

# Training Guide for Student Supervisors



**The Career Development Center proudly presents the Training Guide for Student Supervisors. It was requested that we compile this to help you train the student employees within your own departments. Included are suggestions for working with your student staff and handouts that can be used during training. These are documents that the Career Development Center has used in the past and have found them to be quite successful in the training process. We recommend that they be altered to fit the needs of the particular office or department.**

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## Student Training Handouts

Two training handouts are provided for student workers. Every student working in the department is given a general student training handout. They are also given one with specific information about their position. **These should be specific to whichever department you are in. Each has their own list of rules and expectations that should be presented to their student workers clearly.**

### General Training Handout

On the first page, we give a list of expectations of our student workers. These include points such as confidentiality, scheduled meetings with the student workers, the 15 minute break policy (given to students who work a four-hour or more shift), being familiar with the services provided by the office, etc. Each point is described so that there is no confusion as to what is expected of them.

Next, for general reference, office hours are provided. Also, any secondary area of the office is mentioned. This includes the locations of printers, photocopiers, or TV/VCRs. If there are other parts of the department that are used for specific functions, those can be mentioned here too.

After that, there are sections for some of the main tasks that are done by the other employees. Any basic information about things the students might be questioned about should be put here. This could include reports that get written up regularly or services provided to the student body by the department.

Basic policies for the student workers are also covered in this handout. Etiquette such as the department's dress code, their policy on absences and substitutes, as well as a reminder to be approachable to anyone seeking their help are all covered here.

Finally, an explanation of how to deal with bubble sheets/timecards is given here. The student I.D. number required, the signature, a mention of what the pay period consists of and when they are due are points made in this section. Anything else that might be relevant to the subject and unclear to the student worker should be briefly explained as well.

### Job Specific Handout

Once again, this handout begins with what is expected of the students for the job. This will vary greatly depending on what position the student has. It might include unlocking doors, sorting mail, keeping shelves of handouts/forms stocked, greeting visitors, or taking phone calls. In most cases, these tasks need little to no explanation.

The next section covers certain responsibilities in more depth. For instance, the preferential way to answer and deal with phone calls. When possible, give a quick reference of which person in the office would be taking calls about certain subjects. If a particular database is to be used by the students, that could also be included here.

***All of this information is very department specific. Use your best judgment about what your student workers will need to know to properly perform their jobs. The examples above are just basic ideas to get you started. Please expand and revise for your particular department.***

## Contact Lists

For our student workers, we provide four separate lists of contacts:

### **Department Staff**

First, very similar to the student roster, is a list of all the employees in the department with their on-campus extension, email address, and room number. This is just to be sure that each new student working with us knows how to get in touch with us or where to find us.

### **Staff Responsibilities**

Next, we give our students a more in depth list of our staff members. Each employee is listed with their official titles and their in office responsibilities. This provides for the student an easy reference, when taking phone calls or sorting mail, as to whom certain questions should be addressed. It also gives the student a better understanding of everyone's role in the office. Any and all responsibilities should be included, from working closely with another member of your department to maintaining databases to ordering office supplies.

### **VIP List**

The third contact list contains the names of other Mount Holyoke staff that might be calling or coming into the office. This allows the students to identify staff members and better help them. It also gives them a quick reference in case they need to contact any of these people for another member of the office. The list could include any employee of Mount Holyoke College that you think the student workers should be aware of. Make sure to include those that the students would be seeing regularly that are not part of the actual department.

### **Friends and Family Members**

Finally, we try to provide our students with a list of personal contacts for each of our staff. These could include family members, schools where their children attend, or close friends that might need to get in touch with the employee. The staff members themselves decide who should be on their list of contacts and could give specific instructions if one is trying to reach them. Overall, this is to give the student workers a better understanding of who they are dealing with and how to better help them.

## Getting to “Very Satisfied”

- 1. Make it a relationship:** Introduce yourself, ask her name, treat her like a friend, even if you don’t know each other.
- 2. Listen carefully:** Find out what she needs by asking her and listening to her responses. Then do your best to help her access our services in the most efficient way.
- 3. Embrace positivity:** Never say, “I can’t do that,” “That’s not my job,” etc. Find a way to make it a “Yes, I can do that!” If you don’t know how to help a particular student or you are not available, say you will be with her as soon as possible, or locate someone who can help her (another PCA, a counselor who’s free, etc.)
- 4. Do your homework:** Product knowledge may not be as much of an issue here as with a retail store, for example, but it is still important that all student workers know where to find the answers to students’ questions. We should all be familiar with the website and where to locate important handouts, etc. If a question comes up that you don’t know how to answer, just ask someone.

## **Student Staff Expectations**

(in no particular order of importance)

- Be on time and ready to work when scheduled.
- Initiate ideas and projects.
- Help out where needed, whether or not it's part of your official job description.
- Learn something while you're here.
- Ask questions when something doesn't make sense.
- Challenge the staff to think "out of the box".
- Let us know what you think of the office, services and resources.
- Give and receive positive and constructive feedback.
- If you see a problem in the office, come to us with a possible solution.
- Put student service first.
- Jump in to help out before you're asked (at the front desk, in the library, etc.)
- Have fun.
- Let us know if you're not having fun.

## Student Roster

It is helpful to provide contact information for each of the student employees in the office in a single handout. This can be given to the students during orientation/training. It allows the students to get in touch with each other regarding questions about assignments, information that should be shared with all staff including those off duty, or to ask others to cover a shift for them if they are unable to make it. The roster need not be overly descriptive, just basic information such as position, name, class year, email address and phone number or any thing else you think would be necessary.

Example:

### Receptionists

Jane Smith	'07	<a href="mailto:jesmith@mtholyoke.edu">jesmith@mtholyoke.edu</a>	x5555
Melissa Brown	'08	<a href="mailto:msbrown@mtholyoke.edu">msbrown@mtholyoke.edu</a>	x1212

### Dishwasher

Lisa Jones	'07	<a href="mailto:lhjones@mtholyoke.edu">lhjones@mtholyoke.edu</a>	x4578
Janet McDougal	'09	<a href="mailto:mcdou20j@mtholyoke.edu">mcdou20j@mtholyoke.edu</a>	x2354

### Tutor

Geraldine Fisher	'09	<a href="mailto:fisher21g@mtholyoke.edu">fisher21g@mtholyoke.edu</a>	x0099
Jill Turner	'07	<a href="mailto:jturner@mtholyoke.edu">jturner@mtholyoke.edu</a>	x6666

### Research Assistant

Carol Jackson	'10	<a href="mailto:jacks21c@mtholyoke.edu">jacks21c@mtholyoke.edu</a>	x8274
Audrey Lee	'08	<a href="mailto:aplee@mtholyoke.edu">aplee@mtholyoke.edu</a>	x0956



## Recommendations for Practice

1. Recognize that student employees are people first: Whether it is a local or national crisis, exam time, or just a normal day, take time to check in with student employees on a personal level. As an example, consider the needs of international students. Keeping one's eye on the international section of the newspaper, or checking in with this student to make sure things at home are going well can show respect and acknowledgement for those needs, as well as cultivating a positive relationship where this student will feel they have an administrative connection if something were to go wrong.
2. Set clear goals and learning outcomes for the employment experience: Student and supervisor should work together to develop leadership outcomes for the student. Then, the supervisor should work with the student in developing roles, assignments, and experiences that would meet these goals.
3. Repeatedly assess student leadership styles and development: Students are interested in learning. This begins with an effective assessment of their current skills and attitudes regarding leadership. By incorporating leadership styles inventories and personality inventories, a supervisor will provide student employees with the knowledge for reflecting on their personal growth while in the position. Assessments should be done consistently for measured growth and include opportunities for reflection.
4. Role Model: The most effective way of fostering leadership capacities in student employees is by role modeling intended outcomes. Supervisors that practice a relational model of leadership are likely to foster an inclusive, empowering, and collaborative environment that students can use to build their knowledge, attitudes, and skills. **National Student Employment Week (NSEW)** is an effort to educate supervisors to emphasize development, as well as acknowledge employers who support students through their mentoring and leadership. (For more information on NSEW, view the National Association for Student Employment Staff website at <http://www.neses.org>.)
5. Provide additional professional development: Students, just like regular staff, thrive on the opportunity to better their skills. When possible, include students in opportunities to join others in professional development.
6. Give students the opportunity to define certain aspects of their jobs: Ask students to evaluate their job descriptions on a regular basis and invite them to suggest new workflow assignments. This aids in helping students to see that they are interested in creating work that is meaningful.
7. Give students credit for work or projects completed: Acknowledge student efforts orally during meetings is one example, however other examples consist of including their names on any written work or allowing them to help in facilitating an idea they helped create.
8. Develop student employment leadership committees: Some ideas for committee purposes include: developing hiring standards, acknowledging positive student employee contributions through awards, developing program projects, scheduling shifts, or developing and executing training initiatives.

9. Allow students to specialize their roles: With the use of relational supervision, this process can truly benefit both the student and organization. Ideas include: developing or redefining one's job description, creating a personal manual for one's position, scheduling office student employment hours for student staff, taking on additional projects such as web design, or aiding in the interviewing and hiring of additional staff.
10. Restructure student jobs to have a management hierarchy or team leadership concept: In offices with multiple student employees, consider team leader or shift supervisor structures where advanced students can organize and lead student work teams.

## **CUSTOMER SERVICE / PROFESSIONAL IMAGE**

### **September**

#### **I. Best Places – legendary/memorable places**

- A. What are places you like to frequent?
- B. What is it about places that make you loyal to them?
- C. What adjectives would you use to describe these places?

#### **II. Grid exercise**

- A. Moments of Truth/Combustion Points

#### **III. Developing Standards**

- A. Define standards (create and maintain)
- B. Courtesy
- C. Efficiency
- D. Presentation
- E. Ownership
- F. Consistency
- G. Fun

#### **IV. Ways to Maintain Excellence**

What do you need from us? What would be helpful?

## Moments of Truth

Negative

Adequate

Memorable

	Negative	Adequate	Memorable
<b>Calling the Office</b>			
<b>Entering the Building</b>			
<b>Interaction with Receptionist</b>			
<b>Swiping One-Card</b>			
<b>Interaction with Staff/Student Staff</b>			
<b>Exiting the Office</b>			

Please note: This is a worksheet used during CDC student staff training and orientation. The idea is to list actions for each occasion that would be considered Negative, Adequate, or Memorable and to then aim for memorable interactions in the staff's everyday routine. Feel free to alter this list or worksheet to accommodate your department's needs.

## Five Ways to Learn About Other Cultures

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- **Ask!**
  - People would rather have you inquire about something you don't understand in a sensitive way, than have you make assumptions.
  - We are all responsible for educating ourselves.
  
- **Tap/Seek out community resources**
  - What organizations exist on campus or in your area that you can obtain information from?
  - Look into what events are going on that you could attend.
  
- **Observe without Judgment**
  - Pay attention to how you may be labeling behaviors of others based on cultural assumptions
  - One way is not the "only way" or the "right way"
  - Be open to the fact that what may be a generalization for one culture, does not mean that every person with that background feels, acts, etc. in that way
  
- **Share with others what you have learned**
  - Be a resource/support to other co-workers in encouraging learning
  
- **Experiment with different methods**
  - If you are experiencing difficulty, try a different approach
  - Ask for feedback on your behaviors/approach

## Customer Service Ideas from Fish! And Disney

### 4 Lessons from Fish!

1. **Choose your attitude:** you can choose the attitude you bring to work. “When you are doing what you’re doing, who are you being? Are you being impatient and bored, or are you being world famous? You are going to act differently if you are being world famous.”
2. **Play:** have fun when you are working. Think of ways you can have more fun and create energy.
3. **Make their day:** whoever your customers and co-workers are, find out how to engage them in a way that will make their day.
4. **Be present:** How can we be fully present for each other and our customers?

### Lessons from Disney Institute

**Create magic:** e.g. the teddy bear waiting in the hotel room when the child gets home.  
*How can we create our own brand of magic?*

#### **The Magic of Service:**

The magic of guest service begins with identifying guests’ needs and wants.

- **Make eye contact and smile.** Begin and end each conversation with a smile.
- **Greet and welcome every guest.** Ask them what they are looking for and if they need assistance.
- **Seek out guest contact.** Ask if they are able to find everything they need, and if you can be of service.
- **Thank each and every guest.**

#### **The Magic of Setting:**

Mickey’s 10 Rules for Setting:

1. Know your audience.
2. Wear your guests’ shoes.
3. Organize flow of people and ideas.
4. Create a visual magnet.
5. Communicate with visual literacy.
6. Avoid overload.
7. Tell one story at a time.
8. Avoid conflict – maintain identity.
9. For every ounce of treatment provide a ton of treat.
10. Keep it simple.