)**


- Provide varied and interesting work (as much as possible); show how even "mundane" work is vital and fits into the "big picture"/overall mission of your unit/department.
- Will use some combination of management with specific directions (telling exactly what to do and how) and support or coaching (i.e. "What do you think?"; "Have you thought about these options); more direction needed especially in early training phase.

9  **Training 2: Procedure Manual**

- Develop a procedure manual for all work tasks
 - Invaluable tool for training and for later reference as well--use this as a reference while training!

10  **Training 3: Training Checklist**

- Develop and use a training checklist
 - Defines what tasks to be learned
 - Decide order of priority of what's to be learned as well.
 - [Sample training checklist](#) for duties of student employment office/job locator position

11  **Training 4: Buddy System**

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- Use the Buddy System
 - Assign the new employee to yourself or one of your most knowledgeable employees for at least two weeks to train them on all their job duties.
 - Have a mentor assigned to them once the buddy system is over so that they have someone to ask questions (Preferably the buddy becomes the mentor). Also make sure they know who else is a resource for them when they have questions.
 - Supervisor should follow-up with buddy and new employee after the two week period to check progress/comfort level/proficiency in performing required tasks.
 - Supervisor should follow-up with new employee after the first 30 days to give them feedback on their progress; earlier feedback is good too! Don't wait if there are things which need immediate attention!

12  **Training 5: Process/Procedures**

- (Adapted from "Supervising Student Employees in Academic Libraries" by David Baldwin).
- Decide Training Priorities: have to know NOW, have to know SOON, and have to know ONE DAY...then...

13  **Training 5: Process/procedures (continued)**

- Initial Steps/Preparation
 - Put trainee at ease/relieve tension
 - Explain why being taught given procedures
 - Encourage interest and asking of questions
 - Explain 'Big Picture'-why you're all here!
 - Prep work station and orientate to equip and materials

14  **Training 5: process/procedures (continued)**

- Procedure Training/Presentation of Operation
 - Present/demonstrate the operation
 - Explain the requirements for quality and quantity
 - Go through at normal work pace first
 - Go through at slow pace after; do several times explaining step by step processes
 - Have trainee explain step by step processes (have manual handy throughout!)
 - Have trainee slowly go through/do procedure while explaining the process

15  **Training 5: Process/Procedures (continued)**

- "Performance Tryout"
 - Have the employee to thru job/procedure at slow pace, several times, explaining what they are doing; correct mistakes; do most complicated parts for them as needed
 - Trainer does demos/helps at normal pace
 - Trainee performs duties--gradually building skill and speed
 - When trainee demonstrates proficiency--put on own (but don't abandon)

16  **Training 5: Process/Procedures (continued)**

- Follow-up
 - Continue to check if all is going well; coach as needed but not 'watching over their shoulder'
 - Designate where questions should go
 - Gradually decrease supervision--occasionally checking work for quality and quantity (perform "quality control" checks).
 - Correct faulty work patterns before they become habits; demonstrate why the alternative method is superior
 - Recognize/compliment good work and provide encouragement until standards are met.

17  **Training 5: Process/Procedures (continued)**

- Common Training Errors
 - Failure to devote enough time to teaching
 - Failure to follow a system--step by step
 - Failure to show enough patience with the slower learner

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18  **Training 5: Process/Procedures (continued)**

- Training Tips
 - Be patient
 - Be interested in their progress/learning
 - Allow for different learning paces
 - Ask your student employees what you can do to help them do a better job--ask often!
 - Don't ridicule or cut corners
 - Use weekly or monthly job [goal sheet](#) (have them come up with own goals first; know what you want and relate it!).

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19  **Final Thought**

- Do you see yourself as an educator (in your supervisory role)?? Well, you are! ! There is as much valuable knowledge and skills to be gained by a student in their job with you as in any class they'll ever take...so in the immortal words of Jean Luke Picard--"Make it so!"