

From the Start: Getting the Most Out of Your Student Employees

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Orienting Your Students

Before the student's first day

- * Make all employees aware of new students**
- * Get orientation/training materials together**
- * Prepare a “workplace guide”**

Orienting Your Students

- 1. First day on the job**
- 2. Give a tour of the office**
 - * Introduce all employees**
 - * Meet one-on-one or in a group to review:**
 - * Job responsibilities**
 - * Department layout**
 - * Basic office policies and procedures**
 - * Confidentiality**

Generation Y- The Millenials

Understanding Today's Student Employees

- * Born between 1982 and 2002
- * Tech Savvy
- * Team and Achievement Oriented
- * Need Feedback
- * Fun, Globally Diverse
- * Smart, Enjoy School and Learning
- * Open Minded

What Millennials Want in the Workplace

- * To work with positive people
- * To be challenged
- * To be treated respectfully
- * To gain new knowledge
- * To learn life skills
- * Flexible schedules

Best Practices in How to Handle Millennials in the Workplace:

- * You be the leader
- * Provide Challenges
- * Let them work with friends
- * Fun
- * Flexibility

Training Your Students

- * Should be part of the orientation
- * Also an ongoing process in most cases
- * Training is important, but it is especially important for students
- * Group training vs. one-on-one training

Training Your Students

Things to think about and prepare before training...

What is the best procedure for performing the tasks?

Identify steps involved, key points, areas of difficulty, performance standards

Prepare the workplace

Case Studies

Case Study #1: John “Comes and Goes as he Pleases” Smith

John is a freshman at Georgetown. He is a very pleasant and bright person, but he has not proven to be a reliable employee during the first two months of his employment in your department. Some of the concerns include:

- * Frequent tardiness with no mention or excuse of being late
- * Calling you 20 minutes before his shift begins to let you know that he can't make it (usually because of an academic commitment, like an upcoming test or paper due); this has happened 4 or 5 times
- * Occasionally missing a shift without even calling

Figuring that he needed some time to adjust to his new environment, you let this problem go for the first two months of the school year. However, you are beginning to become frustrated with him because his tardiness and absences do have a negative impact on the work being done in the office.

Where do you go from here?

Case Study #2:

Sarah, “Wow, She Works a Lot” Jones

Sarah, a junior at Georgetown, has been working in your department for over a year; however, you have just begun supervising her this semester. From what you can tell, she is a good worker, the quality of her work is always quite high, and she has a nice personality.

The department is open on the weekends, but your schedule is Monday through Friday. Sarah is one of the students who work some hours on weekends. Because Sarah has been working in the department for a while, you have come to trust her. As with the other students – whom you also trust – you assume that the hours Sarah records on her time sheets are hours that she actually worked, and therefore, you feel comfortable verifying and signing her time sheets. You have noticed that Sarah works a lot more hours than other students, maxing out at 20 hours per week, every week, but you don’t really think anything of it. However, yesterday, another student in your department approaches you and tells you that Sarah hasn’t been working all of her scheduled shifts though she has been recording all of them on her time sheets.

Where do you go from here?

Case study #3: Rachel “Just Rolled Out of Bed” Johnson

Rachel, a senior at Georgetown, has been working in your department for 2 and a half years and she’s a very reliable and knowledgeable employee. Your department has a dress code, and although it’s easy to follow (no sweats, ripped/torn clothing, hats, tank tops, etc.), Rachel seems to be having difficulty following it this year. She often shows up with a baseball cap or a sweatshirt on—she even came in pajamas last week. At your student employee orientation, you stressed the importance of following the dress code, but Rachel still wears inappropriate clothing.

Where do you go from here?

Case Study #4: The Chatterboxes

Several of your student employees have worked in your department for over a year—some all four of their years at Georgetown. Because several students are on shift at the same time in your office, they have become good friends and are social at work—sometimes too social. Their socializing often distracts them from their work and, when it gets too loud, distracts other staff members in your office. The students are good workers, but don't realize when they are being loud or inappropriate.

Where do you go from here?