

Supervising Student Workers

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Objective

- Obtain the knowledge and skills necessary to effectively supervise student workers.

Agenda

- **Profile of a student worker**
- Millennials in the workplace
- Onboarding student workers
- Effective delegation techniques
- Giving positive and constructive performance feedback
- Where to go for help

What do you know about student workers?

Agenda

- Profile of a student worker
- **Millennials in the workplace**
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What Do You Know About Millennials?

Famous Millennials (1986-1996)

- Mark Zuckerberg (well, ok, 1984)
- Malala Yousafszai
- Kim Kardashian
- Jessica Simpson
- Beyonce Knowles
- Britney Spears
- Justin Timberlake

Millennials – Memorable Events (1986-1996)

- 2008 Recession and Occupy Wall Street
- Dawn of Social Media, Telecommuting, Paperless Office

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Onboarding

- Psychological needs of new employees
 - Will I belong?
 - Can I contribute?
- Disorientation, fresh eyes, information overload
- 2 Main Goals of Onboarding
 - Engagement
 - Productivity

Onboarding Checklist for Student Workers

Before the First Day

	✓
Setup work space with supplies, computer, etc.	
Think of what systems they'll need access to and training on	
Make sure they know where, when, and to whom they'll report	
Don't assume they know anything about working in a professional setting	

On the First Day

	✓
Tour	
Meetings with key people	
Office equipment training	
Discuss: <ul style="list-style-type: none">○ Who to go to for help○ An initial assignment○ Paychecks○ Time reporting○ Breaks○ Meals○ Phones○ Regularly scheduled meetings○ Health, safety, and emergency procedures	

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Delegation

- Ensure they can be a success at the task
- Clearly identify the objective and deadline
- Tell them how much authority they have
- Explain the value of the task
- Set deadlines and checkpoints
- Ask them to summarize the task for you
- Ask if they have questions
- Offer support and guidance
- Be prepared to give feedback on the quality of the work

Levels of Autonomy

These levels are differentiated by the level of analysis the delegate provides, who makes the decision, and who takes action.

Level 1 = The delegate has no autonomy in this lowest level. Delegate looks into the problem, gathers the information, and gives it to the manager who makes the decision.

Level 2 = Delegate explores the alternatives available, noting the pros and cons of each option. The delegate presents this analysis to the manager, who decides what to do and takes the action.

Level 3 = Delegate explores the options and makes a decision, recommending a course of action to the manager. The manager approves the decision and takes the action.

Level 4 = Delegate explores the options and makes the decision about a course of action, but delays implementation until the manager approves it. At that point the delegate takes the action.

Level 5 = Delegate informs the manager of his or her plans and can take action unless the manager says not to.

Level 6 = Delegate takes action and informs the manager after the fact what was done and how it turned out.

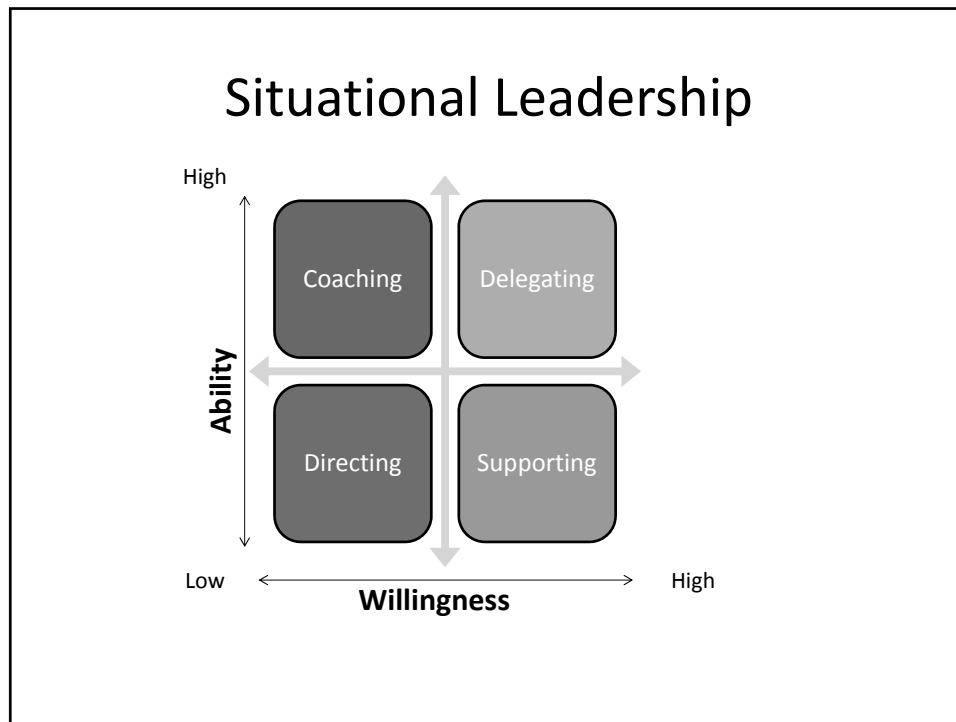
Level 7 = Delegate takes action and only communicates with the manager if the action was not successful.

Level 8 = The delegate has complete autonomy in this highest level. Delegate takes action and does not need to communicate anything to the manager.

Delegation in Action

Delegation: Your Turn

- Pair Up
- Delegator: You've been assigned an assistant to help you with your job. Assume they are able to do any task you choose. Delegate the task to them, using as many of the techniques as possible
- Delegatee: Take notes and give delegator feedback about what they did well and what could be better.

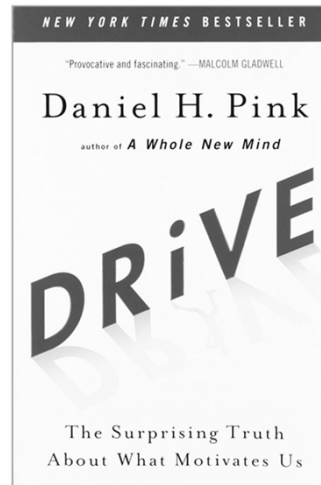


Situational Leadership

- **Directing**
 - Low ability, low willingness
 - Close supervision
 - Communication is one way
- **Coaching**
 - High willingness, low ability
 - Use generous positive feedback
 - Two way communication
 - Seek ideas and suggestions
- **Supporting**
 - Low willingness, high ability
 - Focus on motivation
- **Delegating**
 - High willingness, high ability
 - Occasional recognition

Focus on Motivation

- Research shows people are motivated by their drives for:
 - Autonomy
 - Mastery
 - Purpose



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Positive Feedback

- Giving positive feedback is the most effective and underused technique in supervision
- 39% of employees report that they don't feel appreciated at work.
- 69% said they would work harder if they felt their efforts were better recognized
- 78% said being recognized motivates them in their job

Positive Feedback: The Key Formula



- Be as specific, concrete, and vivid as possible, as if you were writing a screenplay.
- Focus on the work, not the person.

Positive Feedback in Action

Positive Feedback: Your Turn

- Pair up
- Think of something someone did for you lately that you haven't had a chance to appreciate them for.
- Practice giving your partner this feedback.
 - Be specific about what the person did
 - Be specific about its impact on you.
- Extra credit, after the session actually give the feedback!

Constructive Feedback

- Proceed with caution, poorly done, constructive feedback can demoralize employees and make them less productive
- Choose the right place and time
- Create an invitation
- Create a sense of safety
- Focus on the work, not the person
- Involve the student in developing a joint action plan

Constructive Feedback: The Key Formula



Constructive Feedback in Action

Constructive Feedback: Your Turn

- Pair up. Think of a time when you received poor customer service from someone. Now imagine you are that person's supervisor. How would you give them feedback?
- Follow the tips, and use the formula.

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Student Employee Assistance

- Examples of issues that affect performance
 - Financial Troubles (here and at home)
 - Dorm Life (room mates, significant others)
 - Generally feeling overworked
 - International students; cultural differences

Student Employee Assistance

What type of student	Send them to
• Physically Sick	➤ Health Center
• First-Years	➤ JAs → Dean's Ofc.
• Returning Students	➤ Dean's Ofc.
• International Students	➤ Dean's Ofc. (Intl. Coordinator)

Sexual Assault and/or misconduct

- You are **REQUIRED** to report anything a student reveals.
 - If the conversation is going this route, please let the student know you have to report it to Sarah Bolton.
 - It's the law.
- Redirect them to Dean's website
 - Health Center, Chaplain's Office
 - Meg Bossong, Justin Adkins, Donna Dennelli-Hess
 - S.A.S.S. advocates (Sexual Assault Survivor Services)

Additional Resources for Sexual Assault and/or misconduct

- Sexual Assault Survivor Services (SASS) 441-6783
- Williams College Health Center 597-2206
- Williams College Psychological Counseling 597- 2353 (or on call 24/7 through Campus Safety at 597-4444)
- Rape and Sexual Assault Network of Williams 597- 4100
- Elizabeth Freeman Center 499-2425
- Meg Bossong, Director of Sexual Assault Prevention and Response 597-4977
- Donna Denelli-Hess (Health Educator) 597-3013
- National Sexual Assault Hotline 1-800-656-HOPE
- National Sexual Assault Online Hotline – <https://ohl.rainn.org/online/>
- For a list of resources with particular focus on the needs of LGBTQ survivors, see <http://barcc.org/information/resources-online/glb>

Thanks!

- Program evaluation link will be sent by email.
- You'll get a link to a course page with all the materials.

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