Supervisor Training Resource Guide for Orienting Student Workers

Masters Project

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Chapter One: The Why

Chapter one presents a history of student workers within higher education and shows the important role that they play within the university system. An inclusive history is given about The Ohio State University (OSU) and their Department of Student Employment Experience (SEE). The difference between training and orientation is discussed to help understand the need for both, within a student worker program.

Training and Orientation: You Can't Have One Without the Other

Student workers play a vital role in any university throughout the United States and The Ohio State University is no exception to this rule. Student workers are hired throughout the university, with the most common three areas being libraries, food services, and departmental offices, such as fiscal, academic services, human resources etc. Student workers become a part of the staff within a department and need to be properly oriented so that they can complete their jobs requirements and best represent the university.

Before one can understand why there is a need for a Supervisor Training Resource Guide for Orienting Student Workers, one needs to understand the difference between training and orientation and why both are needed. While these two words are often used interchangeably, the definitions of these two words, when it comes to the workplace, are not the same as illustrated in the following text.

What is Training

Training encompasses a wide variety of sections that all fall within the area of training.

Training itself is a long process that occurs over a period of time throughout one's job (Akdere & Schmidt, 2008). In training, there are sections that can be divided up into parts: new trainings, continuous trainings that are done yearly, and orientation trainings for new employees. New

opportunities are presented, and managers decide which employees will undergo the new trainings so that they can complete the new opportunities (Cliffnotes, 2022).

Training is inclusive of specific topics and details, such as training on diversity, problem-solving, management, leadership, etc. each of these topics are covered by specific trainings (Cliffnotes, 2022). Training and their requirements comes directly from the Human Resource Departments and supervisors implement the required human resource trainings for their student workers in their positions. However, not every student worker will go through an orientation session when they are hired.

What is Orientation

Orientation is often forgot about or thought of as not needed because of the idea that training is such a long process. Orientation allows the employee to become oriented to the office, the culture of the department, and to the job requirements and tasks (Akdere & Schmidt, 2008). Orientation is a way for supervisors to talk with the new employees and answer questions that arise about specific job requirements or tasks (Akdere & Schmidt, 2008).

Orientation is important to offer in addition to training, as it contributes to the positivity of the student worker and relates highly to job satisfaction and retention among workers (Akdere & Schmidt, 2008). Despite orientation being important and a key to the success of student workers, orientations are often overlooked or considered to be completed through the required trainings of Human Resources. However, this orientation completion through the required trainings is often not the case, leaving student workers un-oriented and perplexed about their job.

Orientation and Training: Why You Need Both

Orientation differs from the idea of overall student worker training, as orientation is typically completed at the beginning of employment to help the student worker to become more

familiar with where they are working (Akdere & Schmidt, 2008). In orientation, the student workers are typically introduced to their fellow staff members, given a tour of the office / building, informed about policies, guidelines, and briefly are provided with the position description.

Training on the other hand, is a much longer process and typically focuses on the job tasks as they are related to the job position. Due to the wide variety of student worker job positions, there is a wide variation of trainings that are required, depending upon which job the student worker is completing (Cliffnotes, 2022). All these student worker jobs come with different position descriptions, trainings, and requirements that the student workers are required to complete as a part of their job position.

Training student workers is often a topic that many supervisors already understand and conduct within their programs. It is understood that student workers need to be trained in order for them to do the job successfully. However, supervisors often forget about orientation, and one reason for this is because universities do not have an orientation program resource guide for supervisors to use. This lack of an orientation can causes student workers to become frustrated by a lack of guidance and supervisors could become frustrated with their student workers from the lack of the understanding of their jobs and office policies. To correct this issue, a Supervisor Training Resource Guide for Orienting Student Workers was created.

Student Workers and Supervisors Points of View on Orientations

One reason for the student workers to have an investment in orientation sessions is because it contributes to their overall success. Student workers who go through an orientation session are given the groundwork that they need to succeed, which in turn helps to make their jobs easier and more successful (University of Kansas, 2022). Most student workers want to do

well at their jobs, which means they are willing to attend orientation if it is going to contribute to their success on the job.

Supervisors have an investment when it comes to offering orientation sessions because it allows them to ensure that student workers are properly trained to do their jobs. When one looks at orientation sessions from a supervisor's point of view, they can see that it takes a great deal of effort and time to train student workers. Supervisors who offer an orientation session to new student workers, can increase the chances of retaining their student workers which will contribute to the supervisors having more time to spend on their own work and the management of programs (University of Oregon, 2022).

By attending an orientation, student workers are also given the opportunity to understand the importance of their position within the office / department and see how they are contributing to the university (University of Kansas, 2022). This point of view contributes to the student "why" when it comes to participating in an orientation session, as it gives students the chance to become acclimated to their departments culture. Furthermore, attending an orientation allows the student workers to see how they are contributing to the department and the overall university.

Another supervisor "why" is that the supervisors will be able to state the expectations and guidelines of the office and to emphasize the importance of feedback to the student workers (University of Oregon, 2022). This means that supervisors will be able to go into detail regarding the office's expectations of communication, office etiquette, not showing up to shifts etc. Students in turn will know that they can and should provide feedback to their supervisors regarding these areas of expectations.

The perspectives of student workers and supervisors both contribute to the understanding of the "why" a Supervisor Training Resource Guide for Orienting Student Workers is needed at

The Ohio State University. Understanding the student worker and the supervisors "why" directly correlates to the need and to understanding that the need is crucial to the success of the Supervisor Training Resource Guide for Orienting Student Workers. The "why" also helps both supervisors, and the student workers to become invested and to want to do their best when it comes to coordinating and participating in the orientations.

Departments Point of View on Orientation

Departments will want a orientation resource guide and to have their supervisors use it because of the investment departments are making in their staff's resources and time. Supervisors who have efficient student workers are in turn more efficient themselves, which results in the Department being more efficient. Departments are also in favor of an orientation program for their student workers as it gives the student workers a chance to become acclimated to the department's culture, mission, values, and purpose (University of Oregon, 2022). Departments care about their supervisors offering an orientation because student workers are the face of the department to prospective students and their families, current students, staff, and faculty.

The department invests a lot of resources and time into their student worker through the process of interviewing, hiring, training, and processing the human resource paperwork. Every time a student worker leaves the department, this process must be repeated, wasting the valuable time of the Human Resource Office and the supervisors, along with needlessly spending the department's money (Loyola University Chicago, 2022). Departments are invested and care about student worker orientations because it contributes to the retention of their student workers, which in turn helps to conserve the department's valuable resources.

Department of Student Employment Experience at OSU

In the year 2019, OSU reported that of their 49,030 employed staff, 13,310 of the staff were student employees that work for the university within various roles (The Ohio State University HR, 2020). Due to the popularity of student workers, The Ohio State University has dedicated a department just for student workers and their supervisors, known as the Department of Student Employment Experience (SEE). The SEE Department has resources and trainings available for student workers and their supervisors across the entire OSU main campus.

SEE's website has resources and links for supervisors and offers training sessions to supervisors each semester, that they can use to gain information regarding how to manage their student workers. SEE also offers once a semester training for student workers to ensure that they understand their rights, and that they have completed all the proper paperwork and other employment requirements. Each of these training sessions are very broad in their perspective and they do not go into depth in the actual training of the student workers or the resources available to the supervisors.

The Ohio State university also has a section of Human Resources dedicated to student workers. The Human Resource Department works with the student workers to ensure that their paperwork is filled out, their payroll information is updated, and they process the student workers background checks. This is different from the SEE's department because the Human Resources office is houses within OSU's main Human Resources Department. This Human Resources office also focuses on processing the student workers paperwork and their employment with the university and not on the training and orienting of student workers. While each of these departments offer excellent services for student workers and their supervisors, they

do lack an orientation program resource guide for the supervisors to utilize within their individual department orientations.

Chapter One Key Takeaways

There presently exists an understanding that training and orientation are two separate events within the student worker world. Currently, orientation sessions given at the beginning of employment have been shown to positively contribute to the student workers overall success and helps the student worker to see how they are positively impacting the university. Supervisors can use an orientation to emphasize their offices guidelines and policies and the importance of feedback. The student workers and supervisors "why's" come together to create the need for the Supervisor Training Resource Guide for Orienting Student Workers.

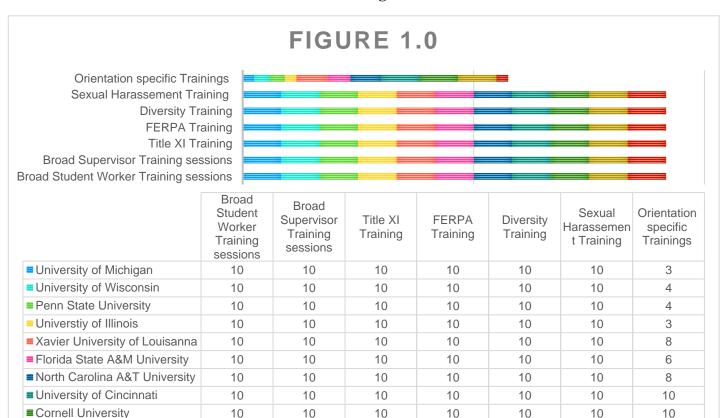
Chapter Two: Building the Foundation for an Orientation Resource Guide

A wide range of different universities were examined to better gain an understanding of the student worker programs that currently exist. A literature analysis was conducted to gather information from the literature available on the topic of orientations in relation to student workers. This analysis demonstrates that the author has a foundation for the understanding of how to collect data and complete scholarly writing from the coursework taken throughout their master's program.

College Comparison of Student Worker Programs

A comparative analysis was completed of universities that are peers to OSU, that are historically diverse, and that are smaller universities. The goal of this research was to discover more about other university student worker programs and to understand the similarities and the differences that exist between OSU and its peers. Specifically, the comparative analysis looked at these universities resources and to see if they have an orientation program for their student workers.

The universities that were examined were the University of Michigan, the University of Wisconsin, Penn State University, the University of Illinois, Xavier University of Louisiana, Florida A&M University, North Carolina A&T University, the University of Cincinnati, Cornell University, and Kent State University. Each university's student worker program was analyzed and compared to OSU's student worker program, as illustrated in figure 1.0.



Universities Research Overview and Research Figure 1.0:

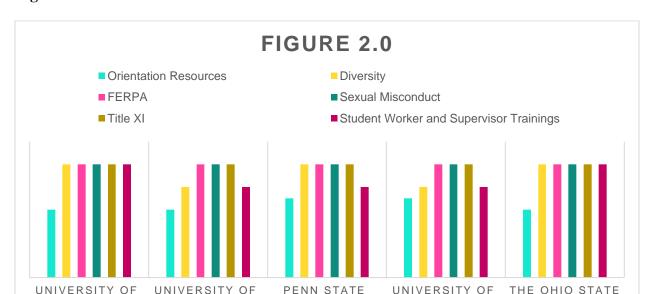
■ Kent State University

■ The Ohio State University

Figure 1.0 shows the universities that were analyzed and their student worker program resources that are available through the trainings and specific orientation resources that are available to supervisors.

Figure 1.0 represents all 12 universities that were analyzed and compared to OSU, with a special highlight given to the orientation specific trainings. The orientation specific trainings were the only area looked at throughout these universities that had a significant difference. This difference was measured by using a 0–10-point scale with OSU's orientation resources at the bottom of the scale and the University of Cincinnati's resources at the top of the scale. These measurements were decided because OSU's SEE department has a supervisor training each semester which could bring up completing orientation with students, but no guidance is actually given to the supervisors. Because of this small area of training at OSU, they were given a score

of 3 on the rating scale. The University of Cincinnati has a Supervisor Training Resource Guide for Student Workers and in this resource guide they cover a wide variety of topics including a section on orientation training, the contents of an orientation, and how to facilitate it etc. This resource guide and information resulted in giving the University of Cincinnati an overall score of 10 on the scale because this university offered the most orientation resources to supervisors.



Big Ten Universities Overview and Research:

WISCONSIN

MICHIGAN

This figure shows the Big Ten Universities data compared to OSU.

UNIVERSITY

ILLINOIS

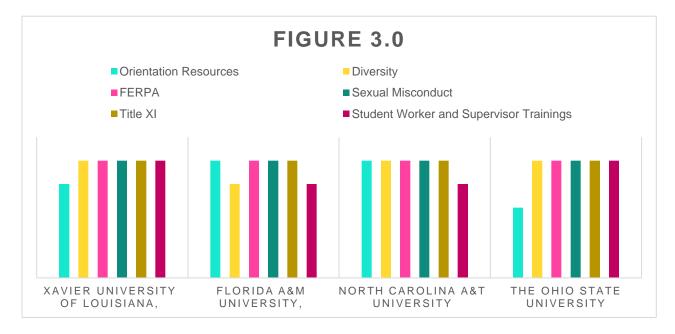
UNIVERSITY

The big ten universities that were examined were the University of Michigan, the University of Wisconsin, Penn State University, and the University of Illinois. Every single one of these universities offer training programs for their student workers along with a general human resource student worker training, as described in figure 2.0. Each of these training programs are offered at least once a semester and they gave both groups resources, policies and regulations, and training sessions. These training sessions that are offered, need to be completed by the student worker so that the student workers followed the university's guidelines. These training sessions are very broad and general, and they are not specific to each office across the university.

The big ten universities all had student worker resources that were similar to OSU's. The big ten universities had a department for their student workers, but they did not have any specific set orientation resources in place for supervisors to use within their orientation program. Figure

1.0. shows what resources the big ten universities, historically black, and smaller universities have in common. However, it was found that the historically black and smaller universities have more orientation resources for their Student Worker Programs.

Historically Black Universities Overview and Research:



This chart shows the historical black universities data compared to OSU.

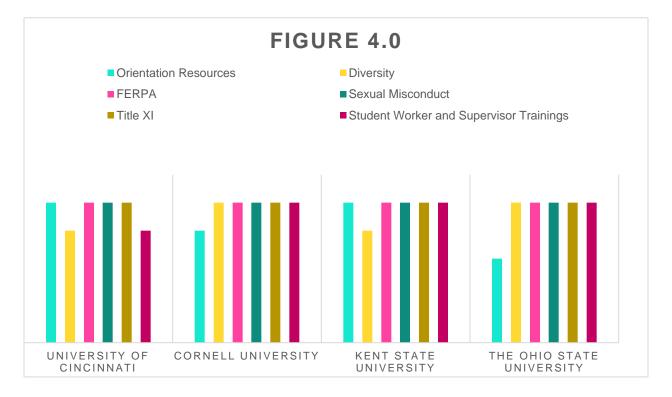
Historically, black universities were examined, and their student worker programs were compared to OSU's program, as shown in figure 3.0. It was important to compete an analysis of some of the historically black universities that exist to see how their student worker programs differ in comparison to bigger university's programs. Specifically, the author wanted to look at minority universities to see if they were able to better prepare their student workers compared to big ten universities. The Xavier University of Louisiana, Florida A&M University, and North Carolina A&T University student worker programs were reviewed and considered as a part of this research analyzation.

The historically black universities student worker programs were stricter in structure and gave the sense that these positions were created with the purpose of preparing students for jobs within the real world. This is different from OSU's student worker jobs that seemed to focus more on the student worker positions being created for the office's purpose first, and the development of the student worker second. One example of the strict structure is Xavier University of Louisiana, whose student worker program has the rules; no cell phones, no personal homework, and the requirement to dress professionally while working their shifts.

(Student Employment, 2019). The Ohio State University currently lets each individual supervisor create their own policies regarding policies like cell phones, dress code, etc for their student workers. In comparison, Xavier University applies these strict policies to their whole student worker program and does not leave it up to individual supervisors at their university.

Within the trainings, there were also some similarities found between OSU and the historically black universities. Both OSU and the historically black universities offer training sessions for both the supervisors and the student workers each semester. In addition, two of the three universities, including OSU, had departments dedicated to student workers. It is important to note that the historically black universities also lacked an orientation resource guide for supervisors to use, however they did provide manuals containing university required training, resources, and policies for their supervisors to utilize in their student worker orientation.

Smaller Universities Overview and Research:



This figure shows the smaller universities data compared to OSU.

The smaller universities analyzed were the University of Cincinnati, Cornell University, and Kent State University. These universities were chosen as they would be similar to the diversity of students when compared to other big ten universities, only on a much smaller scale. Figure 4.0 shows OSU and the smaller universities were similar in that they all had similar required training and policies when it came to their student worker programs. Figure 4.0 also shows the universities have departments and offices dedicated to student workers and supervisors, however on a much smaller scale when compared to OSU.

One key difference between OSU and the smaller universities was that two of the three universities had detailed student worker manuals which listed what items should be included in each department's student worker orientation. The University of Cincinnati has a student worker

manual that lists resources and policies for student workers as well as what would be covered in their department orientations (Cincinnati 2016). This is an importance difference to note and consider moving forward. The idea that these smaller universities took into consideration that student workers needed to have a set number of items completed during their orientation sessions is a great example which larger universities should follow.

The smaller universities and OSU were similar in that they both had specific departments that are dedicated to the student worker program on their campuses. Similarities were also found in the trainings that were required by the Human Resources Department between these two different types of universities. These facts are important because it shows that OSU is lacking in the area of orientation resources

Literature on Existing Student Worker Orientations and Implications

The university comparison research helped to identify the gap that currently exists at OSU for an orientation resource guide. However, to help develop a basis for the Supervisor Training Resource Guide for Orienting Student Workers, a literature analysis was conducted. This literature analysis provides more of a basis for what information should be included in the orientation resource guide.

Literature was viewed to see if what information is available to conduct a student worker orientation. In an article written by Kathryn Barrett and Amy Greenberg (2004), the authors discuss the benefits of offering an orientation to student workers, as it allows the students to see where they are working, who they are working with, as well as to obtain a tour of the building and to meet their student worker peers. In addition, orientations is important as it provides hands on training is useful to facilitate scenario trainings, to review frequently asked questions, and to provide front desk etiquette (Barrett & Greenberg, 2004, p.107).

In the article, "Training and Retaining Student Workers" the authors discuss how orientation should offer a variety of training styles so it can accommodate the different learning styles of all students (Guerrero & Corey, 2004, p.99). The different types of training that should be offered are: video tutorials, hands on training of data bases, role playing, reading through FAQ, office information, as well as offering written out scenarios with fill in the blank answers (Kenney & Painter, 1995, pp.35 - 37). This variety of training will take into account the different learning styles of students and offer a more interactive orientation which can help to keep the student's minds focused on the activities they are completing.

Finally, with all the time, effort, and commitment that is put into training student workers, it is important to have an evaluation process in place for supervisors to use to evaluation their student worker program. Student workers should be surveyed three or four weeks after orientation to see if what they learned was valuable and/or what could have been done to help better prepare them. Barrett and Greensburg (2018) support this idea of evaluations, stating that students should be given a timeline of what their semester will look like so that they can see that there will be an evaluation completed on what they have learned. This upcoming evaluation notice should encourage student workers to pay attention to what they are learning in their orientation.

Coursework Application: Foundation for the Orientation Resource Guide

In the Agricultural Communications, Education, and Leadership (ACEL) Master Program, the courses and research that a student completes are vital to the student's career within college and upon graduation. The required classes of the ACEL's Master Program all work towards the goal of helping to prepare students to be able to conduct their own research and create their own project that they will eventually use to defend their Master's. Students'

complete courses that give them the skills necessary to complete research studies of their own and to understand the importance of feedback and learning styles. Each student is required to take the content that they learned from their classes and apply it to their overall project or thesis. Some of the required courses are highlighted below and stated how they were used to contribute to the foundation of this project.

Coursework Overview:

In ACEL 8855, Research Methods and Design, students were taught how to design and collect research using a variety of methods that are appropriate within the academic industry. The course briefly went through designing a survey, including question types and formats, and tips on how to increase the likelihood of getting productive responses for the survey. This course briefly touched upon focus groups and how they can be an appropriate way to collect data for research. The content addressed through ACEL 8855, was useful in laying the groundwork that was needed to design a survey and conduct focus groups for data collection for the Supervisor Training Resource Guide for Orienting Student Workers.

In ACEL 8310, Theory of Learning and Cognition, students were taught the different learning methods and styles that exist and how they help to explain the "how" and "why" people learn. Knowing the different learning styles helped to lay the foundation needed to understand how to incorporate a variety of learning styles into the orientation template. This information is important as it will increase the likelihood of supervisors using the training resource guide if it can be easily understood. This information was applied when designing the content of the Supervisor Training Resource Guide for Orienting Student Workers.

Lastly, in ACEL 7700, Documenting Change through Evaluation and Accountability,

students learn the importance of using evaluations to ensure that their programs are continuing to meet their goals. The content learned within this course was useful when it came to creating the Supervisor Training Resource Guide for Orienting Student Workers, as tools were discussed that supervisors can use to evaluate their student worker programs. Student worker programs can often become sidetracked by changes and thus supervisors can forget their mission of ensuring that students obtain experience and skills while representing OSU and the department they are working within.

Chapter Two Key Takeaways:

It was important to look at other universities across the United States to help understand the gap that exist at OSU within their lack of an orientation resource for student workers. From this research the next logical step was to look at the literature that currently exists for student worker orientations. This literature helped to illustrate the importance of a student worker orientation and why universities should have a resource guide for orienting their student workers. It is important to highlight some of the courses taken so that one can understand that these students in the ACEL Master Program have a foundation and an understanding of how to properly conduct research, write theses, and projects. Each of these items helped to show the gap that exists within OSU regarding student worker orientation and at the same time helped to build the foundation needed to move forward with the creation of the Supervisor Training Resource Guide for Orienting Student Workers.

Chapter Three: Methodology

This Chapter discusses how the survey was designed and distributed to the supervisors. A detailed discussion on the type of questions asked, how the supervisor and student work audiences were selected, and how they participated in the survey and interviews respectively.

Student focus groups turned into one-on-one interviews is discussed and why this change occurred.

Data Collection Methods and Application: Supervisors

As discussed, the universities analyzed do not have a standardized orientation program for supervisors to use. Since The Ohio State University is a world leading university, it makes sense for OSU to have a Supervisor Training Resource Guide for Orienting Student Workers available for their supervisors. To help make this resource guide a success and to ensure that student worker and supervisors are able to get the most out of the resource guide, a survey was sent out to current student worker supervisors at The Ohio State University.

The purpose of this survey was to gain knowledge and insight from the supervisors regarding what information they have found helpful so far in their orientation sessions, and what information they have not found helpful. The survey allowed for information to be collected regarding what training and resources the supervisors are currently missing from their orientations for their student workers. The supervisor answers were evaluated to decide upon the content of the Supervisor Training Resource Guide for Orienting Student Workers, which is discussed later in this paper.

When conducting research on the best types of questions to add to a survey, these three question types were the most recommended: multiple choice, rating on a scale, and open-ended questions (Fisher & Smith, 2022). The pros of using these question choices are, it allows

supervisors to select multiple options in their responses, easily say what they want in response to prompts, and to reflect upon the supervisor's data and input (Fisher & Smith, 2022). The cons of using these questions are, the wording might not be direct enough, the scales might not accurately reflect the supervisor's response, and the questions may not contain responses that the supervisors agree with (Fisher & Smith, 2022). With these questions in mind, it was decided that the platform that would best allow for this type of survey questions to be produced and distributed would be Qualtrics. Qualtrics allows for the survey responses to be saved and exported in various formats which can be used to help distribute the data collected. Qualtrics has resources and information available to their users as well as research articles to help them conduct and create excellent surveys and questions.

The survey questions were a mixture of multiple choice, scale rating, and open-ended questions. On average this survey took no more than 15-minutes to complete and submit. This short survey was a good way to ensure that more supervisors would answer the survey in its entirety. This survey was distributed across the OSU Columbus campus, and a variety of supervisors were targeted to fill out the survey. The survey was sent out to the following departments: academic service offices, libraries, food services, and athletics. The results of this survey helped to show the differences in training and helped to collect unique perspective and views from the supervisors.

Some of the sample questions for the survey are" How long have you been a supervisor for student workers?" "Do you currently have a standardized training or orientation for your student workers?" and "What information or training do you believe would help to improve the orientation and training of your student workers?", each question is a sample of multiple choice, scale, and open-ended questions. The idea behind this question choices were that supervisors

would be able to easily answer these questions while also giving their input on any material and information that they believe is lacking for their orientation. These components were supported by the idea of the content learned in ACEL 8855, Research Methods and Design.

The distribution of the actual survey occurred via email to the supervisors. By emailing the supervisors, the author was able reach a wide audience of supervisors, thus increasing the chance of a response. The supervisor list was populated by searching through Workday to see the current listing of student worker jobs and the supervisors listed. The library websites, and academic services offices were also reviewed and then added to the list of supervisors to be emailed. The supervisors were asked within the email to forward the survey to their peers who have student work programs, so that additional audiences could be reached. The supervisors were emailed the survey on March 22, 2022, and they had until the April 15, 2022, to reply. Reminder emails were also sent out to the supervisors on March 31, 2022, and April 8, 2022.

The data collected from this survey was analyzed and then utilized to strategically plan the Supervisor Training Resource Guide for Orienting Student Workers. The data represents the trainings and resources currently being used that are useful, and not useful, to supervisors and their student workers. This data showed information regarding what trainings and resources supervisors wish that they had access to in order to improve their trainings and orientations. All of this information was then used to help decide what material and content would be include and excluded from the Supervisor Training Resource Guide for Orienting Student Workers.

Data Collection and Distribution: Student Workers

In order to help make the Supervisor Training Resource Guide for Orienting Student

Workers a success, data was also collected from the student workers. This data was used to assist in understanding the student worker perspective and to give the student worker a voice to articulate what they believe is working and not working in the training provided for them.

The collection of this data was done in one-on-one style interviews which allowed for more of the students to feel comfortable voicing their opinions about their trainings. A safe and welcoming environment was key in this type of data collection as it helped students to feel as though they could voice their concerns without fear of backlash. The data that was collected from these interviews was used to gain an understanding of the information that is currently working well and what is not working when it comes to orienting student workers at OSU.

The focus of these personal interviews were students who currently held a student worker position across OSU's campus. These students were in positions that were either federal workstudy or non-work study positions, however this did not influence the data that was collected. The students interviewed could be in any stage of their college life, meaning they could be freshmen - senior ranking in college.

There is currently no list of student workers available within OSU's system, and as such it was slightly difficult to target this specific audience. To tackle this issue, the student workers were recruited via an email, and they were encouraged to participate in the interviews through the offering of a giveaway to the participates. This student worker email was sent to the supervisors, and they were asked to distribute the email to their student workers. Emails were initially sent out to the supervisors, to be distributed to their student workers, on March 28, 2022, and a reminder email was sent out April 8, 2022, to the supervisors. This would ensure that a decent amount of student workers would be reached without directly communicating with them. Students had the deadline of April 15, 2022, to sign up to participate in this data collection.

Three individual interviews were conducted via zoom, taking into consideration COVID safety protocols and the flexibility of the student schedules. The decisions was made to conduct personal interviews instead of focus groups due to the low repones rate from the student workers.

Three individual interviews were conducted and were created using open-ended, transition, and key questions to help the student workers reflect on their trainings, orientations, and to give insightful answers (2022, Rennekamp & Call). Some questions that were asked and responded to by the three students that were interviewed were, "Think back to when you first started your job, what trainings did you complete that was useful?" and "What areas of your orientation do you wish were better designed?". The questions are designed to allow data to be collected from the three student worker interviews that allowed for them to convey their experience with student worker orientations, or the lack thereof.

A video from the Center for the Study of Student Life was used to help prepare the moderator on how to conduct the focus groups. Even though the focus groups were replaced, individual interviews with the same principles were conducted. This video includes ground rules, facilitator rules, and data collection. This helped to ensure that no bias or conflict arose while conducting these individual interviews. Watching this video was important to include and to address to ensure the validity of the interviews and the data collected.

Chapter Three Key Takeaways

The supervisor survey enabled the collection of the data that was needed from current supervisors across The Ohio State University. By using emails and the survey, the author was able to reach a wide span of supervisors across multiple disciplines simultaneously and easily collect the data accurately through Qualtrics. The student worker one-on-one interviews with current student workers on the OSU's Columbus campus gave the students the opportunity to

have a voice in what content should go into the resource guide. Using Zoom and offering a gift card drawing to students who participate in the one-on-one interviews helped to encourage students to sign up and participate. Each of these above steps needed to be completed in order for the Supervisor Training Resource Guide for Orienting Student Workers to be a success so that supervisors can improve their student worker programs.

Chapter Four: Data Analysis and Results

Chapter four briefly discusses the results of the data collected from the survey and the interviews that were conducted. The results of the survey and how the results were implemented going forward in developing the resource guide is discussed. This section explains the results of the student worker interviews and how the results were used to create the resource guide. Key takeaways from the research, the data collection and the overall project are discussed in detail.

Results of the Supervisor Survey and Student Worker Interviews

In order to create a Supervisor Training Resource Guide for Orienting Student Workers that would be effective, it is important that the resource guide contains input from both supervisors and from student workers. To obtain this content, the author decided to collect data by conducting a survey and individual interviews during the Spring 2022 semester. The data collected is from supervisors and student workers who currently work at The Ohio State University and the results are discussed below.

Supervisor Survey Findings

Libraries	Other	Athletics	IT	Guest Service	Department Offices	Total
4	4	1	1	2	<u>-</u>	10
4	4	1	1	3	3	18
4	4	1	1	3	5	18

Table 1.0 represents the total number of supervisors surveyed and their departments

The supervisor survey was sent out through email on March 21, 2022, to 65 student worker supervisors across The Ohio State University. The survey was designed with multiple choice and fill in the blank questions with prompts, and the survey was submitted anonymously. Of the 65 supervisor surveys which were initially emailed there was a response rate of 28%,

meaning that the supervisors responded back to the email, and they submitted completed survey responses. The main group of supervisors that responded were from university libraries or from department offices, as depicted in the table 1.0.

The results of the survey were less than expected, but the responses that were given were very insightful and provided some great examples and content suggestions for the Supervisor Training Resource Guide for Orienting Student Workers. Several of the supervisors wrote that it would have been helpful to have an orientation template PowerPoint deck, a checklist of required trainings, and resources on the systems that the student workers are required to use, see table 2.0.

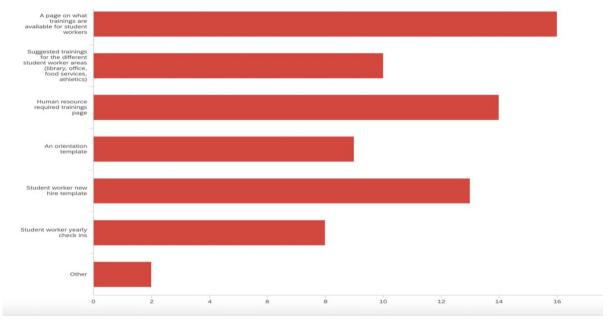


Table 2.0 Shows the questions asked and the responses

The supervisor's responses highlight having a section in the resource guide on off-boarding student workers to obtain feedback on why they are leaving their student worker position. This process would allow the student workers to provide feedback for improving the student worker position. Another highlight was that supervisors said that they would find it useful to have a PowerPoint orientation template to use for their orientations. Additionally, the supervisors

highlighted that it would be important to have one resource available that lists the trainings and resources that exist at OSU.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Click to write Choice 1	3.00	10.00	6.17	1.98	3.92	18

Table 3.0 shows the scale rating response

Almost all of the supervisors indicated that it would be helpful to have an actual Supervisor Training Resource Guide for Orienting Student Workers and more than half of them scored 6 on a scale of 1-10 on the question, "How helpful would a Supervisors Resource Guide have been for them when starting their student worker programs?", see table 3.0. This question is important as it shows the interest that supervisors have using the orientation resource guide.

The supervisors were very receptive of the survey, and several reached out asking questions regarding the Supervisor Training Resource Guide for Orienting Student Workers.

Many of the supervisors inquired about a date that the guide would be made available for them to use this upcoming school year. The supervisors responses to the survey along with the additional inquiries asking about the availability of the orientation resource guide, were all very encouraging and it was nice to see the excitement about the use of this resource guide.

Student Interview Findings

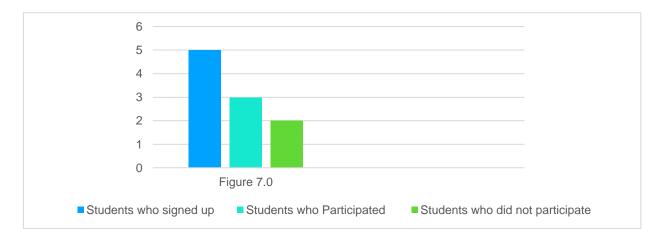


Figure 5.0 represents the student interviews that were completed.

To collect the student worker data, a sign-up survey was sent to the students requesting them to supply contact information, as well as the dates and times that they would be available to meet via Zoom to participate in the focus group. Despite the survey being sent out March 23, 2022, the number of students that responded and confirmed that they would participate in the focus group was on the low end. The timing of the focus groups may have been a big factor for this lack of participation due to it being after spring break and it was getting close to the end of the semester. Three student workers did confirm their spots to participate, and individual interviews were conducted and completed with these three students, see Figure 7.0.

The students were able to provide input on the required trainings from OSU and how helpful or not helpful the trainings were. Some of the responses from the student workers can been seen on image 1.0 and are discussed below. The student workers were able to give input on the trainings that their positions conducted and they gave suggestions on how to improve their current student worker program. All the student workers mentioned that the required trainings

were useful for their jobs, and that some of the information within these trainings were repetitive of the trainings they had previously completed as students.

In the personal interviews, as seen in image 1.0, one student worker mentioned not

Student Worker Responses from Interviews:

What information did you go over that you found help? What information was not helpful?

- 1. Student A: repetitive especially since they have to complete it for class/school
- 2. Student B: Student Felt lost and could have used better leadership
- Student C: Trainings were repetitive and if they were not required by HR then it would be help ful to not complete it again

If you were going through an exit interview, what suggestions would you have for the improvements of the student worker program?

- Student A: Supervisor more involved in the jobs. Give more specific tasks for the position. The student felt lost and didn't know what to do. They felt very unproductive. Suggested that to have a check list of daily duties to complete when at desk
- Student B: Ask them questions and make sure that they are understanding how to complete tasks and if they are given a task that they have not completed in a while, ensure that they know how to complete it
- 3. Student C: Have a student worker check-in

What was not included in your orientation that you wished had been included?

- Student A: More orientation would have been help ful because the student felt lost and the student had to learn how to complete things and tasks on their own
- 2. Student B: Teach how to complete each task = required for the job and not just learn as you go
- 3. Student C: N/A

Going back to your student worker's first couple weeks on the job, is there anything that you can think of that you would change regarding your onboarding process for your job?

- 1. Student A: One day of training where we could have been shown how to use things
- 2. Student B: Create more of a community and create that welcoming environment
- 3. Student C: More people to work with in the first couple of weeks, to get acclimated to the job

Are there any last comments that you would like to make regarding your training and orientation to your student worker positions?

- 1. Student A: N/A
- Student B: Continuous training each semester would have been help ful, to help to refresh your memory on tasks and guidelines
- 3. Student C: Job descriptions give specific details about the tasks that are associated with the job, not just listing out the skills that are necessary for the job.

having an orientation, and that they felt it would have been extremely helpful for their job position if they had received an orientation. The student worker also noted that it would have been helpful for them and their fellow student workers if they had the opportunity to attend an orientation session when they started their positions.

Image 1.0 Student Worker Interview Summary

Several of the student workers said that they had to train many of their peers, which was outside of their job requirements. Student workers said that it was not their responsibility to train and orient the new student workers. The student workers said that they felt that having orientation might have prevented them from having to take on the extra responsibility of having to train their peers. This shows not only the gap between orientation and supervisors that exists, but also supports the need for an orientation resource guide at OSU. The student worker A, B, and C's full responses to the questions asked to them can be seen in appendix B.

When looking at the questions asked and the responses given by the student workers, there are some commonalities that can be addressed. One question that was asked during the student worker interview was, "Think back to when you were first hired onto your student worker jobs, what training and content were included in your orientation?". All three students gave similar responses that they did not have an orientation or that the orientation provided was very brief and more like hands-on training and less like an orientation to their job. Another question that was asked in the interview was, "If you were going through an exit interview, what suggestions would you have for the improvements of the student worker program?". The students all gave similar response thar they would want more details of their job tasks, to have the supervisor provide more guidance during their first week, and to be told / shown what to expect regarding the job tasks and policies.

All the students agreed that a yearly orientation would be useful for all student workers to attend and that it would be a good refresher for the returning student workers. This confirmation is also shown in their response to the questions asked to them during their one-on-one interviews. While the sample size of the student workers who were interviewed was small, the students that

participated provided data that was very useful in supporting the need for the Supervisor Training Resource Guide for Orienting Student Workers.

Supporting the Need for an Orientation Resource Guide

The data collected through the survey responses demonstrated the need and shows the importance of having a Supervisor Training Resource Guide for Orienting Student Workers. The responses alluded to how the Supervisor Training Resource Guide for Orienting Student Workers would help to improve their student worker programs. These findings coincided with the research that was previously conducted to help determine what information should go into the training guide.

The student workers data collected helped to show the need for a Supervisor Training Resource Guide for Orienting Student Workers to give a more concise and informative orientation session for student worker jobs. The outcome being that student workers will feel more prepared by going through an orientation session. Students would feel valued because of the time taken to introduce them to the office and to their duties before their first day of work. This data was very useful moving forward into the final stage of this project and was used to help determine the content of the Supervisor Training Resource Guide for Orienting Student Worker.

Chapter Five: The Contents of the Orientation and Discussion

Details on the content of the orientation resource guide are discussed and broken up into content areas in Chapter Five. The marketing and distribution of the resource guide is also discussed in detail for The Ohio State University Campus. Lastly, the final takeaways and insights are discussed to help show how this resource guide will help to cover OSU's gap in their student worker program.

The Supervisor Training Resource Guide for Orienting Student Workers

The Supervisor Training Resource Guide for Orienting Student Workers illustrates an orientation PowerPoint slide deck and discusses how supervisors can tailor the orientation to their specific department. The topics covered will encompass the student worker beginning and ending their job. This aspect is important because student workers should be able to see each of the steps that they will go through when they begin their job, steps throughout their job, and the required steps at the end of their job. The Supervisor Training Resource Guide for Orienting Student Workers is divided up into three sections within the content that is discussed below.

Part One

The beginning of the Supervisor Training Resource Guide for Orienting Student Workers has a brief section that discusses the use of the resource guide. This piece of information is important to start with as it will provide some content for supervisors regarding what to expect throughout the remainder of the resource guide. It includes information letting the supervisors know that they can and should change the content of the PowerPoint slide to match their department.

There is a brief section that discusses what items supervisors should have completed on their end before the student workers first day on the job. Included is content regarding a checklist of the items that need to be completed in order for student workers to start their jobs. This checklist of information is often overlooked by supervisors, however it is an important step to have completed to ensure a smooth first day for the student workers.

Part Two

Part two of this resource guide covers a variety of topics that should be covered by supervisors in their orientation session with their student workers. This section is the longest section of the resource guide as it houses the most information and context for the orientation. The information goes into detail and provides PowerPoint slide examples. These PowerPoint slides allow for supervisors to visually see and read what information is conveyed.

This section will cover a wide variety of topics including the departments mission, role of the student workers within the department, mental health awareness, mid-year check-ins, dress code, office etiquette, building tours, policies regarding being late to work, and swapping shifts. These topics are supported by the research completed during the literally analysis. In their article, Kenney and Painter (1995) the authors discuss how student workers are taking on more tasks, comparatively to that of a full-time staff member, which means that student workers should be held to the same level of requirements as a full-time staff member. In article written by Guerrero and Corey (2004) they too discuss the importance of providing content in an orientation for tasks that will be completed on the job, such as phones, emails, and problem solving of scenarios that could occur on the job.

Literature supports the idea of offering a tour of the workplace, and staff introductions within the orientation, as these items allow the student workers to become more comfortable in their workspace (Kenney & Painter, 1995). Kenney and Painter (1995), support the idea of dress code, office etiquette, and policies about being late for work.. The rest of the content included in

this resource guide is supported by the data that was conducted by the supervisor survey and the student workers interview results.

Part Three

The last section of the resource guide for orientation covers the topic of semester checkins, yearly evaluations, semester check-ins, off-boarding of student workers, and verbal warnings and write-ups. In the supervisor's survey responses (2022), several of supervisors mentioned it would be helpful to have a resource available for off-boarding student workers. While this topic is not specifically a part of the orientation session, it is something briefly touched upon within the resource guide. This topic is included so that student workers can see that they will be asked their opinions of their overall experience while working in the office. By telling the student workers about these yearly evaluations during the orientation session, it helps the student workers to see that they are valued, and that they will have the opportunity to provide feedback on their job positions.

A Note for Human Resources and Their Trainings

As mentioned, the office of Human Resources at OSU has requirements that student workers must complete for their job positions. These requirements are discussed in the Supervisor Training Resource Guide for Orienting Student Workers. The content in this section of the resource guide reflects the required trainings of student workers; Family Educational Rights and Privacy Act (FERPA), Institutional Data, and Sexual Misconduct (2022, OSU HR). This Human Resource section is brief but is included to show why these topics will not be addressed in more depth within the Supervisor Training Resource Guide for Orienting Student Workers, because student workers have already received training on these topics.

Distribution and Marketing

Distribution of the Resource Guide

When considering the best way to distribute the Supervisor Training Resource Guide for Orienting Student Workers, there are two platform options available. One option is available through BuckeyeLearn and the second option is available through the Student Employment Experiences (SEE) Department Website. Each one of these options has a unique strength to it that will be discussed further.

The first format option would be through The Ohio State University's platform of BuckeyeLearn, an online platform and training tool. Currently, The Ohio State University uses BuckeyeLearn to house trainings for new employees, new manager trainings, continuous education trainings, and resources on specific subjects, data bases etc. Buckeyelearn is used by The Ohio State University's regional campuses, making this the ideal platform house for the Supervisor Training Resource Guide for Orienting Student Workers. This platform would allow supervisors to access the training guide, no matter which campus they are located at. This ease of access would help to increase the usage of this resource guide and help to create a similar experience for all student worker programs.

The second option, the SEE's website, is beneficial as it would allow anyone to view and use the Supervisor Training Resource Guide for Orienting Student Workers without having any ties to The Ohio State University. This would be extremely beneficial as the Supervisor Training Resource Guide for Orienting Student Workers could be used as a model by multiple universities. Combining the use of BuckeyeLearn and the SEE's website would allow for the Supervisor Resource Guide to reach the largest amount of people and increase the usage of the guide.

Marketing of the Resource Guide

To market the resource guide a targeted email campaign will be sent out to the supervisors that work at OSU. This campaign will target the supervisors and their desire to want to have a student worker orientation within their office. This is important because not every supervisor is going to want to change their ways or offer an orientation to their student workers, so the email campaign will need to target these supervisors along with the ones who are interested and do want to offer an orientation. The email will include some key points that will appeal to the supervisor's impact on the student workers, the impact on the department, college, and university, and to encourage that this move will help to grow the supervisor's careers.

It is important for supervisors to have a buy-in with this email so that they are encouraged to offer an orientation for their student workers. Some key phrases that will be used in this email campaign are "Looking to contribute to your departments overall success and helping your department to meet their mission, goals and uphold their values?", "Want to make a difference in the life of students outside of the classroom?", "Want to contribute to OSU's continued goal of giving students a well-rounded education and experience?" and "Taking the step in having student workers in your office can help to grow your career and leadership". Each of these statements, will help to motivate supervisors and gain buy-in from them no matter their motivation for student workers and offering them an orientation.

Insights and Final Summary

The research and analysis completed regarding OSU and its peer universities student worker programs was helpful to convey the need and basis for this project. This research illustrates the importance of student workers within the university setting and how important it is for these students to be trained to adequately complete their jobs. The lack of a Supervisor

Training Resource Guide for Orienting Student Workers at OSU was despairing, but it also gave way for this project to be created and conducted.

The course work taken, and the research conducted allowed for the author to gain an understanding of how to conduct research and collect data from supervisors and student workers. This collected data, along with the research completed, helped to be the basis for the Supervisor Training Resource Guide for Orienting Student Workers. This training guide is greatly needed by The Ohio State University and this thought was echoed by the supervisors and student workers who participated in the data collection via the survey and one-on-one interviews. While the student worker population within the data collection is small, the students are still important, and they deserve to have the same trainings as the full-time staff member peers.

Evaluations of the Orientation Resource Guide

The orientation resource guide will be evaluated within the first two years of it becoming published. The evaluation process for this resource guide will include the collection of student worker evaluations submitted to their supervisors. These evaluations from the student workers will come from their semesterly or yearly evaluations. The supervisors will also submit their own evaluations of the resource guide through a survey sent out to them via an email campaign. These evaluations will be analyzed to see what improvements are being suggested and if these suggestions can be implemented and useful into improving the orientation resource guide.

The author or department that is updating the orientation resource guide, in this case it could be the SEE's department, will need to also do their own research for updating the resource guide. Research will need to be done independently on the Human Resources Department to see what trainings, guidelines, and policies have been updated and if the updates impact the resource guide. Research will also need to be completed to see what the trends of student workers

program is to ensure that they are still popular and if any new departments are using student workers that were not previously considered. This is important because each departments point of view is different and the orientation resource guide will need to be updated to be inclusive of all departments point of view.

Creating a SEE and HR Department Relationship

A relationship will need to be established between the SEE's Department and the Department of Human Resources at OSU; this relationship will be useful in many ways. The first way is that it will market the SEE's Department to student workers upon their hire at OSU. This will ensure that the SEE's Department is known about to all student workers which might result in an increase in traffic to the SEE's Department and their student worker semesterly trainings.

The second way that this relationship would be useful is that the Human Resources and SEE's Department could work together to create an overall student worker orientation to cover the basic requirements of student workers from OSU's perspective. The Department of Human Resources could work with Buckeyelink to assign a to do list item titled "Student Worker Orientation Training", to student workers Buckeyelink accounts. This training would be required for all student workers and must be completed within the first month that the student worker's employment. This training could be created and ran by the SEE's department through BuckeyeLearn. This required orientation would be useful because it would ensure that all student workers are receiving an orientation even if their supervisor choose to not offer one.

OSU's Student Worker Resource Gap and Purpose

The Ohio State University can also focus on becoming more meaningful with their student worker programs. One way that OSU has started to do this is by including student worker jobs on their financial aid website. This linking of resources is a way to encourage students to get

a student worker job. However, OSU can increase their focus in other ways, such as making the SEE's department bigger and by perhaps having a human resources section specifically dedicated to student workers for training, orientation, and policy purposes. OSU could also market the SEE's Department better, by making its existence a purpose for supervisors and student workers to know that it is the go-to department for all things student workers. Each of these suggestions would allow OSU to marketing their student worker programs better and focus on the resources that exist for student workers and their supervisors.

There are many gaps that exist in OSU's student worker resources and after completing this extensive research it is logical that an opinion can be given on the topic. One opinion that explains the gap that exist at OSU within their student worker resources is the lack of a clear communications path. Supervisors might have feedback to give to improve OSU's student worker program, but they do not know who to go to with this feedback. By creating a clear communication path for feedback, supervisors could tell leadership what the student worker programs are missing / what the issues are which need addressed, and give suggestion on how to correct the issues. However, because this communication pathway currently does not exist, OSU's leadership is not being made aware of the issues that are occurring in their student worker program.

Another gap that can be discussed is the lack of who is in charge of the student worker program at OSU. Meaning, what leadership department / team should the path of communications go to when issues arise. Logically, the SEE's Department would be the best choice for the student worker program leadership. However, this is not made clear by OSU which results in supervisors becoming frustrated and only fixing issues within their office but not at the department or university level. If the SEE's Department was marketed better or even began

to implement requirements of supervisors, this would help to resolve the issue. The issue would help to be resolved because supervisors would know where to go when issues arise within their student worker program. In turn, the SEE's Department could come up with resources and policies to help fix popular issues which many supervisors are having with their student worker program.

This is not a perfect fix however, by being more purposeful with their student worker program, OSU can help the SEE's department to succeed. If the SEE's Department is able to succeed and meet their mission, values, and goals, they are able to in turn help supervisors to succeed and help them to meet their departments mission, values, and goals which will result in OSU succeeding. Each of these topics work together to create a better student worker program for the students attending OSU.

Are Student Workers a Means to The end or The End?

One could make the argument that student workers are only used to help get tasks done and that is the only reason to utilize student workers. However, a student worker program's purpose goes beyond just completing tasks and it focuses more on giving the student worker a well-rounded learning experience. To begin it would only be fair to state that there are some supervisors that will only see student workers as a means to the end. This is unfortunately a choice that some supervisors make and they are not willing to change their view. This view however, is not the thought process of most supervisors. Most supervisors see student workers as the end and that is reflected in the Supervisor Training Resource Guide for Orienting Student Workers.

The Supervisor Training Resource Guide for Orienting Student Workers content was created from the input that was shared by the supervisors and student workers. The supervisors

responded back to a survey giving explicit ideas that they can make their student worker program better to help meet the needs of the student workers. Supervisors build mentoring relationships with their student workers, and this is seen by the supervisor's willingness to have a student worker orientation so that the student worker can succeed. Supervisors who only see student workers as a means to the end could be reluctant to have an orientation because they only see the students as way to complete tasks.

Student workers are also seen to be valued, through supervisors completing check-ins and yearly evaluations with them. Supervisors who care more than just about the tasks being completed are willing to take the time needed to gain feedback. Once feedback is given, the supervisors act on it and adjust accordingly so that the student workers are able to have a better experience while still contributing to the departments mission and goals.

Lastly, student workers jobs are often created with the idea of the job being for the student worker. Unique tasks and job descriptions are written to cater to the student workers while assisting them gaining a unique set of skills and experiences that they can use in their future careers. Most student worker programs are additional work on the supervisors and departments, but they are created and used as a way to give the students a meaningful learning experience outside of the classroom. The Supervisor Training Resource Guide for Orienting Student Workers fulfills The Ohio State University's; mission and vision of educating students, cultivating a culture of engagement and service, preparing students to go out into the world and change it, for the better, one buckeye at a time.

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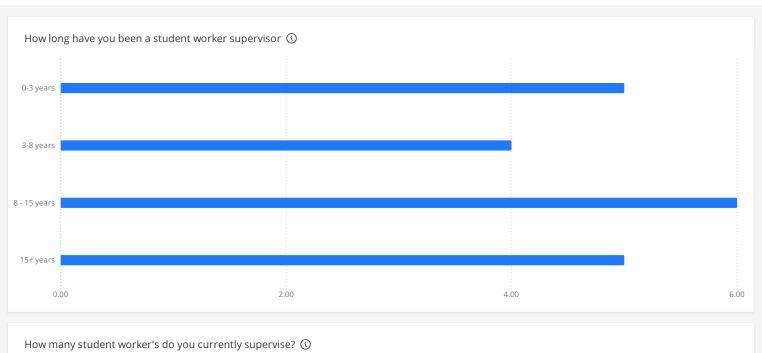
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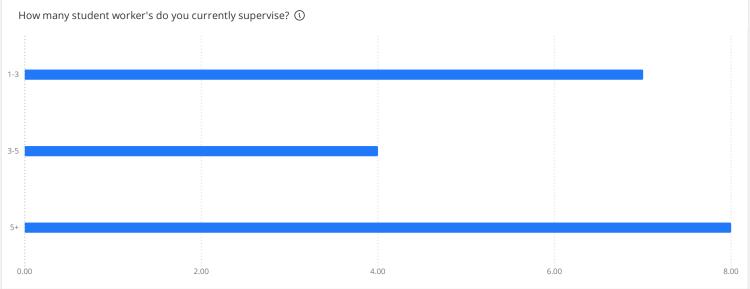
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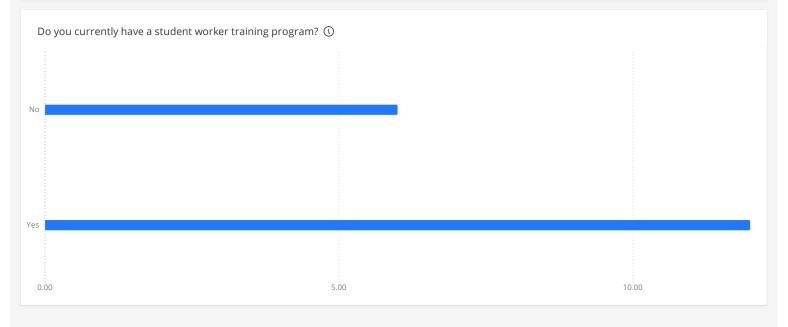
Appendix A:

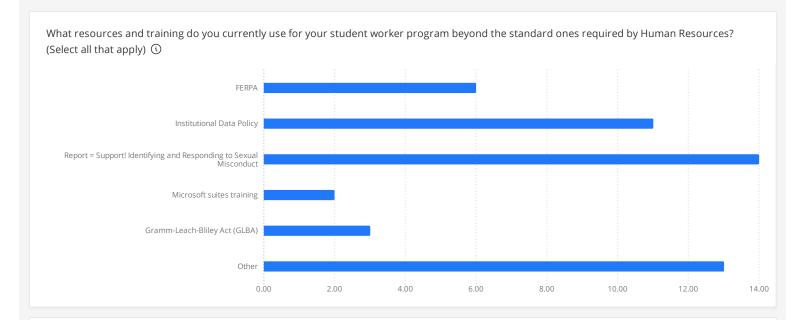
Appendix A discusses the results from the survey that was sent to the supervisors in order to collect the data needed to create the Supervisor Training Resource Guide for Orienting Student Workers. The results are in raw data format and show the questions asked of the supervisors and the responses that were given. The results shows in detail how many responses were 100% completed and if any of the responses were only partially completed. The charts used in Chapter four were created using the data that was collected from this survey.

Responses: 18



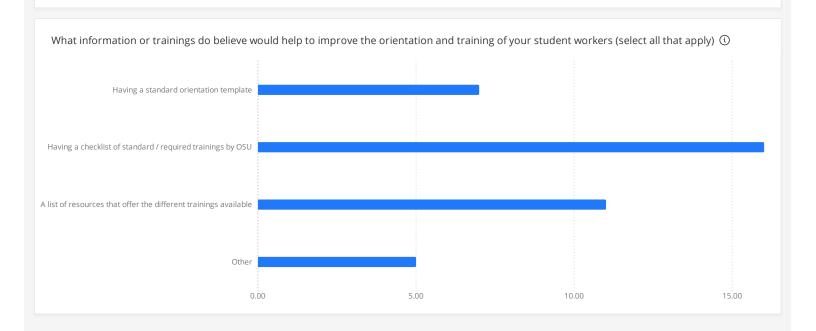




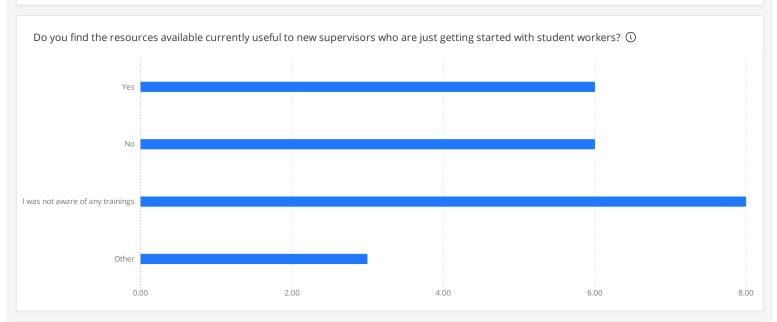


What resources and training do you currently use for your student worker program beyond the standard ones required by Human Resources? (Select all that apply): Other ①

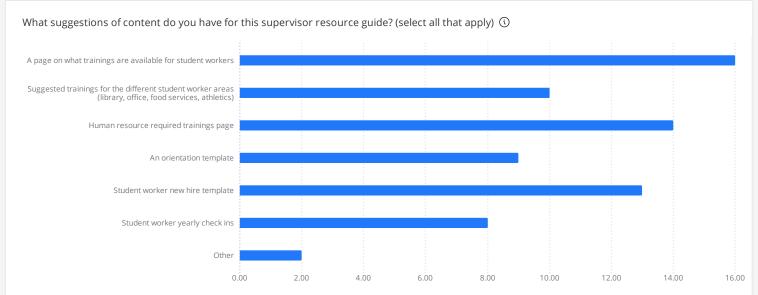
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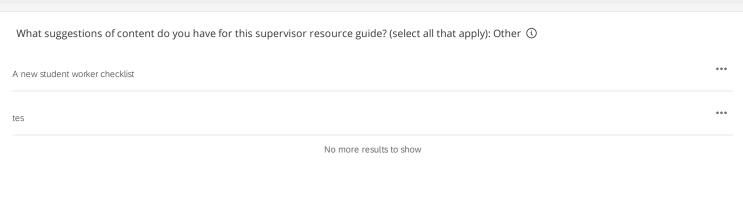


What information or trainings do believe would help to improve the orientation and training of your student workers (select all that	at apply): Other 🛈
would be helpful if a web based training was available that included standard training pertaining to circulation.	•••
tep-by-step list of all points to be covered in training	•••
fore recorded trainings. i.e workday has been quite the challenge overall but it would be helpful to have video recordings for either refresher trainings or onboard	ing new employees.
R guides to timesheets	•••
est est	•••
No more results to show	



On a the scale below, please mark how confident you were starting your student worker pro ①	gram or taking over	your office's st	udent work pro	ogram
On the scale below, please mark how confident you were starting your studen	Average	Minimum	Maximum	Count
Click to write Choice 1	6.17	3.00	10.00	18





Using the scale below, indicate how useful it would have been to have a supervisor resource guide	when starting	your student v	worker prograr	n 🛈
Using the scale below, indicate how useful it would have been to have a sup	Average	Minimum	Maximum	Count
Click to write Choice 1	7.11	1.00	10.00	18

Any last thoughts or input on what you would or would not suggest including in the Supervisor resource guide? ①
I would love to have a list of trainings. The SEE program when I began with them truly helped me as a supervisor and helped to grow the students in areas that they wanted to grow in.
n/a
Thank you for considering this idea. Onboarding student workers with a centralized training resource should be the standard.
Standardized training for library student circulation workers is in the works now with a focus on departmental libraries.
The thing I worry about the most is missing something. Going over something with every staff member and then 'bam' that one staff member you forgot makes a major error. Frustrating.
na ····

Appendix B:

Appendix B discusses the responses of the student workers that were interviewed. It goes into detail on the exact questions that were asked and the responses that were given by the three student workers. The responses that were written down are in short hand and were written down while the student workers were being interviewed.

Student A Responses:

Questions:

- **1.** Introduce yourselves, first name, undergraduate status (freshman, sophomore, junior, or senior) and how long you have been working in your position.
 - A Sophomore student, fine arts library and she has been working there for the last 2 months
 - Not the first student worker position
- **2.** Think back to when you were first hired onto your student worker job, what training and content were included in your orientation?
 - 1st day: Tour of the library along with an activity to learn how to read the call numbers on the books
 - Sexual misconduct training, FERPA, and one other on Buckeyelearn
 - Not overwhelmed, very similar to the other orientations that the student had completed, all done within 1-2 days
- **3.** What information did you go over that you found help? What information was not helpful?
 - Not necessarily helpful and some of the trainings were repetitive and if they were not required by HR then it would be helpful to not complete it again
- **4.** If you were going through an exit interview, what suggestions would you have for the improvements of the student worker program?

- Build a better community with the group
- EX: groupme
- Have a student worker check-in
- Just opportunities to bond with the other student workers
- **5.** What was not included in your orientation that you wished had been included?
 - N/A
- **6.** Going back to your student worker's first couple weeks on the job, is there anything that you can think of that you would change regarding your onboarding process for your job?
 - More people to work with in the first couple of weeks, to get acclimated to the job
 - Job shadowing the current student workers, to get a better understanding of what the job entails and how to complete all of the tasks required by the job
- **7.** Are there any last comments that you would like to make regarding your training and orientation to your student worker positions?
 - Job descriptions give specific details about the tasks that are associated with the job,
 not just listing out the skills that are necessary for the job

Student B Response:

- **1.** Introduce yourselves, first name, undergraduate status (freshman, sophomore, junior, or senior) and how long you have been working in your position.
 - A junior rank student working at one of the OSU's Libraries
 - Has been in the same position for the last 3 years
- **2.** Think back to when you were first hired onto your student worker job, what training and content were included in your orientation?
 - Some orientation and training specifically for the library (dewy decimal system)
 - Tour of the library
 - Had the other student employees help the new student to learn items / how to complete tasks

- Had a brief orientation a week before the student started
- Used the first week to learn everything and how to complete tasks. Did not have a formal first day
- Completed shelf reading and if the student had any questions, she had to ask the other student workers
- Self-taught
- **3.** What information did you go over that you found help? What information was not helpful?
 - More trainings would have been helpful especially in the areas of completing tasks.
 - Some student employees also did not know how to do the task that was required of them within the first several weeks of employment
 - Student Felt lost and could have used better leadership
- **4.** If you were going through an exit interview, what suggestions would you have for the improvements of the student worker program?
 - Give more in-depth / having examples of how to complete tasks
 - Given examples of how to complete certain scenarios
 - Having a resource guide for student workers
 - Checking in with your students and ensuring that they have tasks to do
 - Ask them questions and make sure that they are understanding how to complete tasks
 and if they are given a task that they have not completed in a while, ensure that they
 know how to complete it
- **5.** What was not included in your orientation that you wished had been included?
 - Teach how to complete each task = required for the job and not just learn as you go
 - Have a book for reference
- **6.** Going back to your student worker's first couple weeks on the job, is there anything that you can think of that you would change regarding your onboarding process for your job?
 - Library student workers not a welcoming environment

- Create more of a community and create that welcoming environment
- Maybe have a lead student worker. Having a senior student worker would have been more helpful to create that bond and introduce the new student workers to the other student workers
- It is helpful to have overlap so that you are not working alone
- **7.** Are there any last comments that you would like to make regarding your training and orientation to your student worker positions?
 - Check in with your student workers and make sure that they are comfortable with asking questions
 - Make sure that you student workers know how to complete things
 - Having activities would have been helpful for new students so that they can learn how to complete tasks hands-on
 - Have better instructions for students to follow
 - Continuous training each semester would have been helpful, to help to refresh your memory on tasks and guidelines
 - Make sure that your training is done in small steps and that it is not overwhelming

Student C Responses:

- 1. Introduce yourselves, first name, undergraduate status (freshman, sophomore, junior, or senior) and how long you have been working in your position.
 - Student is a Junior rank
 - Works at a university library (did not want to say which one)
 - Only student worker job position ever held
- 2. Think back to when you were first hired onto your student worker job, what training and content were included in your orientation?
 - Has worked at the library for one semester
 - All the online training online
 - Dewy, FERPA, Sexual misconduct, institutional data policy
 - Tour of the library

- **3.** What information did you go over that you found help? What information was not helpful?
 - Shelf reading as the most helpful specialized training
 - Sexual Misconduct repetitive especially since they have to complete it for class/school
- **4.** If you were going through an exit interview, what suggestions would you have for the improvements of the student worker program?
 - Supervisor more involved in the jobs. Give more specific tasks for the position. The student felt lost and didn't know what to do. They felt very unproductive. Suggested that to have a checklist of daily duties to complete when at desk
 - Wants to feel like she is making a difference
- 5. What was not included in your orientation that you wished had been included?
 - How to use the printer and other simple tasks that were not taught to us but we were expected to know how to complete
 - Where to find specific books
 - More orientation would have been helpful because the student felt lost and the student had to learn how to complete things and tasks on their own
- **6.** Going back to your student worker's first couple weeks on the job, is there anything that you can think of that you would change regarding your onboarding process for your job?
 - One day of training where we could have been shown how to use things
 - More hands on activities and shadowing a student worker who had been there for a semester to learn the items / day to day tasks
- 7. Are there any last comments that you would like to make regarding your training and orientation to your student worker positions?
 - N/A

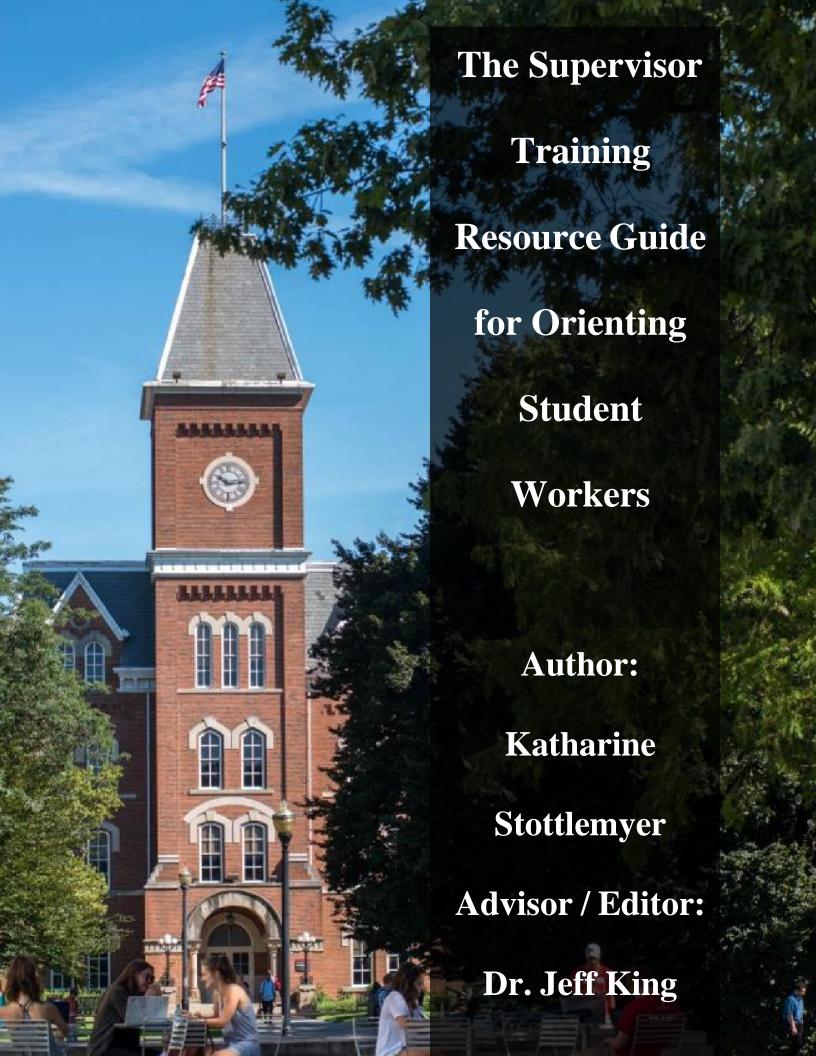


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Introduction



The Supervisor Training Resource Guide for Orienting Student Workers is meant to help supervisors create their own student worker orientation. Trainings and orientations differ in the sense that trainings is a lifelong job task. New trainings are implemented and used to train employees on how to complete new job tasks. Orientation is the training that is completed at the beginning of the hiring process. Orientations are important for student workers as it gives them the opportunity to become acclimated to the office, to get to know the Department's mission, values, and culture, and to be given a brief view of the tasks and policies set in place for the office.

Tips On Using this Resource Guide:

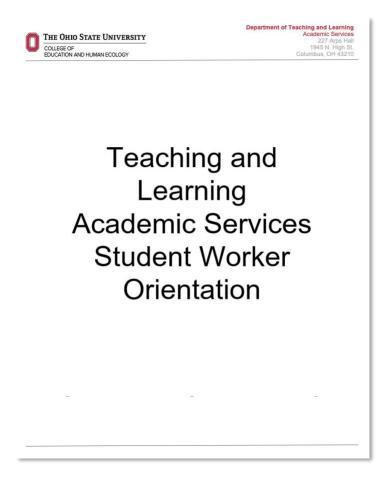
Each supervisor is going to manage their student workers differently and this resource guide wants to recognize these differences in leadership and management. This resource guide briefly covers the student worker's job stages of orientation, evaluations, disciplinary actions when needed, and offboarding. Supervisors are meant to use this orientation resource guide as a tool in their toolbox that will allow them to create an inclusive, knowledgeable orientation that will help their student workers succeed while working on the job.

Throughout this resource guide supervisors will be given examples and links to resources that can be used to help create or improve their Student Worker Program. These examples will be titled "supervisor challenge" and will encourage each supervisor to pause and think how the content could or could not be applied to their student worker program.



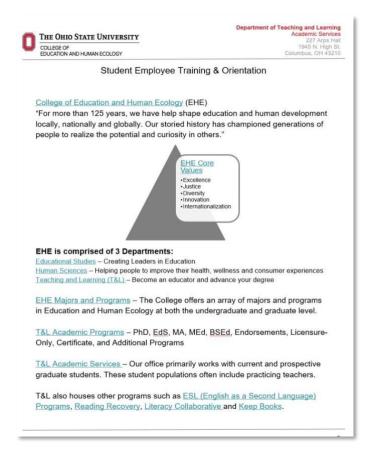
PowerPoint Slide Walk-Through:

Slide 1: Office Title



The first slide of the orientation session should state what office the student worker's job position is located. This is to remind student workers that they belong not only to a department but also to a college that is within The Ohio State University. Your college should have their own logo, and other branding requirements. You can reach out to your communications and marketing team to obtain a copy of these logos if you do not already have access to them.

Slide 2: College's Mission, Values, Departments, and Offices Mission



This slide is made up of your college's mission and values along with your office's purpose and a list of any other offices that directly interacts with your office. This slide also shows supervisors how the student workers position contributes to the college and to the university. Supervisors should also discuss the impact that student workers are making on the office, department, and college and the importance of their jobs.

Supervisor Challenge:

What offices do you as a supervisor directly interact with that would be important for student workers to know about? How does your office directly contribute to the college? What other information would you include as the supervisor for your student workers regarding your office and college?

Slide 3: Staff Introductions and Contact Information

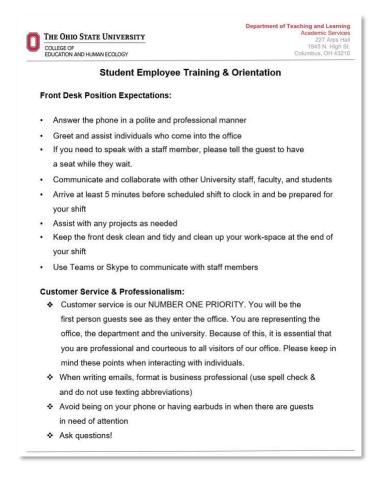


The third slide should include any pertinent staff within the office that student workers will be working with along with their contact information. This should include the supervisor, the assistant supervisor, and any other staff members. This is the point in the orientation where these staff members can introduce themselves, and share how their jobs interact with the other student worker positions.

Supervisor Challenge:

Who else would you as a supervisor add to this list? If there are certain faculty members that work closely with your office, would it be beneficial to include those faculty members? Should those faculty and other staff members be a part of the orientation session with your students?

Slide 4: Position Expectations and Professionalism

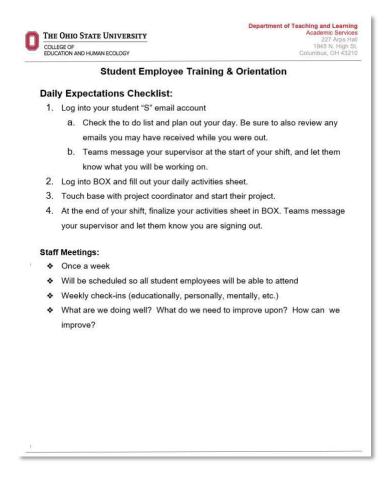


This slide should discuss the position professionalism and expectations that student workers are required to follow for their job position. This also covers the expectations for calling off for a shift. This slide shows student workers what is required of them within their job positions, it covers the expectations for calling off for a shift and allows student workers to ask clarifying questions.

Supervisor Challenge:

Would you include call offs on this slide, or would you create another slide for this topic? What items on this slide would you keep for your student worker program? Are there any points that you would exclude or deem not necessary for this slide?

Slide 5: Daily Expectations and Checklists

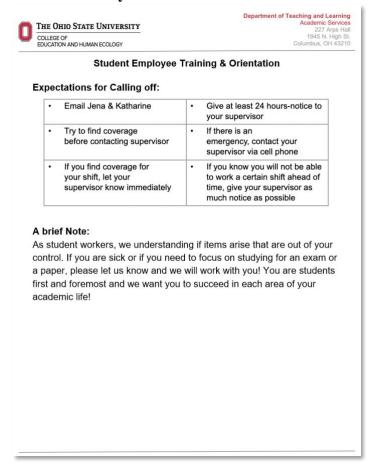


This slide provides the student workers with an idea of what their day-to-day activities will look like while they are working. This is designed in checklist form that students can use at the beginning of their jobs until they get into rhythm of their position. It also briefly highlights the staff meetings that the student workers are expected to attend.

Supervisor Challenge:

Does this checklist example currently exist for your student workers? If not, what items could you include for your checklist? If yes, what items listed above could be added to your checklist? Do you include the student workers in your staff meetings?

Slide 6: Call Offs and Accountability



This slide discusses the expectations and accountability that are given to student workers when they become employed with the office. It is important to have a slide like this in your orientation so that your student workers can clearly see what the office's policies are for calling off and write ups so that they can ask any clarify questions regarding these policies.

Supervisor Challenge:

How can you use a slide like this if your office or area does not have guests frequenting it? What other policies could you briefly address on this slide? Do you have a system in place for student worker shift call offs?

Slide 7: Dress Code and Technology in the Office

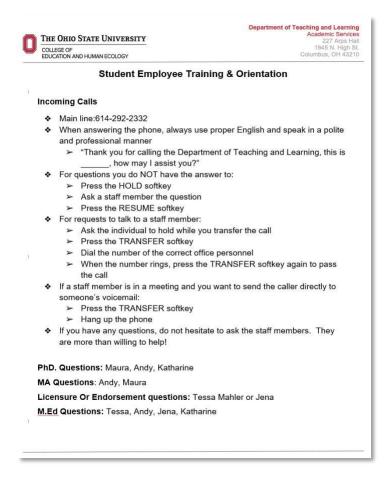


This slide discusses the guidelines for the office in terms of dress code and technology use in the office. This is a very important slide to have in any orientation session as it allows the student workers to see what is and is not acceptable within the workplace.

Supervisor Challenge:

Would you make each of these sections their own slide, keeping in mind that orientation presentations should not be lengthy. Does your student worker program state the dress code and technology policies? What would you change regarding these guidelines for your office?

Slide 8: Answer the Phones Walk-Through

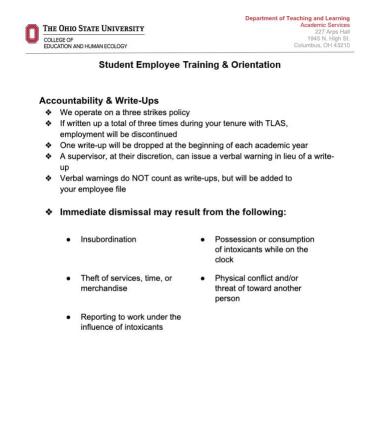


This slide provides an example of what a student worker will complete when it comes to answering phone calls. It walks through the steps that the student needs to take in order to answer and transfer phone calls, as well as providing who to contact in the office regarding specific questions.

Supervisor Challenge:

Would it be more helpful to physically show the student workers a video of the phone call process instead of reading it? If student workers do not answer the phones in your office, what else could you replace this slide with? Is it helpful to have a list of who to send questions to in the office? Why or why not?

Slide 9: Student Worker Accountability

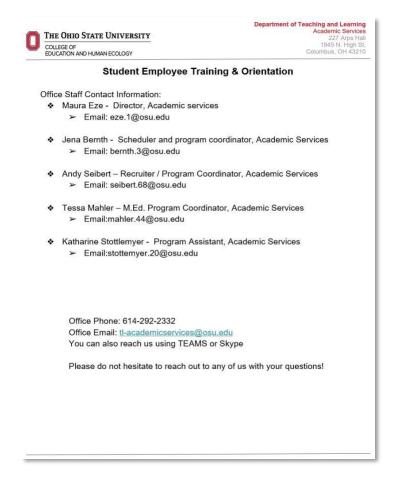


Student workers are considered to be a part of the team and need to be held to the same expectations as any other team member. For this reason, it is important to make clear in orientation that you expect your student workers to be accountable and that if certain expectations are not meet, there will be consequences.

Supervisor Challenge:

What are some ways that you can help to hold your student workers accountable within the office? Do you currently have dismissal policies and a 3-strike policy in place for your student workers? How can you let your student workers know that you take this seriously without scaring them?

Slide 10: Staff Contact Information

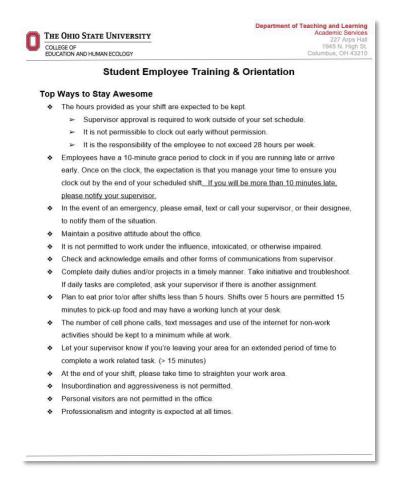


This slide is highly recommended as it allows the student workers to have a copy of the staff members contact information. Student workers will be able to use this information to contact the office staff as well as to be reminded of each staff members position and their individual titles.

Supervisor Challenge:

What other information would you include on this slide? Would the office hours and the hours of other departments be helpful to include?

Slide 11: Tips for Student Workers



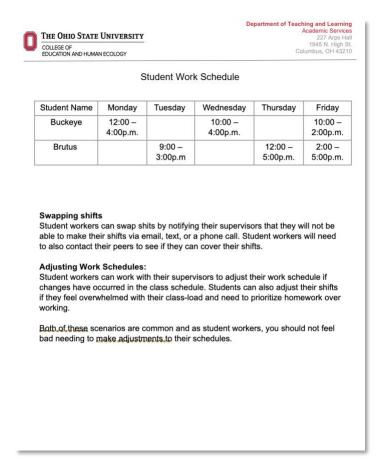
This slide is a fun slide to include at the end of the orientation PowerPoint so that student workers can see some positive things they can do to be helpful and awesome in their positions!

This slide briefly recaps some important guidelines and policies that the student workers need to follow as a part of their position.

Supervisor Challenge:

Would you include this slide in your orientation PowerPoint? Would you remove items from this slide to make it less wordy and overwhelming? What other ways can your student workers stay awesome while they are working?

Slide 12: Student Worker Schedule for the Semester



This is the last slide in this Orientation PowerPoint Deck. It briefly shows all the current student workers schedules for the semester. This is also the point where student workers might adjust for their schedules as needed for the upcoming semester. The changing of shifts is also something that will happen among student workers. It is a good idea to talk about the office's policies regarding changing shifts and what steps need to be taken to change or drop shifts and who needs to be contacted when these changes occur.

Good Practices for the Student Worker Programs

When having a student worker program, it is a good idea for supervisors to have some of the following guidelines and practices set in place. These items should be completed before the student worker orientation or before the student's first day on the job.

Best Practices for the Office:

- Create a student worker board with their names and pictures
- Create name plates for them to use during their shifts at the desk
- OR
- Have lanyards with their names on them that they can wear during their shifts
- Go around and introduce them to the faculty within your department/ the chairs office/ other important leadership.
- Show them where the mailroom and printing room is along with the break room where they can keep their items, eat lunch, and take short breaks.
- Be sure to show them where the restrooms and the water fountains are on your floor / within your building.
- Make sure they have a copy of the key to the office, if it is needed, and they understand how to lock up and open the office space.
- Add them to the office email accounts and make sure they can access them before their first day.
- Show them workday and walk them through how to fill out their weekly time sheets and submit them.

Supervisor Challenge:

What other good practices would you incorporate into your student worker program to help your student works to feel included and welcomed? Would it help to ask the student workers during the orientation input on some of these good practices for the office? How might these good practices contribute to your offices retention of your student workers?

Evaluations and Check-Ins:s



Performance Evaluations are a good tool that supervisors can utilize to help evaluate not only their student workers but also their Student Worker Program. The evaluation will help to shed light on any issues that currently exist in the Student Worker Program and give supervisors the opportunity to address them. Conducting an evaluation also allows the supervisors to praise their student workers, to show appreciation for them, and to correct any issues or behaviors that the student worker is displaying in their work. The Human Resources Department has resources available for supervisors to use to conduct an evaluation including a step-by-step guide and as well as evaluation template for supervisors to use to evaluate their student workers.

Sample Evaluation Template:

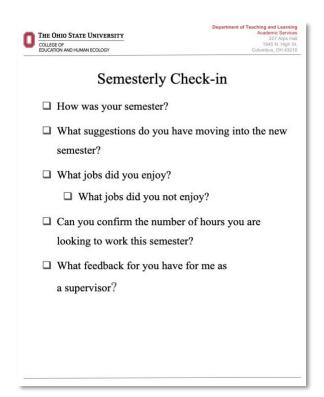
STUDENT EMPLOYEE EVALUATION RUBRIC				
	Unsuccessful	Marginal	Successful	Commendable
Rating Definition	Performance that is consistently below the normal requirements of the job; requires immediate review and action	Performance that does not always meet the requirements of the position; likely requires training and coaching	Performance that consistently meets the normal requirements and expectations of the job. Occasionally requires assistance, training and coaching.	Performance that consistently exceeds normal expectations of the job. Serves as a model to other student employees.
Problem Solving and Decision Making	Shows consistent lack of initiative to handle problems on the job; Struggles to take responsibility for work related problems	Demonstrates responsibility, but may require frequent assistance to accomplish job responsibilities; identifies problems but takes passive approach to solutions	Independently handles challenges and new problems on the job; follows through on assigned tasks; generates alternative solutions to solving problems	Sets a standard to others in handling challenges on the job; takes initiative for tasks; offers innovative processes and techniques to improve operations
Integrity and Professionalism	Disregards certain assignments and commitments; may not be honest in all interactions; does not take ownership for decisions; does not meet attendance and/or dress code requirements	Truthful and honest in interactions; may or may not accept responsibility and/or realize impact of actions; may not consistently meet dress code and/or attendance requirement	Truthful and honest in all interactions; accepts accountability for actions; maintains professional interactions at work; meets attendance and dress code requirements	Models integrity and professionalism to others; accepts responsibility for actions without being prompted; meets attendance and dress code requirements
Collaboration and Teamwork	Does not maintain healthy, cooperative relationships at work; treats some or all team members poorly; causes conflict with others at times	May not consistently contribute to a team environment; often requires coaching in handling workplace conflict	Establishes and maintains cooperative working relationships; capable of resolving conflicts; works effectively in team environments	Creates a positive team environment for others; demonstrates effective conflict resolution for others; recognized by all as a collaborative team member
Diversity and Respect	Conducts oneself in a manner that may be harmful to an inclusive environment. Treats some or all people with disrespect. Contributes to inappropriate behavior and/or bias in the workplace	Creates cooperative relationships, but does not always conduct oneself in a manner that shows appreciation for differences in people and/or ideas; May not always treat everyone with fairness and respect	Shows appreciation for difference in people and ideas; treats each individual with respect; makes decisions with cultural sensitivities in mind; reports inappropriate bias or behavior in a timely and acceptable manner	Promotes an inclusive work environment and is looked upon to role model respectful, cooperative relationships; confronts inappropriate bias or behavior in a timely and acceptable manner
Communication	Communication skills in need of improvement; poor listening to peers, clients, and/ or supervisor; does not always use appropriate channels of communication	Does not consistently demonstrate effective listening and/or communication skills; may not always use appropriate channels of communication	Communicates effectively both written and orally; demonstrates good listening skills; uses appropriate channels of communication	Sets a standard in good communication for the team; excellent oral and written communication; excellent listening skills; always uses appropriate channels of communication

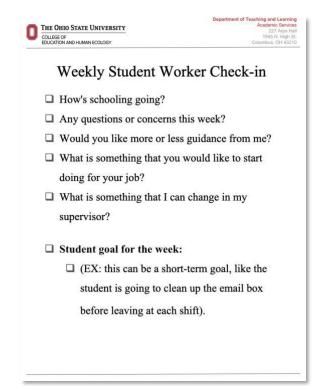
Supervisor Challenge:

Do you currently evaluate your student workers? If no, why not? How would you change this evaluation to fit the needs of your office? Would it be more helpful to have your own evaluation form instead of using the one provided? Do you think that yearly evaluations would be helpful or would semesterly ones be more helpful for your office?

Check-Ins:

There are two different types of check-ins that exist within this resource guide for supervisors to use within their Student Worker Programs, semesterly and weekly. There are strengths and weakness in using one of these check-ins over the other. As a supervisor, it is your job to decide which check-in process would be best to use for your office.





Supervisor Challenge:

Which check-in process would be the most helpful to your office? Would you use both options or just one? What key topics would you cover in your check-ins with your student workers? How will these check-ins benefit your student workers and yourself as their supervisor?

Student Worker Knowledge Check-Ins

Semesterly check-ins are also a great time for supervisors to conduct a knowledge check-in.

Knowledge check-ins allow the supervisors to gauge what information the student workers have retained and what they might need to have more instruction on. These knowledge checks can be done during the student workers shift and emailed back to the supervisor once the student worker has completed answering all the questions.

Knowledge Check-In Examples:

- 1. Which room would you send Ben, a student within our program, to get a door unlocked within Arps Hall?
- 2. An individual has called the library asking where they can go to return books. Write out your response to the customer.
- 3. A faculty member comes into the office and has a question about a form that is often used. It used to be on the website, but they are unable to locate it. How would you help this faculty member locate this form?
- 4. An international student has come into the office and is asking a question pertaining to resources for students that the college offers. This student has a heavy accent and is hard to understand. Explain how you would help the student to convey what they are asking. This should help you to better understand the student and to be able to help them locate the resources they are looking for.
- 5. You are tasked with shredding documents that have personal student data on them. This is a large stack of documents, and it does not look like you will be finished before the end of your shift. Describe what steps you will need to take to ensure that the documents are not compromised or that any student data is leaked until your next shift.

Supervisor Challenge:

What scenarios occur in your office that would be useful for this knowledge check? Do you believe that writing out the scenarios would be most helpful, or would it be better to have students act out the scenario? Would completely these knowledge checks be best conducted individual or working groups?

Student Worker Disciplinary Actions:



In any office settings there are guidelines and rules that need to be followed by everyone on the team and in the office setting. It is important and imperative that supervisors have a policy set in place for what to do if student workers break the rules of the office. In turn, it is imperative that student workers fully understand the rules and the exact steps of what will happen if they break the rules. Note that the Department of Human Resources at OSU does not require verbal or written warnings before firing student workers, these policies are up to the supervisor to put in place.

Verbal Warnings:

Typically, when student workers break a rule for the office, it is often because the rules were not established or communicated properly to the students. Typically, a conversation can be had with the student worker and the issue will be corrected. This conversation can occur in a weekly check-in with the student worker or in a special meeting that the supervisor has with the student worker.

Sample conversation:

"John, I noticed that you have repetitively had food and drinks all over the front office desk. As you were made aware during orientation and in the student worker handbook for the office, the desk is to be kept clear and food is not allowed to be out at the front desk. If you need to eat, you need to go to the break room and eat your lunch / snacks. I wanted to bring this to your attention so that we do not have this issue moving forward. If this continues to be an issue, we will need to talk about further disciplinary actions."

Write ups template:

Written warnings are the next level of warnings that supervisors use when disciplining their

Department		
Date of Incident		
Date of Counsel		
Verbal (if already occurred, date)	
Written Warning		
Suspension or Termination		
Reason for warning:		
☐ Violation of or failure to Observe ☐College Rules/ work rule		
☐ Work Procedures ☐ Tardiness, absenteeism, failure to report for w	ork	
☐ Insubordination		
☐ Under the infulence and/or possesssion of drug ☐ Dishonesty	gs and/or alcohol	
Failure to complete a work assignment		
Discourtesy of verbal abuse of guest or other e	mployee	
☐ Damange or misuse of college property ☐ Physical or verbal assult and/or fighting		
Other		
Remarks:		
Employee Signature:	Date:	
	Date:	
Supervisor Signature:	Date.	

next step that supervisors need to take after they have completed two verbal warnings. Written warnings* should be done using a specific format that is set in place by the Office of Human Resources.

^{*}Written Warning Notice Sample Template.

Student Worker Dismissals:

If need to dismiss a student worker, the first place you will want to begin is with your Human Resources Coordinator. They can walk you through the steps of dismissing your student worker. Be sure to provide the notes you have taken and any written up documentation. Your Human Resource Coordinator might need these records when it comes time to dismiss the student worker. The full electronic policy set in place by OSU can be accessed here.



Student Employment, 10.10

University Policy

Applies to: Student employees, including graduate associates, and units employing student employees

- II. Discipline and Termination
 - A. Student employees are expected to provide a two-week advance notice of resignation from their position(s).
 - B. When a student employee is being terminated from their position for reasons other than the student employee's performance or conduct, the unit should provide them with a two-week advance notice of termination.
 - C. A student employee who has performance issues, has engaged in misconduct, or is found in violation of university rules or policies may be terminated immediately without advance notice.
 - D. The Office of Human Resources will conduct periodic reviews of student employee records to identify employees in student positions who have not been paid for 130 days and who are not on an approved leave. The Office of Human Resources will terminate these student employees.

Supervisor Challenge:

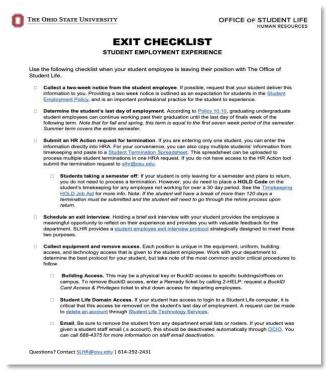
Does your office currently have policies in place for discipling student workers? If you have to dismiss a student employee, how would you handle your other student workers inquires as to what happened? What take aways would you have from this experience that you could use in the future to avoid an incident like this from happening again in your Student Worker Program?

Student Worker Off-Boarding:



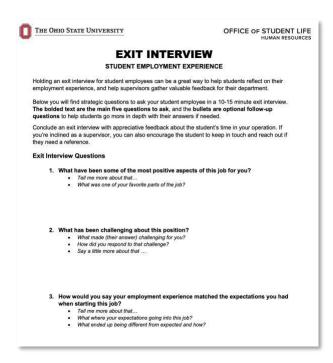
There will come a point when a student worker leaves the office and moves on to new opportunities. Most of the time, this occurs when the student graduates from the university. However, sometimes it occurs when the student has to take a semester off, is asked to leave their position or stops attending the university.

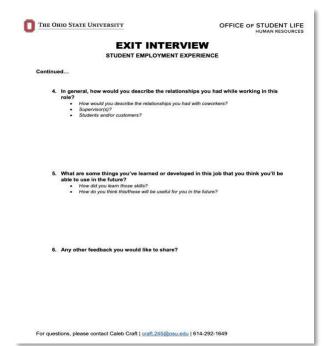
The Human Resources Department at OSU has created a checklist for supervisors to utilize when their student worker leaves the office, no matter the circumstances. You can electronically access this checklist by visiting the Exit Checklist Website for student workers.



Exit Interview Template:

Before the student worker leaves the office, it is important to conduct an exit interview with them. Below is a tool that supervisors can use to help evaluate their student worker program and implement improvements to make the program an overall better experience for everyone involved.





Supervisor Challenge:

What other questions would you add to this exit interview? How are you going to use this input to improve your student worker program for your future student workers?

*The exit interview template can be electronically accessed through the exit interview webpage.

THE OHIO STATE UNIVERSITY

External Resource List:

Student Wellness Center

Phone: 614-292-4527

Email: wellness@osu.edu

Website: https://swc.osu.edu/

Human Resources Department

Phone: 614-247-6947

Email: <u>hrconnection@osu.edu</u>

Website: https://hr.osu.edu/

BuckeyeLearn

Phone: 614-688-4357

Email: <u>buckeyelink@osu.edu</u>

Website: buckeyelearn.osu.edu

Student Health

Phone: 614-292-4321

Email: shs@osu.edu

Website: https://shs.osu.edu/

Student Legal Services

Phone: 614-247-5853

Email: studentlegal@osu.edu

Website: https://studentlegal.osu.edu/

Student Financial Aid Department

Phone: 614-292-0300

Email: buckeyelink@osu.edu Website: https://sfa.osu.edu/ BuckeyeLink

Phone: 614-292-0300

Email: buckeyelink@osu.edu

Website: buckeyelearn.osu.edu

Campus Parking

Phone: 614-688-0000

Email: osuinfo@campusparc.com

Website: https://osu.campusparc.com/

Student Employment Experience (SEE)

Phone: 614-247-8010

Email: SEE@osu.edu

Website: https://see.osu.edu/

Student Housing

Phone: 614-292-8266

Email: housing@osu.edu

Website: https://housing.osu.edu/

Counseling and Consultation Services

Phone: 614-688-3440

Email: sl-ccs@osu.edu

Website: https://ccs.osu.edu/

Student Career Services

Phone: 614-688-3898

Email: handshake@osu.edu

Website: https://careers.osu.edu/

Citations:

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The Ohio State University. (2022). Univ_hall_9851

The Ohio State University. (2022). Studying_2244

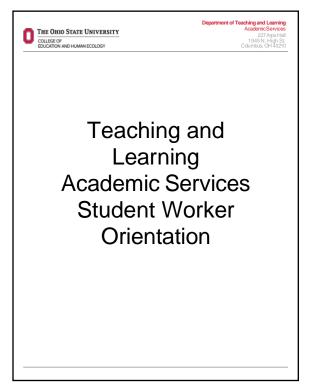
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The Ohio State University. (2022). Girl_Chair_library



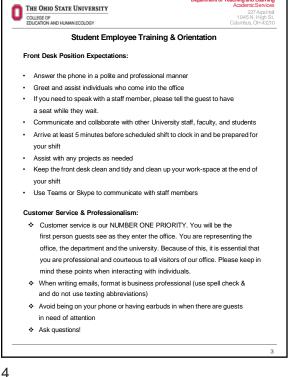
Appendix

Electronic slide Deck Link: Slide Deck



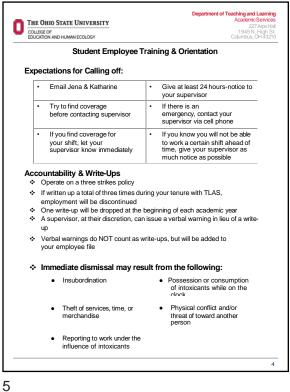
THE OHIO STATE UNIVERSITY COLLEGE OF EDUCATION AND HUMAN ECOLOGY Student Employee Training & Orientation College of Education and Human Ecology (EHE)
"For more than 125 years, we have help shape education and human development locally, nationally and globally. Our storied history has championed generations of tion and Human Ecology (EHE) people to realize the potential and curiosity in others." EHE is comprised of 3 Departments: Educational Studies — Creating Leaders in Education Human Sciences — Helping people to improve their health, wellness and consumer experiences Teaching and Leaming (TBL) — Become an educator and advance your degree EHE Majors and Programs - The College offers an array of majors and programs in Education and Human Ecology at both the undergraduate and graduate level. T&L Academic Programs - PhD, EdS, MA, MEd, BSEd, Endorsements, Licensure-Only, Certificate, and Additional Programs T&L Academic Services – Our office primarily works with current and prospective graduate students. These student populations often include practicing teachers. T&L also houses other programs such as ESL (English as a Second Language) very, Literacy Collaborative and Keep Books

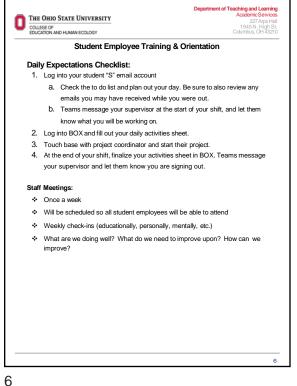


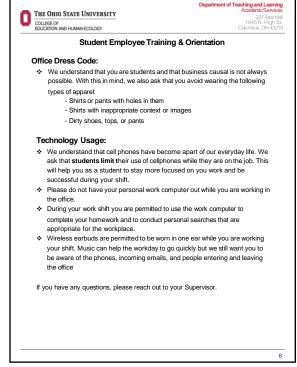


Department of Teaching and Learning

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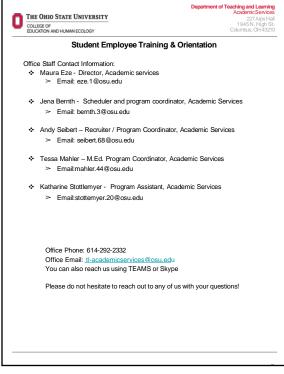


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Department of Teaching and Learning THE OHIO STATE UNIVERSITY COLLEGE OF EDUCATION AND HUMAN ECOLOGY Student Employee Training & Orientation Incoming Calls Main line:614-292-2332 $\ensuremath{ \ ^{\diamond} \ }$ When answering the phone, always use proper English and speak in a polite and professional manner "Thank you for calling the Department of Teaching and Learning, this is ___, how may I assist you?" For questions you do NOT have the answer to:
 Press the HOLD softkey Ask a staff member the question Press the RESUME softkey For requests to talk to a staff member: > Ask the individual to hold while you transfer the call Press the TRANSFER softkey
 Dial the number of the correct office personnel > When the number rings, press the TRANSFER softkey again to pass the call If a staff member is in a meeting and you want to send the caller directly to someone's voicemail:

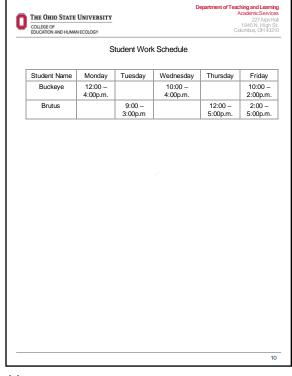
> Press the TRANSFER softkey Hang up the phone If you have any questions, do not hesitate to ask the staff members. They are more than willing to help! PhD. Questions: Maura, Andy, Katharine MA Questions: Andy, Maura Licensure Or Endorsement questions: Tessa Mahler or Jena M.Ed Questions: Tessa, Andy, Jena, Katharine

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Department of Teaching and Learning Academic Services THE OHIO STATE UNIVERSITY COLLEGE OF EDUCATION AND HUMAN ECOLOGY Student Employee Training & Orientation Top Ways to Stay Awesome . The hours provided as your shift are expected to be kept. > Supervisor approval is required to work outside of your set schedule. > It is not permissible to clock out early without permission. > It is the responsibility of the employee to not exceed 28 hours per week. . Employees have a 10-minute grace period to clock in if you are running late or arrive early. Once on the clock, the expectation is that you manage your time to ensure you clock out by the end of your scheduled shift. If you will be more than 10 minutes late, please notify your supervisor. In the event of an emergency, please email, text or call your supervisor, or their designee, to notify them of the situation. . Maintain a positive attitude about the office. . It is not permitted to work under the influence, intoxicated, or otherwise impaired. Check and acknowledge emails and other forms of communications from supervisor. Complete daily duties and/or projects in a timely manner. Take initiative and troubleshoot. If daily tasks are completed, ask your supervisor if there is another assignment. Plan to eat prior to/or after shifts less than 5 hours. Shifts over 5 hours are permitted 15 minutes to pick-up food and may have a working lunch at your desk. . The number of cell phone calls, text messages and use of the internet for non-work activities should be kept to a minimum while at work. . Let your supervisor know if you're leaving your area for an extended period of time to complete a work related task. (> 15 minutes) At the end of your shift, please take time to straighten your work area. Insubordination and aggressiveness is not permitted · Personal visitors are not permitted in the office Professionalism and integrity is expected at all times.

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