



UNIVERSITY OF
CENTRAL
ARKANSAS™

Supervisory Skills Manual

Working with Student Employees

2021

Office of University Training

Charlotte Strickland and Christina Lammers

Hiring

Effective Job Descriptions

- Suggestions on what to include
 - Job Title
 - Job Objective or overall purpose statement
 - Summary of general nature and level of job
 - Description of the broad function and scope of the position
 - List of duties or tasks performed that are critical to success
 - Key functional and relational responsibilities in order of significance
 - Description of the relationships and roles within the department
 - Job specifications, standards, and requirements
 - Job location; where the work will be performed
 - Equipment to be used in the performance of their job
 - Salary or wage

- How to write a job description
 - List essential duties and responsibilities in descending order of importance
 - Use clear and concise language; closely related duties should be grouped together in one responsibility statement
 - Avoid gender-based language
 - Start with an ACTION-VERB, then describe WHAT the student will do hourly

Administrator Checklist

Prior to the New Team Member's First Day

- Ensure receipt of confirmation email from HR (PeopleAdmin) that the student has been approved to begin work.
- Send welcome email confirming reporting time, date and place.
- Send email to other team members announcing new team member's arrival date and office assignment
- Prepare work station
- Assemble written materials to provide new team member
 - List of materials:
 - Mission/Vision Statement
 - Written procedural/operations manual (if available)
 - Time Card
 - Phone list for office

First-Day Activities

- Receive an enthusiastic welcome from team
- Complete New Team Member Checklist
- Complete any outstanding forms
- Identify for New Team Member where to get help if need assistance
- Have New Team Member review any other policies or procedures and become acclimated to the new work environment

Objectives

Knowledge Objectives

- Identify the Department's key services and primary functions
- Identify the key responsibilities of each department position
- Identify resources to answer questions as they arise
- Identify key policies and procedures, and rules, of the Department.

Skill Objectives

- Accurately track attendance and absences
- Use office equipment correctly and efficiently
- Feel comfortable in role, and job expectations

Attitude Objectives

- Feel welcomed, comfortable and part of the Department
- Establish a positive relationship with other Department staff.
- Feel committed to continuous learning to improve performance.
- Make a good first impression



New Team Member

Checklist

EMPLOYEE INFORMATION

Name: Start date:

FIRST DAY

Complete Step Ahead (student worker training) on Career Services website and submit certificate to supervisor
<https://uca.edu/career/student-worker-training/>

POSITION INFORMATION

- Review initial job assignments/daily duties
- Review job description and performance expectations and standards.
- Review job schedule and hours.
- Review payroll timing, time cards (if applicable), and policies and procedures.
- Receive an overview of the department, its goals and the relationship to the University

INTRODUCTIONS AND TOURS

Give introductions to department staff and key personnel during tour.

<input type="checkbox"/> Tour of facility, including:	Restrooms Printers Copier First Aid Kit	Break room Fax Computers Fire Extinguisher	Where to store personal items Office locations for faculty/staff Office Supplies Emergency exits
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ADMINISTRATIVE PROCEDURES

<input type="checkbox"/> Review general administrative procedures.	Work station location/organization Office access Mail/Packages (incoming and outgoing) Computer Usage/Policies Personal visitors policy Discipline Practices	Confidentiality laws (FERPA) Dress code Communication with co-workers Dress Code Punctuality/Absences
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PHONES

<input type="checkbox"/> General phone usage and etiquette	Cell phone policy Transferring calls	Personal use of phones Taking messages	Important/Emergency Numbers
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ADDITIONAL POLICIES (locations specific)

Review additional policies.

Supervisor Signature: _____ Date: _____

Employee Signature: _____ Date: _____

E-Mail Templates

Welcome from Office to New Team Member

Welcome [New Team Member's Name]-

On behalf of our entire department, welcome to [Department's Name]. We are looking forward to your joining us as a new team member on [start date] at [start time].

On your first day on the job we will review all office policies, procedures, and individual job duties. You will have an opportunity to meet your fellow co-workers and to become acclimated to your new role.

Sincerely,

[Supervisor's Name]

[Supervisor's Title]

Announcement of New Team Member to Office Staff

On [start date] we are welcoming [New Team Member Name] into our department as a new [job title]. [He/She] will be working primarily with [Supervisor's name].

Please make a point of welcoming [New Team Member's Name] during [his/her] first day on the job.

Thank you!

[Supervisor's Name]

Policies and Procedures

Campus Policies

Affirmative Action/Equal Opportunity Employer

The University of Central Arkansas is an affirmative action/equal opportunity institution. In keeping with its non-discrimination policy in employment, admissions and other functions and programs, the university considers employees and students on the basis of individual merit without regard to sex, race or color, religion, national origin, age, disability, or other factors irrelevant to participation in its programs.

Please visit the website of our Affirmative Action Officer at www.uca.edu/about/affirmative-action for more information.

Work Study Employment (Federal & Institutional)

Federal Work Study

The Federal Work Study program provides students with the opportunity to work in departments on campus. In order for the department to use this money for student worker salaries the students they hire must qualify for and be awarded need based Federal Work Study funds. Students cannot be hired under the Federal Work Study program until their eligibility is determined.

Institutional Work Study

Some departments on campus hire students and use institutional funds to pay their salaries. These positions are based simply on the availability of funds in each department and do not depend on any financial need. Students qualifying for Federal Work Study can also be hired and paid out of institutional funds at the department's discretion.

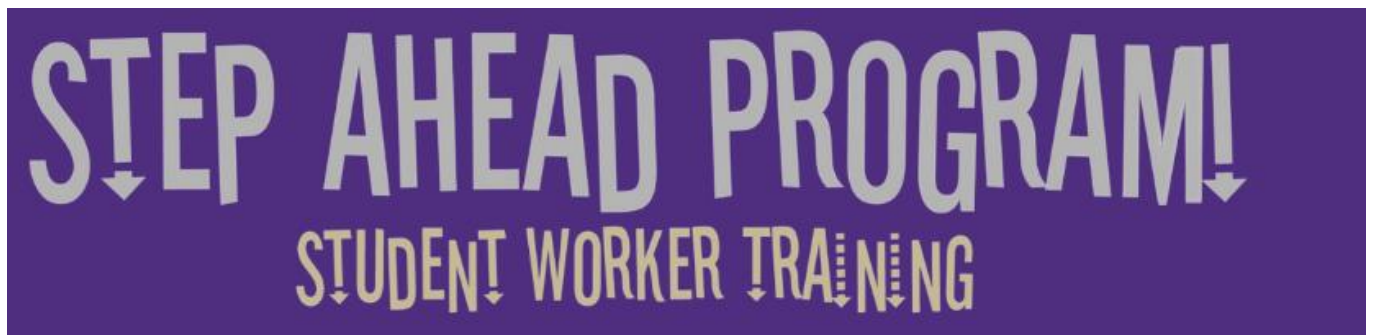
Work Study Employment Terms & Conditions

- A student may only be employed in no more than two departments (two indexes) at a time.
- If a student has another work study job on campus you must verify the amount of award the other job is claiming, and ensure that the total put together for both jobs does not exceed the student's financial aid award for that semester.
- A student may not work during a scheduled class time.
- A student worker is responsible for performing their assigned duties to the best of their ability.
- A student worker must be present for work during their scheduled times and report time worked accurately and promptly as required by the Human Resources department
- Students should not expect to be able or allowed to study while at work. This will vary depending on the specific job.
- Student workers must complete all necessary forms required by the hiring department and the Human Resources department before employment begins.

University Training Requirements

- It is the policy of the University that all employees – full-time/part-time faculty, staff, **graduate assistants, and student workers** – participate, on an annual basis (based on the academic year), in specified educational training seminars. Vice Presidents, Deans, Department Chairs, and supervisors will be responsible for coordinating the participation of their respective staffs.
- Specific questions may be directed to the Office of University Training at 450-3135, Charlotte Strickland, Director of Professional Development and Training, training@uca.edu. Required
- <http://uca.edu/training/educational-seminars/>

Career Services Optional Training



Step Ahead is intended for all UCA student employees and will help students develop the skills needed to be successful on the job.

This training has been organized to provide general guidelines regarding different aspects of an on campus job. However, there may be information or procedures which need to be addressed by department supervisors depending on the job.

<https://uca.edu/career/student-worker-training/>

Expectations

Possible Job Responsibilities

- Monitor copy machine paper-keep supply filled
- Mail delivery and pick up
- Campus mail delivery
- Empty shredder
- Make copies, as requested
- Answer phones/take messages
- Campus errands
- Vacuum offices
- Wipe down desks, tables, work areas
- Clean up trash
- Assist with office operations
- Greet visitors to office
- Adequate filing skills
- Be able to adequately access and perform operations in Microsoft Office, email, and on the internet, as needed.
- Assist with data collection
- Keep updated on all office schedules and events.
- Other tasks, as requested

Phone Etiquette Examples

- Front desk phones should be covered at all times; if you need to leave the phone for any reason, please ask someone to cover for you until you return.
- Answer each phone call courteously and with a friendly greeting.
- Try to answer the phone within 3 rings.
- Use phrases such as “thank you” and “please” in conversing with a caller.
- Listening actively, and listen without interrupting.
- If you cannot assist a caller, place the call on hold (so caller does not overhear a conversation) and ask someone for assistance
- Personal calls should be kept to a minimum.
- Write messages legibly.
- Write down sufficient data for phone messages
 - Date and time
 - Name of contact and phone number
 - Brief detailed message
 - Repeat information to caller to ensure accuracy.
- Disturbing calls are rare, but if ever occur-place the caller on hold and request assistance from a staff member.
- Check with a staff member before revealing personal information.

Office Etiquette Examples

- Customer service should be your first priority
- Working on class assignments is allowed, but only after all office tasks are completed.
- Using computers for social media and personal emails should be kept to a minimum.
- Personal visitors are limited to no more than 5 minutes.
- Eating of meals and snacks should be kept to a minimum; please dispose of any trash or food items when you are finished.
- Keep your work area organized, neat and clean
- Be punctual
- Maintain an accurate record of your time worked
- If you will be gone from the office for an extended period of time on a personal errand on campus you must record that on your time card.
- Make sure your office time card matches your online time card.
- Absences/late arrivals/early departures should be reported within 24 hours of discovery to the office. (Except in cases of illness, emergency, or unforeseen circumstance)
- Make sure you are knowledgeable and familiar with the day to day operation of the office in order to assist visitors, callers, and office staff.
- If you do not understand something, please ask for assistance.
- Confidentiality is a priority.
 - Keep overheard conversations to yourself.
 - Maintain FERPA guidelines when coming in contact with student records.
- Use of office computers are for authorized use only.
- Refrain from downloading anything onto an office computer.
- Tone of voice and appropriate language should be monitored at all times.

Dress Code Examples

- Present a pleasant, neat and clean appearance at all times.
- Prohibited items of clothing
 - Revealing clothing
 - Sagging clothing
 - Do-Rags or hats
 - Torn clothing or with holes
 - Clothing with offensive or vulgar writing, slogans, or photos
- When assisting with an office event it is appropriate to wear dressier attire, UCA attire, or office clothing

Disciplinary Guidelines

Consequences of Office misconduct, or disregard for Office policies and procedures:

1. First Offense: Meeting with supervisor and Verbal Warning given (Documented)
2. Second Offense: Meeting with supervisor and Written Warning given (Documented)
3. Third Offense: Termination may result after meeting with supervisor (Documented)

Individual Office/Department Guidelines

1.

2.

3.

4.

5.

6.

Communication And Evaluation

Employee Personal Information and Interest Form

Name: _____

Local Address: _____

Contact Number: _____

Professional Goals: _____

Family: _____

Hobbies/Interests: _____

Favorite Foods/Snacks: _____

Other interesting facts or information about you: _____

Personal Acrostic Poem

Beside each letter of the alphabet, please place a word that describes you (may be either-physically, mentally, emotionally, spiritually, etc). Be positive!

A _____	B _____	C _____
D _____	E _____	F _____
G _____	H _____	I _____
J _____	K _____	L _____
M _____	N _____	O _____
P _____	Q _____	R _____
S _____	T _____	U _____
V _____	W _____	X _____
Y _____	Z _____	

Checklist of Personal Value

By C. Roberts, Fifth Discipline Fieldbook

www.selfcounseling.com

This exercise is designed to help you reach a better understanding of your significant values.

Step 1: What I value most.....

From this list of values (both work and personal), select the ten that are most important to you as guides of how to behave, or as components of a valued way of life. Feel free to add any values of your own to this list.

Achievement	Friendships	Physical Challenge
Advance and promotion	Growth	Pleasure
Adventure	Having a family	Power and authority
Affection (love, caring)	Helping other people	Privacy
Arts	Helping society	Public service
Challenging problems	Honesty	Purity
Change and variety	Independence	Quality of what I take part
Close relationships	Influencing others	Quality relationships
Community	Inner harmony	Recognition (status, respect)
Competence	Integrity	Religion
Competition	Intellectual status	Reputation
Cooperation	Involvement	Responsibility, accountability
Country	Job Tranquility	Security
Creativity	Knowledge	Self-respect
Decisiveness	Leadership	Serenity
Democracy	Location	Sophistication
Ecological awareness	Loyalty	Stability
Economic security	Market position	Status
Effectiveness	Meaningful work	Supervising others
Efficiency	Merit	Time freedom
Ethical practice	Money	Truth
Excellence	Nature	Wealth
Excitement	Wisdom	Personal development
Fame	Freedom	Work under pressure
Fast living	Working alone	Work with others
Financial gain	Order (stability, conformity)	Being around people who are open and honest

Step 2: Elimination....

Now that you have identified ten, imagine you are only permitted to have five values. Place an 'x' by those five. From those five, which is the ONE that you care most about?

Giving Effective Feedback

- Giving feedback in a *timely manner*
- Encourage as much *employee involvement* as possible
- Describe *the job-related behavior* you want changed and offer examples
- Use “*I messages*”
- Communicate the *impact of the behavior* on the employee, you and the organization
- Provide *consequences* for success and for failure
- Be *direct and tactful*
- Deliver feedback in an *objective manner*, avoiding emotionally charged statements
- Ensure that there *is understanding* between you and the employee
- Assert your *belief* that the employee will be successful and *your support....*

Type of Communicators

Aggressive—in your face, defensive, shuts down

Passive—timid, withdrawn, sullen, dumped on

Passive aggressive—appear to comply but behind the back they are rebelling

Assertive—forthcoming in a professional manner

Assertive Communication

1. Use “I” Statements
2. Keep responses short, specific and to the point
3. Monitor tone of voice
4. Watch non-verbal messages
5. Listen
6. Maintain appropriate eye contact
7. Respect the other person

I am/feel/was _____ when/while/during _____.
(emotion) (specific act/behavior)

I’m frustrated you are never on time for office meetings

I’m angry you missed the deadline. This places additional stress on me and others in the office

I’m disappointed when you don’t work as a team player.

Recognition Ideas

- Praise and feedback on performance
 - Provide specific, immediate feedback when you see the employee accomplish an important task or exhibit excellent performance (verbal)
 - Highlight exceptional behavior by use of office email, personal thank you note or bulletin board posting (in writing)
- Increase team member involvement
 - Create way to solicit individual opinions on issues facing your office
 - Include employees in special projects that use their unique skills, training and education
 - Allowing employees to be involved in the decision-making process promotes a sense of buying in to change, reduces employee stress and recognizes their opinions as valuable
 - Delegate a higher-level task that enables employees to build new skills and exposes them to people at higher levels.
- Listen, really listen
 - Consciously practice deeper listening to understand and connect with the individual.
 - Pay attention and stay focused to what the employee is saying
- Allow for flexibility
 - Allow the employee to adjust his/her work schedule during certain times of year.
 - Flexibility goes a long way in motivating an employee
- Provide appropriate levels of autonomy
 - Try to avoid micro-managing
 - Communicate goals and objectives, provide training and resources, monitor progress
- Be spontaneous
 - Surprise employees with small treats, notes of appreciation
 - Have an alternative staff meeting location-outdoors, coffee shop, etc
 - Honor an employee subgroup with a special day, or week-Student Worker Week
- Reinforce a sense of inclusion
 - Share information about university, department, and team on a regular basis, whether or not it is directly applicable to a person's job.
 - Greet employees every morning, reinforcing that you are happy to see them.
 - Acknowledge departmental or office goal achievements-life, education and career events are celebrated.

Conflict in the Workplace

Charlotte Strickland

Can't do _____ (training) OR Won't do _____ (attitude)

Don't take a problem if it's not yours. Discuss and release.

Understanding Personality Styles – Ready Aim Fire Model

_ Relators --Ready (names), get everyone on board and then move onward

_ Thinkers --Ready, Aim, Aim, Aim, Aim (processing), tough to get to fire

_ Directors -- Ready, Fire (don't worry about aim), immediate action

_ Socializers -- Fire (no fun in ready or aim), ideas

Setting Expectation (Set the stage with your employees, co-workers, students)

* Tell people what you expect of yourself (listen, involved, treatment)

* Tell people what we can do together as a 'team'

* Ask them what they think we can do together as a team

* Ask people what they expect of you

* Ask people what they expect of themselves

* So then....what do I have a right to expect of you

"You don't have control over how much they care, but you do have control over what they know."

Problem Solving Model A – (person oriented)

Specific Behavior – Focus on the behavior, is it effecting performance of self or others?

Effects – Impact the behavior is having on others/office setting/ operations. Document.

Expectations – Repeat them, here are our standards!

Response – Provide opportunity for them to state explanation for their behavior. Listen and document.

Solve – Ask them, "What do you need from me to solve this problem?" Document response.

Problem Solving Model B – (issue oriented)

-Investigate the problem, gather information

-Identify the problem; determine the cause and root of the matter

-Brainstorm possible solutions, let them share and don't shut them off

-Prioritize the list, look for the best solution

-Make a decision and choose the best implementation

-Act, implement the plan

-Follow-up, we get what we inspect

-Evaluate at a specified time, address what has been solved/not been solved

-Repeat previous steps if problem exists

Office Bullying

A national poll conducted by the Workplace Bullying Institute says 30 million American employees have been, or are now being, bullied at work. Another 30 million have witnessed it. That total equals approximately 37% of the working population. (2017 WBI)

Bullying Facts:

- Bullying in the workplace is often used to intimidate and control another individual, whether a co-worker, employee, or supervisor.
- Office bullies often pervert their power in the workplace.
- Bullying tactics can often be degrading, humiliating, insulting, affronting and intimidating.
- Bullying is never acceptable and can be a very traumatic experience for the target.
- The bullying target often has no idea why he/she is being attacked.
- Studies show that targets leave the company on average in about 2 years after the bullying starts, either by illness, quitting, exploding, being fired or suicide.
- When there is an environment of distrust in the workplace, employees may not be willing to do their best. Productivity suffers.
- There is no clear definition of what workplace bullying is because there are no laws in place.
- Bullying can be hard to distinguish from other behaviors such as retaliation, sexual and racial harassment. Which by definition is offensive or unwelcome conduct that adversely affects an individual's condition of employment.

Bully Types

Yellers: This kind of bully has to always talk over the target(s).

Blockers: This type is great for slamming or trying to destroy the good work product of the target. He/she will also seek to undermine the reputation of the target as well.

Backstabbers: This classic office bully works in the shadows spreading ugly rumors and gossip about the target.

Nitpickers: This bully loves to find fault with everything the target does, no matter how trivial, and will find something wrong with whatever the target suggests.

Examples of Bullying

- Over-delegating or giving impossible or unreasonable workloads. Overloading employees, setting unreasonable deadlines, and requiring extra hours of work beyond full-time, without additional pay. NOTE: if the average wage because of this added requirement dips below Federal Minimum Wage, legal action is allowed.
- Being deliberately left “out of the loop” and ignored in regards to important work-related information. Given the silent treatment.
- Being ridiculed and demeaned regularly in front of others.
- Having your work excessively monitored, and feeling as if your job is constantly in jeopardy.
- Being unfairly criticized constantly.
- Removal of responsibilities and assigned meaningless, made-up tasks or “busy work” to perform on a daily basis. Some of these employees are given nothing to do at all and then written up for not doing anything.
- Being the target of gossip or rumors, yelling, personal name calling, joking or making insults based on race, gender, disability, national origin, etc....
- Unjustified reprimands and negative evaluations or performance reviews.
- A supervisor or coworker picks on the same people in front of others or in private where there are no witnesses.
- Falsely accusing the target(s) of workplace mistakes.
- Characterizing the target as incompetent or unintelligent.
- Blocking someone’s promotions.
- A supervisor sabotages an employee’s work or claims it as his own.
- A boss, supervisor or coworkers make jokes about an employee.
- A supervisor consistently gives an employee equipment that does not work, such as the oldest computer in the building and it is broken.

Handling Bullies

When employees or supervisors are aware of workplace bullying and do nothing to correct it they share in the negative consequences.

Make it known to your staff that bullying is unacceptable and will not be tolerated.

- Stress it is to be reported immediately if an individual feels he/she is being bullied, regardless of who the alleged perpetrator is.
- Discuss UCA's harassment policy and the proper procedure for addressing it at a staff meeting.

Encourage the employee to keep good records by detailing the pattern of bullying.

- This includes names, dates, times, places, what was done and said, witnesses, etc.
- This helps create a paper trail of facts and information.

Encourage specificity.

- Compile a list of incidents and when they occurred. If possible, find co-workers to corroborate the story.
- It is much easier to address a specific event, such as "yesterday in the parking lot, Gary aimed his car straight towards me so I had to duck for cover," rather than a general complaint of "he's mean to me all the time."
- Again, have the employee save e-mails and voice mails that are snide or threatening.

Encourage the employee to focus on facts not emotion.

- The employee could lose credibility if their complaint is fraught with emotion.
- Encourage them to address their concerns at a time when they are feeling calm—not immediately after an incident that causes them to react emotionally.

Make it relevant to work.

- How is the bullying affecting productivity?
- How is this behavior creating a hostile work environment?
- Emphasize your credibility with UCA (i.e.-your ability to get along with others, past work achievement, and a willingness to see other points of view).

Confront the bully.

- Standing up for oneself is all the bully needs to move on to another, easier target.
- Beware that this isn't always the case, and the bully may double their efforts.
- If you have reached a point where you can no longer take the bullying, you have nothing to lose by standing up for yourself.
- This could send a signal to the managers or HR that the bully's behavior is truly out-of-hand.

<http://www.you-can-learn-basic-employee-rights.com/workplace-bully.html>

<http://www.workplacebullying.org/>

An Effective Supervisor

How effective are you? Answer these questions and see!

1 – does not describe me

2 – not very true

3 – somewhat true

4 – this describes me

- _____ 1. I direct work flow to maximize efficient use of my people and their time.
- _____ 2. I explain the 'big picture' to help my employees understand their roles and tasks.
- _____ 3. I work efficiently and conscientiously as an example to my employees.
- _____ 4. I stay up-to-date on the technical aspects and terminology of our industry.
- _____ 5. I set and maintain high standards for myself.
- _____ 6. I continually watch for ways to improve my unit's work and ability to be effective.
- _____ 7. I am willing to change the way we do things if I notice problems or inefficiencies.
- _____ 8. I encourage my employees to suggest ways to improve things and work to support valid suggestions.
- _____ 9. I can handle new situations effectively.
- _____ 10. I provide encouragement and praise on a regular basis to reinforce good performance.
- _____ 11. I maintain and use tracking systems to monitor results.
- _____ 12. I make myself available to answer questions, demonstrate tasks or help employees to solve problems.
- _____ Total score

40-48 – indicates excellent supervisory skills

30-39 – indicates your supervisory skills are acceptable, but could use some sharpening

20-29 – indicates a need for improvement

Below 20 – indicates a substantial deficiency of supervisory skill and corrective action is needed

Sample #1 Student Employee Evaluation

Student Employee: _____

Current Semester: _____ Evaluation Date: _____

Department: _____

Supervisor: _____

Attendance: The reliance that can be placed on an employee to be at their workstation on time and ready to work.

_____ Exceptional _____ Very Good _____ Competent _____ Acceptable _____ Unacceptable

Work Quality: The reliability, accuracy, and neatness of work produced.

_____ Exceptional _____ Very Good _____ Competent _____ Acceptable _____ Unacceptable

Work Quantity: The amount or volume of work completed.

_____ Exceptional _____ Very Good _____ Competent _____ Acceptable _____ Unacceptable

Judgement: The ability to make sound decisions that affect work performance.

_____ Exceptional _____ Very Good _____ Competent _____ Acceptable _____ Unacceptable

Initiative: The combination of job interest, dedication, and willingness to extend oneself to complete an assigned task.

_____ Exceptional _____ Very Good _____ Competent _____ Acceptable _____ Unacceptable

Teamwork: The working relationship established with fellow employees in the work environment.

_____ Exceptional _____ Very Good _____ Competent _____ Acceptable _____ Unacceptable

Dependability: The reliance that can be placed on an employee to persevere and carry through to completion on any task assigned.

_____ Exceptional _____ Very Good _____ Competent _____ Acceptable _____ Unacceptable

Performance Summary and Additional Comments:

Recommendation

YES

NO

Would you recommend for rehire?

Would you like this employee to return to your area?

Suggested areas for future consideration:

Student Employee Comments: (Each employee evaluated is encouraged to add comments for review)

Supervisor Signature

Date

I am signing this evaluation to indicate that my supervisor and I have reviewed this evaluation in its entirety.

Student Employee Signature

Date

Sample #2 Student Employee Evaluation

Student Name: _____

Department: _____

Date: _____

Instructions: For each of the criteria listed below, select the number that most closely corresponds to the student employee's performance. Identify strengths, recognizing challenge areas and determine a plan for corrective action strategies.

Rating Scale:

- 1 Unsatisfactory performance, needs improvement
- 2 Fair performance that is below expectations
- 3 Average performance, meets expectations
- 4 Above average performance, very good
- 5 Excellent performance, maintains high standards

Accomplishment of work requirements

Student employee contributes high quality service and work

1 2 3 4 5

Comments:

Student employee willingly accepts responsibility and takes initiative (i.e. seeks opportunities, identifies needs, takes action).

1 2 3 4 5

Comments:

Student employee demonstrates an understanding of work ethics (i.e. reports to work as required, on time).

1 2 3 4 5

Comments:

Student employee completes task as required (i.e. produces accurate and consistent work, meets deadlines, follows through on responsibilities).

1 2 3 4 5

Comments:

Employment Knowledge

Student employee understands skills needed to perform assignments (i.e. technical skills, ability to organize work in an efficient manner).

1 2 3 4 5

Comments:

Student employee demonstrates a commitment to department's goals and objectives.

1 2 3 4 5

Comments:

Personal Relations

Student employee possesses the ability to get along with others in the office.

1 2 3 4 5

Comments:

Student employee accepts direction and feedback appropriately.

1 2 3 4 5

Comments:

Additional comments from supervisor:

Additional comments from student employee:

Student Employee Signature

Date

Supervisor Signature

Date

Termination

Student Employee Discipline Procedures

Perhaps the most intricate and difficult personnel problems involve the handling of non-productive or ineffective employees. Be sure to detail your expectations for your student employees' right from the beginning. Employers are encouraged to give positive feedback to students when warranted; however, there may be times when a student employee is not performing up to your expectations.

An important goal of the student employment program is to provide a work environment that will teach students about the responsibilities and opportunities associated with employment. Keep in mind that many students have either not worked at all, or not worked in these types of jobs before coming to UCA. Some student employees will need helpful understanding and, sometimes, firm direction concerning their performance. Supervisors who do not administer helpful discipline are doing a disservice to the student employee. Grounds for progressive disciplinary action include, but are not limited to:

- Tardiness
- Unexcused absenteeism
- Disobedience or insubordination
- Carelessness or lack of attention that results in injury to property, person, or public relations.
- Reluctance or failure to meet job requirements
- Unsatisfactory completion of job assignments
- Failure to work with the public or co-workers in a courteous, professional manner
- Excessive personal distractions

While it is highly preferred that an individual be subject to disciplinary process of coaching and feedback, there may be cases where the employee's conduct results in immediate termination. Examples of such situations include, but are not limited to:

- Using, or being under the influence of drugs and/or alcohol during their work shift
- Dishonesty or theft
- Breaching confidentiality agreements
- Willful and unauthorized destruction or abuse of property
- Improper use of a timecard, falsifying hours worked
- Any act of physical violence
- Violations of the law

When disciplining students, the following procedures should be followed:

1. After talking with the student about your expectations and what specific behavior of theirs you find unacceptable, issue a verbal warning. Make a note for the file of the date the warning was given, and a summary of the conversation you had with the student.
2. If the unacceptable behavior is repeated, supervisors should sit down with the student to either discuss the concern and document it in the form of a first written warning, or fill out the appropriate form. If an Employee Action Report is used, the following should happen:
 - a. Discuss the report and action plan with the student employee.
 - b. The form is signed by both the supervisor and the employee so that there is a mutual understanding of the situation.
 - c. A copy should be maintained by both the supervisor and the student.
3. If the unacceptable conduct or action continues, a final written warning or appropriate form should be completed. It should be clearly stated that this is the last warning the student will receive, and that further incidents of unacceptable performance after this point may result in termination.
4. If the student disciplinary procedure leads to a request for termination, contact Human Resources for the proper guidelines to follow.

Regardless of the warning level, all warnings should contain the following elements:

- An explicit description of the problematic behavior or action
- A detailed explanation of the desired behavior

Sample #1 Student Employment Discipline Action Report

Date: _____

Name of Employee

Position Title

Name of Supervisor

Department

Action Report:

Verbal Warning – Date Given: _____

First Written Warning – Date Given: _____

Final Written Warning – Date Given: _____

Description of unacceptable conduct or action being performed:

Details of how student's performance or actions must improve:

Resolution:

I have met with my supervisor and am clear about what I need to work on. I understand if my unacceptable conduct or action continues, I will be subject to further disciplinary action, up to and including termination from my position.

Student's Signature

Date

Supervisor's Signature

Date

Sample #2 Disciplinary Action Form

First Warning

Student Name

Date

I acknowledge that I have not been fulfilling my obligation as a student employee and have had my first warning. Any further shortfalls will be addressed with a senior office member.

Reason _____

Student Signature

Supervisor Signature

Second Warning

Date

I acknowledge that I have not been fulfilling my obligation as a student employee in the _____ (Department), and have already had my first warning. At this time I have talked to a senior office member and know that if this conduct continues, I will be asked to leave my position with the department.

Reason _____

Student Signature

Supervisor Signature

Senior Office Member

Termination

Date

Reason _____

Sample #1 Student Employee Notice of Termination

Termination and Evaluation:

Student Name: _____ Last Day Physically Worked: _____

Department Name: _____ Reason for Termination:
 End of Employment Period
 Graduating
 Other: _____

Evaluation Instructions:

Using the job description as a guide, rate the employee on the factors listed below. Use the following code to indicate the quality of the employee's performance.

- (1) Employee exceeds standard
- (2) Employee meets standard, progress is as expected
- (3) Learning is slow, improvement must take place (Explain all #3's)

Performance Factors	Code	Supervisor's Remarks
Quantity of Work	_____	_____
Quality of Work	_____	_____
Job Knowledge	_____	_____
Adaptability	_____	_____
Cooperation	_____	_____
Initiative	_____	_____
Punctuality	_____	_____
Appearance	_____	_____

Was the student employee in good standing upon termination? Yes No

If No, explain: _____

Supervisor Signature: _____ Date: _____

Student Employee Response: _____

Student Signature: _____ Date: _____

Sample #2 Student Employment Termination Form

Student Information

Student Name: _____ Employee ID Number: _____

Department: _____

Voluntary Information

The student is no longer working in the above position due to the following reason(s):

- | | |
|---|--|
| <input type="checkbox"/> School/Work Conflict | <input type="checkbox"/> No Show |
| <input type="checkbox"/> Job Dissatisfaction | <input type="checkbox"/> Department Budget Constraints |
| <input type="checkbox"/> New Campus Job | <input type="checkbox"/> Other _____ |
-

Involuntary Information

The student has been terminated from the above position due to the following reason(s):

- | | |
|---|--|
| <input type="checkbox"/> Poor Performance | <input type="checkbox"/> Behavioral Misconduct |
| <input type="checkbox"/> Poor attendance | <input type="checkbox"/> Other: _____ |

A verbal or written warning was issued to the student on _____ and documented in the student's personal file.

A written termination notice was issued to the student on _____ and documented in the student's personal file.

Job End Date: _____

Authorized signatures

Supervisor Name (Please print)

Supervisor Signature

Date

Sample #1 Separation Summary

We appreciate your time in providing the following information. Your comments are valuable to us and will be shared with the appropriate members of the management team as we strive to improve our department. Once completed, please return to the office.

Name: _____ Supervisor: _____

Date of Separation: _____ Department: _____

1. What is your opinion of this department as a place to work? _____

2. What did you enjoy most about working in this department? _____

3. What did you enjoy least about working in this department? _____

4. What is your opinion of your supervisor? _____

5. What suggestions do you have for improving the department as a place of work? _____

6. Other comments: _____

Employee Signature

Date

Sample #2 Exit Questionnaire

Please briefly respond to each question

1. What is your primary reason for leaving?
2. Did anything trigger your decision to leave?
3. What was most satisfying about your job?
4. What was least satisfying about your job?
5. Did you receive enough training to do your job effectively?
6. Did you receive adequate support to do your job?
7. What would you improve to make our workplace better?
8. What was the quality of the supervision you received?
9. Did any office policies or procedures (or any other obstacles) make your job more difficult?
10. Any other comments?

Thank you for your feedback. Your responses will assist in our department in developing and reaching our full potential.

Employee Signature

Date