SUPervisors: STUDENT EMPLOYER HANDBOOK

INTRODUCTION

- Preface
- Introduction to Student Employment

STUDENT EMPLOYMENT PROGRAMS

- Federal Work-Study (FWS)
- International Students

WORK STUDY AWARD AMOUNTS AND EARNINGS

- Calculating Student Work Hours
- Job Listings and Referral Service
- Student Employment Application

RIGHTS AND RESPONSIBILITIES

- Student's Responsibilities
- Student Employment Office's Responsibilities

POLICIES AND PROCEDURES

- Accommodations for Disabled Employees
- Non-Discrimination Policy
- Drug-Free Schools and Community Act
- Sexual Harassment and Harassment Policy
- On-The Job Injuries
- Immigration Reform Control Act of 1986
- Summer Employment
- Hours Worked
- Student Paychecks
- Termination and Resignation
- Absences
- Rest Periods
- Job Safety
- Fair Labor Standards Act

INTERVIEWING

- Preparing for the Interview
- Conducting the Interview
- Post-Interview Procedure
- Obstacles to Effective Interviewing
- Sample Interview Questions
- Questions to be Avoided

STUDENT WORKER ORIENTATION

- Things to Tell a New Student Employee
- Suggested Worker Guidelines
- Improving Working Conditions
- The Six-Step Method for Giving Constructive Feedback
- Common Supervisor Problems
- Strategies for Helping Supervisors Succeed with Student Employees
- Why Students Don't Come to Work
- Poor Job Performance
- Providing Positive Feedback/Reinforcement
- Supervisor's Role in Student Employment
EVALUATION/DISCIPLINARY ACTION/TERMINATION

- Employee Evaluation
- Corrective Discipline Interview
- Termination of a Student

TROUBLESHOOTING

- Why a Student Might Not Receive a Paycheck
- Frequently Asked Questions

TELEPHONE

- Telephone Technique
- Telephone Guidelines

CONFIDENTIALITY

Family Educational Rights and Privacy Act (FERPA) form
Gramm-Leach-Bliley Act (GLB) form
INTRODUCTION

PREFACE

This guide has been developed for use by on-campus student worker supervisors. The guide outlines policies, procedures, and responsibilities of the student and the supervisor. If you have any questions which are not answered or are unclear to you in this guide, please contact the Student Employment Coordinator, in the Financial Aid Office, at ext. 1151.

All students who work for Washburn University in the Federal Work Study program or paid by Departments must be authorized to work by the Student Work Study Coordinator PRIOR to starting work. It is important for supervisors to follow the procedures in this guide carefully so that the student employee will be paid in a timely manner.

INTRODUCTION TO STUDENT EMPLOYMENT

Many students at Washburn University find it necessary to work full time in the summer and part time during the academic year in order to meet college expenses. The Federal Work-Study Program, a program administered by the Financial Aid Office, was established to centralize information about student employment; provide standardized practices and procedures for student employment; prevent discrimination on the basis of sex, race, creed, national origin, or physical disability; and increase the number of job opportunities both on and off campus.

Student employment programs generally have two primary purposes:

1. To provide students with financial support and work related experiences.
2. To help departments and programs meet their daily operational needs.

Students work for a variety of reasons. Some students need their earnings to help finance their education, while others spend the earnings on housing needs. Students recognize that the skills and work habits on the job will benefit them when they seek full-time employment.

In addition, student employment can be of significant value to a student's general education experience. The Student Employment Coordinator assists supervisors and student workers in maximizing learning opportunities through student employment programs.

The Student Employment Coordinator assists students by offering:

- Part time job placement on campus
- Part time work experience placements off campus

Working with the Student Employment Coordinator is the Career Services office. This office assists students by offering:

- Job counseling
- Resume assistance
- Interviewing assistance
- The Job Bank- a centralized placement of referrals for part time off campus openings
- Opportunities for summer employment
STUDENT EMPLOYMENT PROGRAMS

FEDERAL WORK-STUDY (FWS)

The Federal Work Study (FWS) Program (a need based program) provides jobs for undergraduate students who receive financial aid. Washburn University receives an allocation from the federal government each fiscal year which is used in combination with the University’s funds to provide part-time jobs for students. The Financial Aid Office budgets the FWS allocation from the federal government to departments on-campus and community service agencies off-campus.

Students must apply for financial aid and receive a FWS award from the Financial Aid Office, Morgan Hall, Room 267 to work under this program. Students who demonstrate financial need are awarded FWS funds on a first-come, first served basis until funds are exhausted. Therefore, it is very important for students to be aware of, and adhere to, application priority dates. Students who file for financial aid too late in the year may not receive a FWS award due to lack of funding, regardless of whether they have financial need, or have a specific FWS job arranged. To receive maximum consideration for a FWS award, students should file the Free Application for Federal Student Aid (FAFSA) as soon after January 1 as possible.

FWS funds are restricted to students who are either citizens or permanent residents of the United States. Foreign students with F-1 Visa are not eligible for FWS.

Students who accept their offer of FWS are NOT guaranteed a job. All students are given access to available FWS job descriptions so they may apply for the jobs that interest them.

FWS positions can be found in almost every office and department.

INTERNATIONAL STUDENTS

Foreign students (with F-1 Visa) are eligible to work on-campus under the non-college Employment Program. They can work up to 20 hours per week while classes are in session and 40 hours per week during authorized vacation periods and intercession breaks.

Students must complete a full time course load the previous and current semester. For undergraduates this means 12 hours. Students must be making satisfactory progress in their degree program. This is defined as a GPA of 2.00. In order for students to work the summer, they must be enrolled in the fall semester.

After hiring a foreign student worker, the student must proceed to the International Programs Office to pick up the Employment Clearance form and apply for their Social Security card. They then must report to the Student Employment Coordinator located in the Financial Aid Office, Morgan Hall, Room 267, to fill out all required forms.

For clarification or questions, contact International Programs Office at ext. 1051.

WORK-STUDY AWARD AMOUNTS AND EARNINGS

Student employees who receive FWS awards may not earn more than the dollar amount of their award. The Student Employment Coordinator and the department supervisor MUST monitor all FWS student earnings to ensure that students do not earn more than the awarded amount. If the FWS amount is exceeded, the student wages must be charged to the departments.

It is possible for a student’s award amount to change before and during the academic year. Changes could be the result of a change in financial circumstances or receipt of additional financial aid, etc. The Student Employment Coordinator will notify supervisors of any change in award and program amounts. Departments are responsible for monitoring FWS awards. Students may also check on their earnings on their mywashburn account.
CALCULATING STUDENT WORK HOURS

Below is a schedule that will assist you in determining the number of hours a student can work per week based on their work study award and pay rate. This chart has been developed in order to avoid your student employees depleting their work award before the end of the academic year. This schedule is based on 16 work weeks in a semester with the assumption that the student will not work during the Christmas or spring break holidays. If a student will be working during spring break or over the Christmas holidays, the hours worked per week should be decreased.

Students who have been awarded FWS may not have their work award increased. However, in some cases we may be able to extend or change a student’s work program; these students must contact the Financial Aid Office for an appointment with the Student Work Study Coordinator.

<table>
<thead>
<tr>
<th>Hourly Rate</th>
<th>Semester Federal Work Study Award</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>$1000</td>
</tr>
<tr>
<td>$7.25</td>
<td>4.3</td>
</tr>
<tr>
<td>$7.50</td>
<td>4.2</td>
</tr>
</tbody>
</table>

The above hours per week are close approximations based on 16 work weeks. If a student has received a different work award other than those listed above, you may figure the hours per week based on the following:

Step 1
Total award amount divided by number of work weeks (32) = $Amount able to earn per week

Step 2
$Amount divided by rate of pay = number of hours able to work per week

Sample:
$1500/32= $46.88 (able to earn per week)

$46.88/$6.55= 7.15 (hours to work per week)

This schedule assumes that students will not work during any break period (such as Christmas and spring break). If they plan on working during breaks, please adjust their schedule accordingly.

If the student is working in more than one position, the hours per week must be divided appropriately.
Salary is based on Employment Categories & Raises based on satisfactory service:

I. General Office, Labor and Service  $7.25 per hour

Students in this employment category who have satisfactorily completed one year of service receive a $.35 an hour raise ($6.90 per hour) for the second year and an additional $.25 per hour for each succeeding year.

II. Skilled Workers, Heavy Labor and Telecounselors  $7.25 per hour

Students in this employment category receive an additional $.25 per hour after each year of satisfactory Service.

III. Tutors  Up to $7.25 per hour

Students in this category receive an additional $.25 per hour after each year of satisfactory service.

IV. Student Supervisors  $7.50 per hour

Students in this category receive an additional $.25 per hour after each year of satisfactory service.

Please contact the Student Employment Coordinator, Morgan Hall, Room 267 if you have questions or require assistance with the employment of a student or students.

STUDENT EMPLOYMENT APPLICATION

Some Departments like to have students complete an application before they are interviewed. This can be a good practice to follow as it provides you with some basic information, but more importantly, references to check. A sample application is in the Appendix.

RIGHTS AND RESPONSIBILITIES

SUPERVISOR’S RESPONSIBILITIES

It is the supervisor’s responsibility to:

1. Submit on my.washburn any job openings to the Student Employment Coordinator.
2. During a job interview, it is essential that an employer clearly explain job responsibilities, performance expectations, pay rates, and work schedules associated with the position.
3. After hiring a student worker, please instruct the employee to report to the Student Employment Coordinator in the Financial Aid Office to fill out a Federal I-9, the W-4, and the Student Contract.
4. Provide the appropriate training including web time entry and provide appropriate work space for each student employee.
5. Monitor the remaining work award for each FWS student.
6. Notify the Student Employment Coordinator when positions become open, closed, or altered in any way.
7. Be certain the web time sheets are accurate before confirming and submitting to the Payroll Office. Your confirmation certifies that the student has actually worked the hours reported. The payroll period is bi-weekly. Time sheets must be received in the Payroll Office by the grace period allowed, usually the Monday after the end of the pay period.
8. Evaluate students once a year or prior to leaving, whichever comes first. Maintain communications and feed-back with student employees during course of employment.

REMEMBER: Student Employees are students first and employees second. Students may not work during scheduled class times. Working during scheduled class times violates Department of Education regulations.
STUDENT’S RESPONSIBILITIES

A student employee should make a serious commitment to his/her job. When hired for a position, the student becomes a member of a work unit that depends on him/her. Therefore, the supervisor may reasonably expect the student to:

1. Report to work at the agreed-upon time, ready to work
2. Attend to assigned duties on the job, and not conduct personal business while at work.
3. Work with a cooperative and positive attitude.
4. Notify the supervisor as soon as possible if work schedule changes. Projects and exams may occasionally interfere with a work schedule; the student should notify the supervisor when such changes can be predicted.
5. Keep an accurate record of hours worked.
6. Work up to, but should not exceed 20 hours per week when classes are in session, and no more than 40 hours per week when classes are not in session.
7. Enter time worked daily, and confirm time sheet with the supervisor on the last working day of the payroll period.
8. Notify the supervisor promptly in the event of a revision in the work award.
9. Notify each supervisor if employed in more than one position on campus.

The FWS student has additional responsibilities to the Financial Aid Office. Since FWS is based on financial need, the student is expected to:

1. Notify the Financial Aid Office of any enrollment (credit hour) changes during the academic year.
2. Maintain satisfactory academic progress.
3. Earn no more than the predetermined work award.
5. Re-apply for financial aid each year according to the deadline dates.
6. Submit all requested documents to Financial Aid Office in a timely manner.

STUDENT EMPLOYMENT COORDINATOR’S RESPONSIBILITY

1. Assist students in securing employment for the purpose of offsetting educational expenses.
2. Help student obtain career related and practical work experience, if available.
3. Insure University wide compliance with Student Employment Policies and Procedures as established by the University. In addition, recommend and implement revisions.
4. Help student employees understand their responsibilities and commitment to their jobs and their employer.
5. Ensure that student employees are enrolled in the University.

In order to carry out the responsibilities, the Student Employment Coordinator reviews all new job descriptions, titles, etc., and prepares reports regarding student employment. The Coordinator assists departments with their efforts to comply with appropriate regulations by monitoring payroll earnings, records, etc.
ACCOMMODATIONS FOR DISABLED

Washburn University recognizes the wide variations in the needs of student employees with disabilities. When needs arise, employees should discuss needed accommodations with their supervisors. It is appropriate and responsible to seek assistance from Student Services (Morgan Hall, Room 150, extension 1629 or TDD: 670-1025 or email washburn.edu/services/studentlife/stuservices/index.html), or from Human Resources (Morgan Hall room 135, extension 1538).

NON-DISCRIMINATION POLICY

Washburn University is committed to a policy of equal educational and employment opportunity without regard to race, color, religion, age, national origin, ancestry, disability, sex, marital status, or parental status, or sexual orientation. At the same time, Washburn University reserves the right and duty to seek and retain personnel who will make a positive contribution to its goals, and mission. For more information go to www.washburn.edu/eo.html or contact deborah.moore@washburn.edu.

DRUG-FREE SCHOOLS AND COMMUNITY ACT

In compliance with the Federal Drug-Free School and Community Act, it is the policy of the University to prohibit the unlawful manufacture, distribution, dispensation, possession, or use of drugs. Students who violate the University policy are subject to disciplinary sanctions.

SEXUAL HARASSMENT POLICY

Washburn’s sexual harassment policy can be found at www.washburn.edu/sexual-harassment.html. Complaints of sexual harassment should be made verbally or in writing to Carol L. Vogel, Director of Equal Opportunity, Morgan Hall Room 380A, or phone 785-670-1509 or you may send email to carol.vogel@washburn.edu.

ON-THE-JOB INJURIES

Washburn University employees are covered by Workman’s Compensation for physical injuries and occupational diseases that arise out of injury in the course and scope of employment. Workers’ Compensation was not designed to cover all of the workers’ health problems; it does, however, provide a wide range of benefits for work related injuries and illnesses. The employee has definite legal responsibilities that are required to establish a claim for compensation.

Benefits – At no cost to the employee, WCI will pay all reasonable medical expenses incurred as a direct result of injuries sustained during the normal course and scope of an employee’s job. In addition, Workman’s Compensation provides weekly compensation for employees who lose time from work and death benefits for employees who die as a result of on-the-job injuries.

Treatment – Employees with serious injuries should be taken to the nearest emergency facility (Stormont-Vail Health Care or St. Francis Health Center) as quickly as possible. An ambulance should be called if necessary. Employees with minor injuries are encouraged to use Washburn’s Student Health Services in Morgan Hall, Room 170. It is open 8-5, Monday through Friday and a physician or physician assistant is present daily.

Reporting – ALL on-the-job injuries, no matter how trivial, MUST BE REPORTED to the supervisor and to the Office of Human Resources, Morgan Hall, Room 135, 670-1538. Supervisory personnel who are aware of injuries must also notify the Office of Human Resources. Failure to report injuries in a timely fashion may result in a delay of or ineligibility for benefits.

Absences – When an employee is able to return to work on or before the next regularly scheduled workday after the on-the-job injury was sustained, the employee will not lose any pay or benefit time as a result of the injury. Regular employees who incur additional absences as a result of their on-the-job injury may elect to use benefit time or be placed on leave of absence without pay. Under no circumstances will an employee be permitted to draw Workman’s Compensation weekly benefits at the same time she is drawing sick leave or annual leave pay.

Extended Absences – Generally, employees who are unable to return to work, with or without reasonable accommodation, because of medical limitations, within one year of the work-related injury/illness, will be placed on disability retirement.
IMMIGRATION REFORM CONTROL ACT OF 1986

On November 6, 1989, President Reagan signed into law the Immigration Reform Control Act. This act makes it unlawful to knowingly hire an alien who is not properly authorized to work in the United States. Therefore, all students must submit verification of identity and employment authorization to the Student Employment Office before they are hired. Students will not be able to receive a student payroll form unless their eligibility to be employed has been verified.

NOTE: Students must complete this procedure when they are initially hired as a Federal Work Study student employee. They do not need to complete this procedure during subsequent years even though they may be employed in a different position within the University or an off-campus agency approved by the Student Employment Coordinator.

SUMMER EMPLOYMENT

On-campus summer employment becomes effective for all students according to the Payroll Calendar, May 16th through August 15th. Normally there are no Federal Work Study positions during the summer session.

HOURS WORKED

In the fall and spring semester, student employees of the University should be restricted to no more than twenty (20) hours of work per week, unless approved by the Work Study Coordinator. Federal Work Study students who are employed in more than one position should be limited to a maximum total of 20 hours per week.

Students are not eligible to work overtime hours. No student can work more than 40 hours per week.

STUDENT PAYCHECKS

Paychecks for students are distributed by the Business Office (Morgan Hall, Room 205). If checks are not direct deposited or picked-up, students are notified by email or the student is called to let them know that they have a paycheck in the Business Office. Students must sign for paychecks so paychecks are never mailed. Paychecks held for 90 days are void, and must be reissued.

Student employees with more than one position will receive one paycheck.

Student workers are eligible for direct bank deposit of paychecks. Call the Payroll Office for information. Ext. 2039

TERMINATION AND RESIGNATION

Termination

Student employees are “at will” employees and may be terminated at anytime. However supervisors are encouraged to give careful consideration of all factors involved. Problems should, whenever possible, be resolved between the supervisor and the student employee before the situation deteriorates to the point that termination is required.

When a student leaves his/her position, all keys or codes released to the student are required to be returned to the supervisor. All computer access must be terminated. The Supervisor is to contact Information Systems & Services (ISS) for guidance.

Resignation

A student employee may resign from a job at any given point, but a student should notify his/her work supervisor to provide sufficient notice of leaving their current position. All duties should be satisfactorily completed, and any work in process should be documented and explained. Procedures for return of keys and codes, as explained above, should be followed.

ABSENCES

A student employee should notify their supervisor as soon as possible, but no later than the beginning of the scheduled work period or as determined by the supervisor when she/he is unable to work. In case of an extended absence, the student should inform their supervisor of the anticipated length of their absence. A student will not be paid for hours that were not actually worked.
REST PERIODS

A student employee may be provided a 15 minute rest period during a continuous four hour work segment. Rest periods are scheduled by the supervisor to maintain efficiency of the work unit. Rest periods must be preceded and followed by work and should not be used to cover a student’s late arrival or early departure. Time designated for rest periods cannot be accumulated. Please note that breaks are a privilege, not a right.

JOB SAFETY

All employees have a responsibility to promote safety in the workplace.

FAIR LABOR STANDARDS ACT

The federal law defines the minimum wage, overtime pay and record keeping standards applicable to employees.

INTERVIEWING

PREPARING FOR THE INTERVIEW

1. Review the job description and specifications.
2. Specify information predictive to each area of performance.
3. Write the interview questions to discover areas of knowledge, skills, and abilities for successful performance (see page 12 for Sample Interview Questions and Questions to Avoid).
4. Review the application (note areas to explore).

CONDUCTING THE INTERVIEW

1. Establish rapport.
2. Explain purpose; set agenda.
3. Gather predictive information (75% of the interview time).
4. Describe the job.
5. Answer questions and allow the student to add information.
6. Conclude the interview.

POST-INTERVIEW PROCEDURE

1. Evaluate candidates against selection criteria and not against each other.
2. Refrain from making formal job offer until all applicants have been seen.
3. Exercise common courtesy, and inform applicants not selected that the position has been filled.
4. Once the student is hired and provides the proper identification, he/she will be issued a Student Contract by the Student Employment Office. The supervisor’s receipt of the contract is notification that all paperwork necessary for employment has been completed. **The student is not permitted to work before this time.**
OBSTACLES TO EFFECTIVE INTERVIEWING

Unfortunately, it is easy for an interviewer to make a mistake in an employment interview. Some of the common mistakes that have been detected in poorly conducted interviews are as follows:

<table>
<thead>
<tr>
<th>Mistakes</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Failing to establish rapport with the applicant.</td>
<td>As a result, the interview never gets off the ground</td>
</tr>
<tr>
<td>Not knowing what information is needed.</td>
<td>Consequently, the interviewer does not know what questions to ask the applicant.</td>
</tr>
<tr>
<td>Concentrating exclusively on the applicant as person.</td>
<td>The perceptive interviewer specifically attempts to compare an applicant’s demonstrated abilities and experience with the actual job requirements.</td>
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<tr>
<td>Not remaining silent, or listening long enough.</td>
<td>The interviewer does too much talking and fails to obtain meaningful information from the applicant.</td>
</tr>
<tr>
<td>Not allowing sufficient time to observe the applicant's responses and behavior.</td>
<td>The interview should not be too short and superficial. The longer the interview, the better the chances of gaining meaningful information from the applicant.</td>
</tr>
<tr>
<td>Incorrectly interpreting information obtained from the applicant.</td>
<td>The interviewer draws the wrong conclusion about the applicant’s ability to perform.</td>
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<tr>
<td>Being aware of or not dealing with biases for or against certain types of applicants (stereotyping).</td>
<td>This includes how you feel about hair styles, clothing, educational background, etc.</td>
</tr>
<tr>
<td>Being over influenced (either favorable or unfavorable) by one characteristic or trait of that particular applicant.</td>
<td>This includes physical appearances, style of dress, personality, etc. (“I can’t stand men who have mustaches”).</td>
</tr>
<tr>
<td>Making a decision based only on intuition or “first impression,” rather than careful insight and analytical judgment.</td>
<td>This results in substantial loss of time, because more effort is spent on the “halo effect” comparison than on obtaining information relevant to the job.</td>
</tr>
<tr>
<td>Using stress techniques designed to trap or fluster the applicant.</td>
<td>Whether out of a desire to be courteous or because the applicant is particularly dominant, the interviewer can lose control of an interview. When this happens, the interviewer must regain control skillfully not abruptly.</td>
</tr>
<tr>
<td>Conducting a poorly structured or an unstructured interview.</td>
<td>People are used to doing this because their daily business conversations are often short and to the point, but in interviewing, the interviewer must endeavor to do just the opposite to draw the candidate out. Using open-ended questions will give you the most information.</td>
</tr>
<tr>
<td>Failing to control or direct the interview.</td>
<td>These telegraph to the candidates desired responses. Most applicants are good enough at reading the interviewer’s mind without being provided direct guidance.</td>
</tr>
<tr>
<td>Asking questions answerable by a simple “yes” or “no”.</td>
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<tr>
<td>Making judgmental or leading statements.</td>
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</tbody>
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SAMPLE INTERVIEW QUESTIONS

Tell me about your job:

- To whom do you report?
- How many other employees report to your supervisor and what are their titles?
- What do you like most about your current job?
- What do you like least?
- What were your two most important achievements in your current/last job?
- How do you think your subordinates would describe you as an employee?
• How do you think your supervisor would describe you as an employee?
• What attributes do you believe an effective employee should possess?
• What plans do you have for self-development in the next twelve months?
• What type of criticisms are leveled at you most often? Are they valid?
• How do you plan and organize your work?

QUESTIONS TO BE AVOIDED

Name
• Inquiry about name that would indicate applicant’s lineage, ancestry, national origin or descent
• Inquiry as above into previous name where it has been changed by court order or otherwise.

Marital and Family Status
• Inquiry indicating marital status including: “Miss, Mrs., Ms.”
• Inquiry into number and ages of children
• Inquiry into child-care arrangements
• Inquiry into pregnancy or birth control

Age
• Requirement that applicant state age or date of birth except inquiry as to whether the applicant meets the minimum age requirements as set by law

Handicaps
• Any inquiry into nature and severity of handicap.

Sex
• Any inquiry that would indicate sex including questions concerning height and weight unless business necessity can be proved

Education
• Inquiry as to how foreign language ability was acquired

Conviction, Arrest and Court Record
• Inquiry relating to arrests
• Inquiry into conviction record if not substantially related to functions and responsibilities of specific job in question

Emergency Contact
• Inquiry into relatives to be notified in event of accident or emergency (Maybe done after hire)

Organizations
• Inquiry into organizations to which applicant belongs if “protected” information would be indicated
Military Record

- Inquiry into type of discharge

Citizenship

- Inquiry into country of citizenship if applicant not U.S. citizen

Race/Color

- Inquiry about race, color or skin, eyes, hair, etc.

Birthplace

- Inquiry into birthplace of applicant or applicant’s relatives; however, must request proof of legal ability to work in United States

STUDENT WORKER ORIENTATION

THINGS TO TELL A NEW STUDENT WORKER

To adequately prepare new student employees for their job, it is suggested that upon hire, and then at yearly intervals, all employees be given a brief orientation. A standardized orientation is an excellent way of insuring that all employees are given the same information about employee dress code, conduct on the job, chain of authority and office procedures.

SUGGESTED STUDENT WORKER GUIDELINES

1. Student workers are responsible to their immediate supervisor, then to the head of the Department. Matters of importance should be directed to your immediate supervisor first, and then up through the chain of authority.

2. Workers are expected to be punctual. If you are delayed, you are expected to call before or within fifteen minutes of expected time of arrival. If you are ill, you should notify your supervisor when you expect to return to work.

3. The University does not have a dress code for student employees. Depending on the nature of the work, the department may have a dress code. Suggestive or distasteful clothing and caps are not permitted. Occasionally, you will be asked to dress up for special activities. You will be notified in advance of these occasions.

4. Please arrange personal business before or after work hours. Consult with immediate supervisor if time off is necessary. It may be granted providing it doesn’t interfere with the flow of the office.

5. You may take off extra time for special tests, providing you notify and receive approval from your immediate supervisor in advance.

6. Break times are not scheduled, however, they may be permitted depending on the policy of the department if a student is working an extended period of time. Please take them when it is less busy in the office with your supervisor’s permission.

7. Visiting with friends in the office or on the phone during work hours is prohibited. Visiting should be done during breaks from the office.

8. When asked to do a job for someone other than your immediate supervisor, you must clear it with your immediate supervisor first.

9. When tasks haven’t been completed at the conclusion of your work period, inform your immediate supervisor of the progress.

10. Inform your supervisor before leaving at the close of your work period.

11. The fax machine is for office use only. Personal use is not permitted without prior approval.

12. The copy machine is for office use only. Personal use is not permitted without prior approval.
13. Arrange your working hours in increments of more than one hour, preferably two or more hours. All work schedules should be approved by your immediate supervisor. Scheduled work hours should be for the benefit of the office as well as your personal convenience.

14. **Completion of time sheets is the responsibility of the student. They are due bi-weekly.** Your immediate supervisor must approve your online time sheet or sign your paper time sheet before sending it to the Payroll Office. Pay checks may be picked up at the Business Office, Morgan Hall, room 205 unless you have made arrangements for direct deposit.

15. All files and work related information are of a confidential nature. Student employees are required to maintain this confidentiality at all times. Written or verbal information can not be removed from the office or discussed with students or other individuals not employed within the office. Data and material to which you may have access are to be treated in a confidential manner. Any breach of confidence or abuse of your position may result in dismissal or disciplinary action.

16. When taking telephone messages, please get the caller’s complete name and telephone number with area code if long distance. Repeat the digits to the caller to ensure accuracy. Also, note the time and date and initial in the appropriate place. Answer the telephone on the 1st or 2nd ring not the third. See the Directory to make appropriate transfer calls. Get messages directly to staff or leave on their desk.

17. Report non-functioning equipment and the need for supplies to your supervisor.

18. Finally, you represent the image others have of University. Incorporate professional telephone etiquette and attitude of helpfulness (smile!) in greeting all who call or come into your office.

**IMPROVING WORKING CONDITIONS**

**THE SIX-STEP METHOD FOR GIVING CONSTRUCTIVE FEEDBACK**

**Step 1:** State the constructive purpose of your feedback:

State your purpose briefly by indicating what you’d like to cover and why it’s important. If you are initiating feedback, this focus keeps the other person from having to guess what you want to talk about. If the other person has requested feedback, a focused statement will make sure that you direct your feedback toward what the person needs.

For example:

“I have a concern about…….”
“I feel I need to let you know…..”
“I want to discuss…..”
“I have some thoughts about…..”

**Step 2:** Describe specifically what you have observed:

Have a certain event or action in mind and be able to say when and where it happened, who was involved, and what the results were. Stick to what you personally observed and don’t try to speak for others. Avoid talking vaguely about what the person “always” or “usually” does.

For example:

“Yesterday afternoon, when you were speaking with Mrs. Sanchez, I noticed that you kept raising your voice…….”

**Step 3:** Describe your reactions:

Explain the consequences of the other person’s behavior and how you feel about it. Give examples of how you and others are affected. When you describe your reactions or the consequences of the observed behaviors, the other person can better appreciate the impact their actions are having on others and on the organization or team as a whole.

For example:
"The staff member looked embarrassed and I felt uncomfortable about seeing the episode…"

Step 4: Give the other person an opportunity to respond:
Remain silent and meet the other person’s eye, indicating that you are waiting for an answer. If the person hesitates to respond, ask an open-ended question.

For example:

“What do you think?”
“What is your view of this situation?”
“What are your reactions to this?”
“Tell me, what are your thoughts?”

Step 5: Offer specific suggestions:

Whenever possible make your suggestions helpful by including practical, feasible examples. Offering suggestions shows that you have thought past your evaluations and moved to how to improve the situation. Even if people are working up to expected standards, they often benefit from ideas that could help them to perform better.

If your feedback was offered supportively or neutrally, in the “for your information” mode, or depending on the situation’s circumstances, suggestions may not be appropriate. Use your common sense and offer an idea if you think the other person will find it useful. Don’t drum up a suggestion for improvement just for the sake of it.

For example:

“At least we understand each other better since we’ve talked. I’ll do what I can to make sure your priorities are factored into the schedule, and I’ll expect you to advise me if the schedule is a problem.”

Note: Information on Recognizing Good Performance, Characteristics of Good Recognition, Coaching: An Approach to Solving Performance Problems, and Giving Constructive Feedback provided courtesy of Enrollment Services Training, Staff Development and the Work-Study Office, Boston University.

COMMON SUPERVISOR PROBLEMS

- Failure to define the job, establish goals, or set expectations.
- Failure to adequately train student employees on job tasks and skills.
- Failure to be sensitive to the personal and academic needs of students.
- Failure to help students develop habits and attitudes that reflect positively on the institution.
- Failure to see student employees as “real employees.”
- Failure to provide ongoing feedback and evaluation.
- Inefficient use of student employees' time and talents.

WHY STUDENTS DON’T COME TO WORK

- Inability to get along with other employees. Personality clashes can quickly become major problems with no winners.
- Poor working conditions: cold, heat, poor ventilation, bad lighting, fumes or fragrances, a dirty working environment.
- They are bored. There may not be enough work to keep them busy; they may be bored or the job may be very routine or repetitive.
- The work is too difficult.
- They do not feel they are needed.
- They are not motivated.
- Transportation or childcare issues.
- Poor Supervision

STRATEGIES FOR HELPING SUPERVISORS SUCCEED WITH STUDENT EMPLOYEES

1. Set an Example:
Model strong work habits through efficient, dedicated work practices. Let your own approach to daily work be an example from which students can learn.

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

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

4. Give Feedback:
Frequently provide consistent and appropriate feedback to your student employees. Like all employees, students benefit from feedback in job performance, providing it is communicated with a positive spirit.

5. Be Fair:
Supervisors who are too lenient are not doing students any favors. Student jobs are “real jobs.” Treat student employees as you would like to be treated in a given situation.

6. Train, Train, Train:
Take time to train your students in important work skills, attitude, and habits – such as perseverance, time management, phone skills, quality service practices, or handling difficult situations. This is the “common sense” from which success is made.

7. Be A Team Player:
As a team leader, develop and nurture the unique contributions of each team member. Take a global perspective.

8. Give Recognition:
When you see a student “going the extra mile” or “persevering through difficult situations,” acknowledge this in front of other students and peers. People need to feel appreciated.

9. Share the Vision:
Have regular staff meetings with your student employees and inform them how their work fits into a larger purpose of the department and institution. Remember, purposeful work is meaningful work.

10. Be an Educator:
To the degree that we each contribute to the lives of others, we are all educators. How can you contribute to the education of your student employees?

POOR JOB PERFORMANCE

There may be instances when the employee’s work performance is not at an acceptable level. It is important to first try to work with the employee to improve his or her performance. The following are possible reasons for poor performance, and suggested strategies for improvement:

| Reason for poor performance: | Lack of knowledge of specific job duties or responsibilities. |
| Strategy for improvement: | Provide additional training; may be helpful to develop a job description and/or manual to make job responsibilities clear. |

| Reason for poor performance: | Lack of skills for tasks to be performed. |
| Strategy for improvement: | Provide training on skill development; another approach is to shift the person to a position where skills can be utilized. |

| Reason for poor performance: | Personal problems due to family matters, academics, finances, personal relationships, etc. |
| Strategy for improvement: | Be a “good listener,” may be necessary to refer to counseling if problems persist; time and understanding are often the solution to these problems. |

| Reason for poor performance: | Interpersonal conflict between supervisor and employee, or between other workers or staff in the office |
| Strategy for improvement: | Extremely important to keep open lines of communication and develop understanding between parties involved; may be necessary to involve a third unbiased party to mediate the conflict and initiate... |
PROVIDING POSITIVE FEEDBACK/REINFORCEMENT

Positive feedback goes a long way to motivate students and encourage them to continue doing their job well. Positive feedback is most effective when it is:

- Recognizing a specific action/behavior
- Given as soon as possible after the student's good work occurs
- Delivered in a sincere manner
- Directed toward individuals rather than groups
- Adapted to the student's style/preference
- Proportional to the work being recognized

The Student Employment Coordinator also encourages supervisors to express general appreciation to their student employees for the outstanding support that they provide. Following are some suggestions for letting your students know that you appreciate their contributions:

- Send students “thank-you” notes, or creating a large thank-you note signed by all staff members to display in the department
- Create awards/certificates to give to your students (i.e., “Best Customer Service”, “Most Likely to Show up in a Snow Storm”, “Most Professional”, etc.
- Provide students with a letter of recommendation for their job search
- Offer occasional “treat breaks” such as popcorn, candy, cookies, etc.
- Celebrate the birthdays of student staff members

We also encourage you to come up with other creative ways to express your appreciation!

SUPERVISOR'S ROLE IN STUDENT EMPLOYMENT

The job market our graduates face is competitive, and we need to do all we can to prepare our students. In Student Employment, we are very aware that our students need a competitive edge, and we encourage students to participate in Community Service employment or internships.

Despite our best efforts, some students graduate with little or no career-related experience. But you can help. Washburn hires 150-200 FWS funded student employees and an additional 500 or more department funded students annually in virtually every department on campus. Students perform a myriad of tasks. Look at the jobs you provide and consider if they are allowing students to gain as much career-related experience as possible. If not, here are some suggestions to help you upgrade your jobs.

Before the student is hired:

1. Review the job descriptions you have. Are the duties menial and repetitive? Can they be upgraded to include work that requires more decision-making, more independent action, or more transferable skills (planning, directing, supervising)?

2. Is there a career path in your department? In many departments, students start with a simple task such as filing, but, as they prove themselves, gradually are assigned more interesting tasks. Can a career path be established?

3. What will the evaluative criteria be?

When a students is first hired:

1. Share past annual reports and other materials describing the department. It is important for the new employee to understand the scope of your responsibilities so they can see the importance of those takes and how they fit.

2. Arrange a private meeting with the department head (for the same reasons as above).

3. Explain the evaluation criteria, process and schedule. Explain your wage schedule. Share the career path and promotions the student might earn.

4. What's happened to your alums? For example, create a bulletin board of photos of past students who have gone on to careers in your area.
During the employment:

1. Evaluate regularly and thoroughly according to a schedule. Evaluate and provide informal feedback on an ongoing basis. Remember their attitudes toward job punctuality, attendance, behavior and initiative are being shaped by you.

2. What else can the student learn? Can they shadow other departmental employees to learn about other functions?

3. Include your students as information is routed through your office. Let them know what items are under consideration as staff meetings. Include them in some meetings. Do you know of committees that need a student rep?

4. Discuss your policy on writing letters of recommendation for student employees. Let them know you are willing to do this and the criteria you will use.

5. Even with routine jobs, explain why they are being done. Rotate job duties.

6. Include students in departmental social events.

We are available to help with changes. If there are strategies you successfully employ that we haven’t mentioned, please let us know. We believe that the gains you see in job satisfaction and team building will repay your investment many times.

EVALUATION/DISCIPLINARY ACTION/TERMINATION

EMPLOYEE EVALUATION – See Appendix III

A work performance evaluation for all student employees should be conducted at least once each academic year. The Employee Evaluation Form should be completed by the student employee and the student’s employer. Both should then discuss the evaluation results and formulate goals for the future. This process should be used to facilitate interaction between the student and the supervisor. This form is to be used for departmental evaluation only, and is not to be sent to the Financial Aid Office.

CORRECTIVE DISCIPLINE INTERVIEW

Employers are encouraged to give positive feedback to students when warranted; however, there may be times during the academic year when a student employee is not performing up to your expectations as a supervisor. This may relate to attendance, punctuality, job performance, or attitude. At these times it may be necessary to inform the student of your dissatisfaction with their performance.

The first step in this process should be to verbally notify the student of the inappropriate actions. Hopefully, this will be sufficient to correct most problems. If the situation continues, the problem should be defined in writing. Suggestions for improvement should also be detailed in writing, including an expected date of improvement. This statement should be signed by both the supervisor and the student so that there is a mutual understanding of the situation. This is a departmental process. Therefore, the statement does not need to be sent to the Student Employment Office. A copy should be maintained by the supervisor and the employee.

Once these procedures are followed there will hopefully be an improvement in the situation. If however, the problem continues to be unresolved, it may be necessary to terminate the student employee. Another statement should be done summarizing what has taken place, what progress has taken place or not taken place, and reasoning leading to termination.

TERMINATION OF A STUDENT

Student workers are defined as “at will” employees, and as such, may be terminated at any time. Although the above corrective discipline interview procedure is suggested, it is not required. However, the more documentation you have, the better it will be to explain what went on if a grievance is filed. If the student’s employer wishes to end a student’s employment, there is no “for cause” requirement.

When a student leaves their position or is terminated, the Supervisor is required to retrieve any keys or codes released to the student. All computer access must be terminated. Contact ISS for guidance.
TROUBLESHOOTING

WHY A STUDENT MIGHT NOT RECEIVE A PAYCHECK

If you have a student in your employ, who has not received a paycheck, even though you have submitted a time sheet, contact the Payroll Office (x2039).

The student may not receive a timely paycheck if the Student Payroll Form and/or time sheet is turned in late. Please refer to your payroll calendar for the correct dates. Time sheets for Federal Work Study should be sent to the Student Employment Coordinator in the Financial Aid office. Departmental time sheets should be forwarded to the Payroll Office.

FREQUENTLY ASKED QUESTIONS

Q. If my employee worked the same job as last semester; does he need a new Payroll form?
A. NO. As long as the student continues to work in the same department, he/she does not need a new contract. Renewal contracts are sent out each Spring.

Q. What happens if an employee does not get a Federal Work Study award before they start working?
A. Student must be hired under departmental funds for employment until the award is made. Then a new Student Contract will be issued for Federal Work Study.

Q. My student is about to run out of FWS funds, what will happen?
A. The student may contact the Office of Student Financial Aid to see if it is possible to increase his/her award. If not:

1. Place the student on a departmental account.
2. If no funds are available – Do not allow the student to work until he/she receives a new award or departmental funds are found.
3. Otherwise you will have to terminate the student.

Q. John wants to work for more than one employer as a FWS student. May he?
A. At this time, students are not allowed to have more than one FWS job.

Q. Sarah did not report in, (but she did work) can she be docked for that time?
A. No. According to Fair Labor Standards, you are not allowed to withhold pay an employee as punishment for, and as a type of disciplinary action.

TELEPHONE

TELEPHONE TECHNIQUE

Proper use of the telephone is one of the most important responsibilities involved in working on campus. Since telephone contact can be the first and/or only contact a customer has with Washburn, it can form a first and lasting impression. If calls are not handled correctly, the caller can become frustrated. Some of the common causes for customer dissatisfaction are:

- Being transferred from office to office.
- Being transferred before the caller has the opportunity to fully explain what they need.
- Being placed on hold for a long period of time or being forgotten altogether.
- Being placed on hold and then disconnected.
- Getting the impression that the person they’re speaking to isn’t interested in helping.
- Not having a call returned.
- Not having the message delivered to the right person.
A big part of effective telephone technique is just common sense. The best approach is to treat others over the phone the way you like to be treated. The following is a list of basic skills to use on the phone:

- Be a good listener;
- Have a cheerful positive manner
- Show a sincere desire to help
- Be knowledgeable
- Take the time to be accurate

In most offices, student workers share at least some responsibility for answering phones. Before a student worker starts handling calls, they will need time to understand the basic functions of the phone, become familiar with the telephone resource guide, and learn the specific expectations you have in your office.

In order to provide quality customer service to the general public, our students and other members of the university community certain guidelines for telephone use have been established and are outlined below. If your work study student is responsible for answering phones, set aside some time on their first day to go over this information. The bolded sections indicate areas where you may have some instructions that are specific to your office and will need to address specifically with your student employees.

TELEPHONE GUIDELINES

A. Using the Phone

1. Learn about the phone you will be using. In some cases you may be using a touchtone phone with no extra features. In other cases you may have a phone which has multiple lines with separate buttons for forwarding, transferring etc. Your job site supervisor will instruct you on how to use the phone in your office.

2. Answer the phone promptly, and be ready to speak before you pick up the phone. If you have a multiple line phone, press the proper line button before picking up the phone. Hold the mouthpiece about 1/2 inch from your mouth, and speak directly into it. Use a normal and pleasant tone of voice. Listen carefully to what the caller says.

3. If you are working with a multiple line phone your supervisor will have specific information on how to respond to a second call while you are on the phone.

B. Greeting, Identification, and Closing

1. Identify the office and give your name. Your job site supervisor may have a specific greeting he/she wants you to use.

2. If you are answering the phone in someone’s office, be sure and identify the office you are speaking from, and then identify yourself.

3. When the call is finished, let the caller hang up first so you can be sure he/she has completed the call.

4. Be sure to hang the phone up gently and securely.

C. Transferring Calls

1. Inside the office: your job site supervisor will have specific instructions on how to transfer calls to people within your department.

2. Outside of the office:

   a. Make every effort to answer a caller’s question instead of transferring the caller to another office. A telephone resource manual will be provided to assist in answering general questions. Accurate information is important, so if the staff member is not sure of the answer, it is better to transfer it to another office rather than risk giving out inaccurate or incomplete information.

   b. Before you transfer a call, give the caller the name and number of the office you are about to call and ask the caller if he/she wants to be connected to a voice mail box if there is no one available to answer the phone. If the caller does not wish to be connected to a voice mail box and you reach a voice mail box when transferring the
call, return to the caller and ask if they would like to try the office at another time. If you transfer the call and a person answers, inform the person that you are transferring a call before you put the caller through.

c. Be sensitive to callers who seem to be frustrated about not being able to get the information they need. If the caller expresses frustration or dissatisfaction with the level of service they are receiving, ask your supervisor to take the call or offer to have someone call them back. Your supervisor may have specific instructions on how to identify or handle unhappy callers.

D. Putting a Caller "On Hold"

1. If you have to leave the line for any reason, ask permission from the caller to put them on hold and explain why it is necessary. If the caller does not want to be put on hold offer to call him/her back later.

2. If the caller does want to wait, use the hold button or if you do not have a phone that gives you the ability to put someone on hold lay the handset down gently on a soft surface.

3. If you need to leave the caller on hold for more than 45 seconds, check back with the caller, explain the situation, and ask them if they want to continue to hold or would like to be called back.

4. When you return to the line after the caller has been holding, thank him/her for waiting.

E. Call Screening

1. Your supervisor will have specific guidelines for your office on how to ask some key questions that will help you route the call to the right person, or help the caller yourself.

F. Messages

1. All phone messages should be written on a phone message pad. Do not use slips of scrap paper or small post-it note pads.

2. Include all pertinent information and pay close attention to accuracy.
   - correct spelling of the caller's name
   - correct area code and phone number (even if the caller indicates that the person being called already has the number)
   - date and time of the call
   - initial your messages in case someone needs to ask you a question about the call.

3. Put the message in the appropriate area as soon as possible.

CONFIDENTIALITY CODE – See Appendix II

_Student workers are legally bound by the Federal Government under the Family Education Rights and Privacy Act of 1974, also known as the Buckley Amendment, to keep all records confidential. Violation of this Act or code above may lead to the termination of student employment._
Confidentiality is a matter of concern for the employment of students on or off campus. Every student employee holds a position of trust and must recognize the responsibilities of preserving the confidentiality of certain information. Since a person’s conduct either on or off the job may threaten the confidentiality of Washburn University records, any employee or person with authorized access to Washburn University records are expected:

- Not to make or permit unauthorized use of any information. Unauthorized use includes reviewing records for personal use or at the request of friends or others.

- Not to seek personal benefit or permit others to benefit personally by any confidential information which has come to them through their work assignment.

- Not to exhibit or divulge the contents of any record or report to any person except in the conduct of their regular work duties.

- Not to knowingly include or cause to be included in any record or report a false, inaccurate or misleading entry.

- Not to remove any official record (or copy) from the office.

- Not to aid, promote, or act in conspiracy with any other person to violate any part of this code.

Student workers are legally bound by the Federal Government under the Family Education Rights and Privacy Act of 1974 (FERPA), also known as the Buckley Amendment, to keep all records pertaining to a student confidential. Violation of this Act or the above code may lead to the termination of student employment.

I have read and fully understand the above code and agree to uphold this code as a student employee and agree to the terms and responsibilities.

Student Name _______________________________ WIN ______________

Student Signature ______________________________________________________
APPENDIX II

General Student Employment Application
(Not for Federal Work Study)

Date: ______________________

Personal Data: Class Rank: FR SO JR SR GR Other
Name: ___________________________ Student ID# ________________

Last First MI

Permanent Address: ____________________________________________
Street City State Zip

Local Address: ____________________________________________
Street City State Zip

Local Phone: ___________________ Cell phone: ___________________

Major: __________________ Number of credits: _______ (Fall) _______ (Spring) _______

Computer Skills: (check all that apply)

Computer Type: ___ IBM/PC ___ Macintosh

Software: ___ Microsoft Word ___ Excel ___ File Maker Pro ___ PageMaker

___ Web site Creation/Management: list software ________________________________

___ Other: ________________________________

Work Experience: (Employer/Type of Work/How Long Employed)

Work Experience 1: ____________________________________________

Work Experience 2: ____________________________________________

Extracurricular Involvement: (please list activities/organizations you currently belong to or have participated in)

Extracurricular Experience 1: ____________________________________________

Extracurricular Experience 2: ____________________________________________

Please List Current Schedule:

<table>
<thead>
<tr>
<th>Class</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex. College Algebra</td>
<td>1:00-2:00</td>
<td>1:00-2:00</td>
<td>1:00-2:00</td>
<td>1:00-2:00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX III

STUDENT EMPLOYMENT EVALUATION FORM

Date: _______________________________

Name: ______________________________________  WIN# ___________________________________

Department: ___________________________________________________________________

Instructions: For each of the criteria listed, circle the number that most closely corresponds to the student employee’s performance. Please include comments to clarify the reason for your appraisal, identify strengths, recognize challenge areas and plan for correction action strategies.

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

Accomplishment of Work Requirements

1.  Contributes high quality service/work
     ______________________________________________________________________________
     5  4  3  2  1

Comments: _______________________________________________________________________

2.  Willingly accepts responsibility and takes initiative e.g., seeks opportunities, identifies needs and takes action.
     ______________________________________________________________________________
     5  4  3  2  1

Comments: _______________________________________________________________________

3.  Demonstrates an understanding of work ethics e.g., reports to work as required and on time
     ______________________________________________________________________________
     5  4  3  2  1

Comments: _______________________________________________________________________

4.  Completes tasks as required e.g., produces accurate and consistent work, meets deadlines, follows through on responsibilities
     ______________________________________________________________________________
     5  4  3  2  1

____________________________________________________________________________________
### Employment Knowledge

1. **Understands skills needed to perform assignments e.g., technical skills, ability to organize work in an efficient manner**
   - 5 4 3 2 1
   - Comments: ________________________________________________________________
   - ____________________________________________________________

2. **Demonstrates a commitment to department’s goals and objectives**
   - 5 4 3 2 1
   - Comments: ________________________________________________________________
   - ____________________________________________________________

### Personal Relations

1. **Possesses the ability to get along with others in the office**
   - 5 4 3 2 1
   - Comments: ________________________________________________________________
   - ____________________________________________________________

2. **Accepts directions and feedback appropriately**
   - 5 4 3 2 1
   - Comments: ________________________________________________________________
   - ____________________________________________________________

### Additional Comments:

- ________________________________________________________________
- ________________________________________________________________
- ________________________________________________________________
- ________________________________________________________________
- ________________________________________________________________
- ________________________________________________________________
- ________________________________________________________________

### Student Employee’s Remarks:

- ________________________________________________________________
- ________________________________________________________________
- ________________________________________________________________
- ________________________________________________________________
- ________________________________________________________________
- ________________________________________________________________
- ________________________________________________________________

---

**Student’s Signature** ___________________________  **Date** ____________  **Supervisor Signature** ___________________________  **Date** ____________