TIPS FOR INTERVIEWING PROSPECTIVE STUDENTS

1. Prepare for the interview. Create a list of questions ahead of time. Attempt to ask all applicants for the same job the same type of questions, although individual experiences and follow-up questions may send you down different paths. Clear your desk. Do what you can to minimize interruptions, and focus on the candidate.

2. Put the student at ease with some small talk. Job interviews can make even the seasoned employee stressed, and you may have applicants who have no formal employment experience. If you can't move to a separate office or leave your post, explain to the student the nature of your work, and that the phone might ring (let it go to voicemail if you have it) during your interview.

3. Give the student some perspective about the job. Go over the job description from the posting, and put it in the framework of the function of your office or department. i.e. "Our department is responsible for on-campus employment, and the student hired for this position will be helping newly hired students complete the hiring paperwork." (Give the student a copy of the job description.)

4. Ask questions that will get the information you need. Use open-ended questions instead of ones that result in "yes" or "no." You can begin with "What interested you in this position?" "Tell me a bit about yourself" and "What did you like best/worst about your last job?" If the student does not have formal work experience, try asking "What did you like best about your senior year in high school?" "What accomplishment has given you the most satisfaction?"

5. Give a brief overview of your performance expectations, beginning with the schedule. Is it fixed, or flexible? What happens when a student can't make a scheduled work shift? To whom will the student report? What kind of supervision will be provided? How is performance evaluated? What type of training will you provide?

6. Allow the student to ask questions, as well as clarify what information he/she has already offered. Summarize the student's comments about his/her work experience and interests, and ask if your summary is accurate.
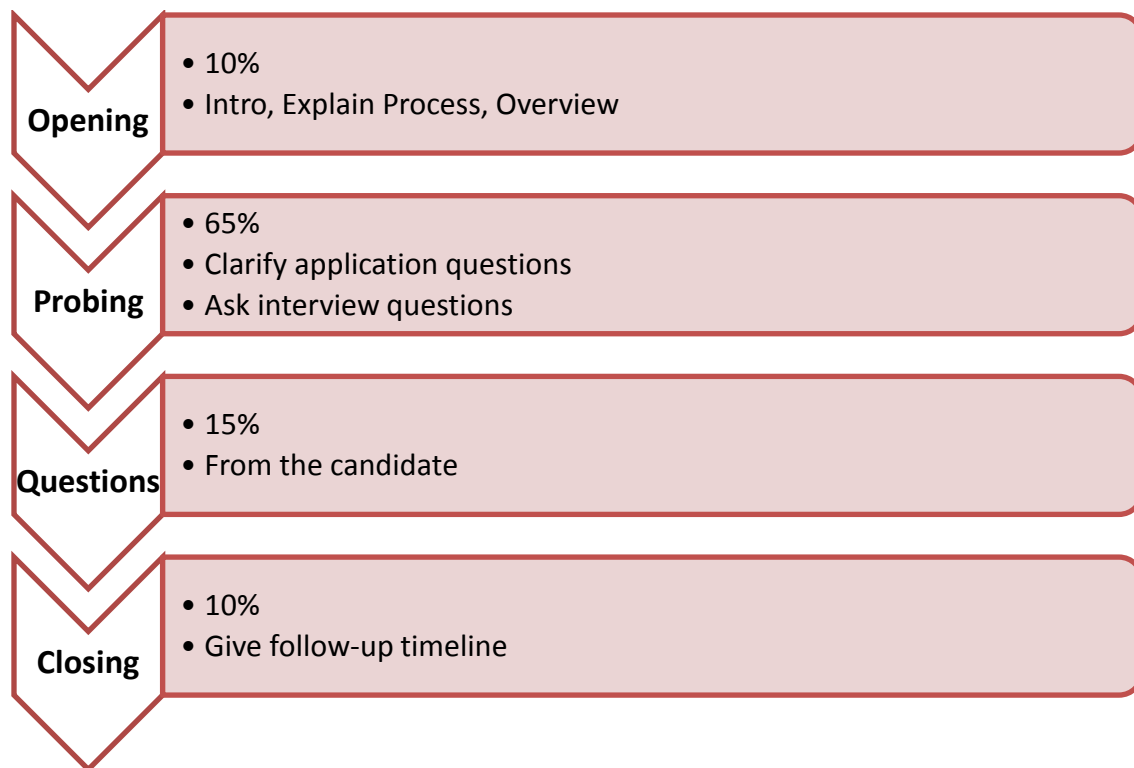
Preparing:

➢ Determine requirements from the job description
➢ Review applications/resumes to evaluate skill, knowledge, and education
➢ Decide where to conduct the interview
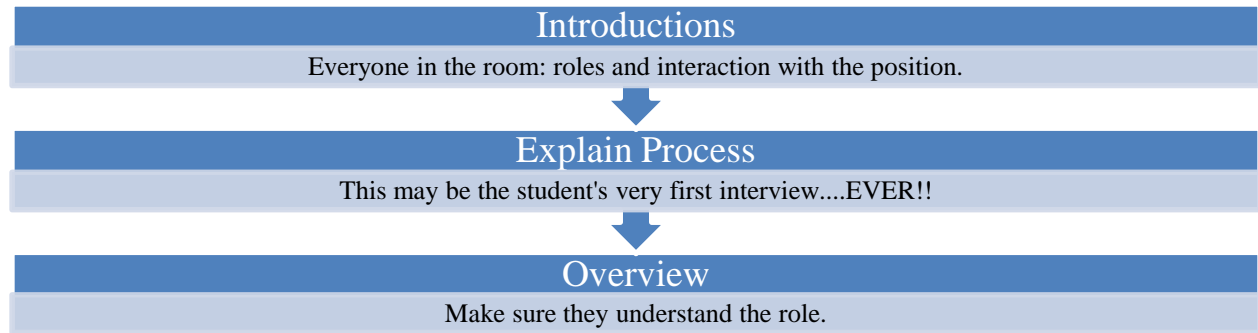➢ Decide how you will handle interruptions

*Preparation will make a positive impression on your candidates

Interview Outline

Opening
- 10%
- Intro, Explain Process, Overview

Probing
- 65%
- Clarify application questions
- Ask interview questions

Questions
- 15%
- From the candidate

Closing
- 10%
- Give follow-up timeline

*Know that students may be nervous, by explaining the process you will help put them at ease.

Opening

Introductions
Everyone in the room: roles and interaction with the position.

Explain Process
This may be the student's very first interview....EVER!!

Overview
Make sure they understand the role.

Probing Questions:

Provided on next page.

Closing:

Explain next steps	
"we're wrapping up interviews over the next week"	"we hope to make our decision in the next few days and will be in contact with all candidates"

Thank them for interviewing	
As they leave (while you're escorting them to the door)	Or in a follow-up email

End on a positive note	
Don't build up false hope "you are an outstanding candidate!"	Talk hypothetically "If you were in this role…"

Debrief:

> ➢ Discuss candidate immediately after interview (if with other attendees)
> ➢ Don't settle

To hire?
- Fits the office culture?
- Time frame to commit to?

Not to Hire?
- Qualifications/Experience – meet job needs? -skills student wants to gain?
- Interpersonal Skills
- Genuinely interested in the position? Aligns with major?

Interview Questions

INTERVIEWEE INFORMATION	
Name:	Date:

1. What makes you interested in the <Job Title> position?

2. What do you understand to be the <Job Title> role?

3. What would you say is your top strength and top weakness?

4. On a scale of very structured to very flexible, what type of work environment do you typically enjoy?

5. Give me an example of a time you experienced a conflict and how you resolved it?

6. What do you think customer service means?

7. Give me an example of a time that you felt you went above and beyond the call of duty at work.

8. Give me an example of a time you made a mistake. How did you handle it?

9. –ANY OTHER SPECIFIC QUESTIONS YOU MAY HAVE FOR THE CANDIDATE–

10. Is there anything you expected us to ask, but we didn't?

11. Do you have any questions regarding the position?

12. Do you have a copy of your schedule for the Fall/Winter?

Offer Letter

Date

Dear <Name>,

I would like to express my congratulations to you on being chosen for the <Job Title> position for <Department>! You will start your new job with training on September 2nd from 2-4pm. Your work schedule will be determined later, but should range somewhere between 8-10 hours per week. You will be paid at the rate of $8.20 per hour. I will provide additional Information about where to go for your first day of training at a later time.

Student employment is "at will", which means you may be terminated if you do not meet performance, attendance, or behavior expectations.

Please sign at the bottom of this page to confirm your acceptance of this position and the conditions outlined in this letter and drop it off at <office location> front desk at your earliest convenience. Once you have accepted the position, I will be in contact with you to coordinate a time to complete your hiring paperwork. If you have any questions about this information, please contact me at <phone number>. We are glad you will be part of the <department name>.

I accept this student employment offer as described above:

_____   _____
Student's Signature   Date

Sincerely,

Luis A. Lozano
Assistant Director
Student Employment Office
105 Student Services Building

Offer Email

Hello <Name>,

Thanks so much for interviewing for the <Job Title> position. I was impressed with your work background and interest in the position and feel you possess the customer service and interpersonal skills that are critical for this role. With that, I am happy to offer you the <Job Title> Position! Please see the attached letter for more details, as well as the forms which need to be completed and turned into me at <Office Location>. Do not hesitate to contact me if you have any questions!

Thank you,

Luis A. Lozano

Once Position is Filled:

For those Interviewed

Hello <Name>,

Thank you for your interest in the Peer Assistant Position. It was a pleasure meeting you last week during your interview and while you have had some great skills and experiences, at this time, we have decided to pursue another candidate whose qualifications better match our job requirements.   Thank you for the time and effort you spent in applying and interviewing for this position.

Sincerely,

Luis A. Lozano

For those NOT Interviewed

Hello <Name>,

Thank you for your interest in the Peer Assistant Position. At this time, we have decided to pursue other candidates whose qualifications better match our job requirements. Thank you for the time and effort you spent in applying for this position.

Sincerely,

Luis A. Lozano

New Student Employee Checklist

EMPLOYEE INFORMATION	
Name:	Start date:
Position:	Supervisor:

FIRST DAY

☐ Provide employee with Department policies/handbook and job description.
☐ Assign a "buddy" employee(s) to answer general questions.

POLICIES

☐ Review Key Policies	— Requesting time off procedures — Calling in sick — Holiday/exam week scheduling — Time sheet reporting — Performance reviews — Dress Code — E-mail and Internet use	— Personal conduct standards — Security — Safety/Accident reporting — Visitors/personal calls policies — Emergency procedures/evacuation — Confidentiality — Progressive disciplinary actions

NOTES/ACTIONS:

ADMINISTRATIVE PROCEDURES

☐ Review general administrative procedures	— Offices/desk/work station — Keys — Mail (incoming and outgoing) — Shipping (FedEx, DHL, UPS) — Voicemail — Fax machine/Copy machine	— Computer Login — Telephone — Building Access — Conference rooms — Office supplies — Breaks

NOTES/ACTIONS:

INTRODUCTIONS AND TOURS

☐ Give introductions to department staff and key personnel during tour.

☐ Review Key Policies	— Restrooms — Mail room/area — Copy equipment — Fax machine	— Bulletin board — Parking — Printer(s) — Office Supplies	— Kitchen/break area — Coffee/vending machines — Emergency exits/equipment

NOTES/ACTIONS

POSITION INFORMATION

☐ Introductions to team.
☐ Review initial job assignments and training plans.
☐ Review job description and performance expectations and standards
☐ Review job schedule and hours
☐ Ensure the employee has completed payroll paperwork.

COMPUTERS

☐ Hardware and software reviews, **Including**:	— E-mail — Facebook	— Microsoft Office Systems — Databases & shared drives	— Login to software Banner, OnBase, etc — Internet

COMPLETION

Supervisor Signature:	Student Employee Signature:
Date:	Date:

SETTING EXPECTATIONS

What are Expectations?
- An expression of desired behaviors from an employee. They are not an employee's duties/responsibilities (those are listed in the job description).

- A set of clearly defined performances that are meaningful to the person and desired by the organization.

- It is understood that the expectations are both achievable given the skills/knowledge of the performer and resources/constraints of the environment.

- The anticipated behaviors and/or accomplishments are expressed in unambiguous terms and are verifiable.

Clear Expectations Rules
- Less is more. Create succinct statements of expectations.

- Express expectations in terms and language everyone understands. Be specific and precise.

- Write them down so you and your employees can refer to them.

- If there are dangers of misinterpretations, provide examples to help employees understand.

- Monitor performance to verify that it conforms to expectations.

The Process of Setting Expectations with Your Team
- Write out a list of expectations you have for each member of your team.

- Meet with each team member. Explain the reasons for setting expectations (clear understanding), and provide your list and discuss each. Ask the team member to develop their list of expectations for you and set a date to meet again to discuss.

- Meet with each team member to discuss their expectations for you, and any concerns they have of the expectations you presented to them in the first meeting — "negotiate" if necessary.

- Record all expectations — yours of each team member, and theirs of you.

- Arrange for each team member to meet with other team members and provide expectations of each other. During these discussions, you should be present to clarify and "mediate."

- Publish all expectations between each and every team member.

- Prepare to re-visit and update these expectations on a regular basis — at least every 6 months, and on an as-needed basis.

GENERATIONAL CHART

	Baby Boomers	Generation X	Millennials
Birth Years	1946-1964	1965-1980	1981-2000
Current Age	44-62	28-43	8-27
Number	80 Million	51 Million	75 Million
Family Experience	• Disintegrating • "Cleaver Family" • Mom stayed home • As children were seen as "special"	• Latch-key kids • Women widely expected to work outside the home • The first "day care" generation • Dual Income families	• Merged families • Coddled kids (they got a trophy for coming in 8th place)
Education	• A birthright	• A way to get there	• An incredible expense
Value	• Success	• Time	• Individuality
Dealing With Money	• Buy now, pay later	• Cautious • Conservative • Save, save, save	• Earn to spend
Work Ethic	• Driven • Workaholic-60 hr work weeks • Work long hours to establish self-worth and identity and fulfillment • Work ethic = worth ethic • Quality	• Balance • Work smarter and with greater output, not work longer hours. • Eliminate the task • Self-reliant • Want structure & direction • Skeptical	• Ambitious • What's next? • Multitasking • Tenacity • Entrepreneurial
Focus	• Relationships and Results	• Task and Results	• Global and Networked
Technology	• Acquired	• Assimilated	• Integral
Workplace View on Respect for Authority	• Originally skeptical of authority but are becoming similar to Traditionalists-Time equals authority	• Skeptical of authority figures • Will test authority repeatedly.	• Will test authority but often seen out authority figures when looking for guidance.
Workplace View on Skill Building	• Skills are an ingredient to success but they are not as important as work ethic and "face time".	• Amassed skills will lead to next job, the more they know the better. Work ethic is important, but not as much as skills	• Training is important and new skills will ease stressful situations. Motivated by learning / want to see immediate results.
View on Work/Life Balance	• Were hesitant of taking too much time off work for fear of losing their place on the corporate team. As a result, there is an imbalance between work and family.	• Because of parents who are Boomer workaholics, they focus on clearer balance between work and family. Do not worry about losing their place on the corporate team it they take time off.	• Not only balance with work and life, but balance with work, life and community involvement and self development. • Flex time, job sharing, and sabbaticals will be requested more by this generation.
Preferred Work Environment	• "Flat" organizational hierarchy • Democratic • Humane • Equal Opportunity • Warm, friendly environment	• Functional, Positive, Fun • Efficient • Fast paced and Flexible • Informal • Access to leadership • Access to information	• Collaborative • Achievement-oriented • Highly creative • Positive • Diverse • Fun, Flexible, Want continuous feedback

	Baby Boomers	Generation X	Millennials
What They Are Looking For In a Job	• Ability to "shine"/"be a star" • Make a contribution • Company represents a good cause • Fit in w/ company vision/mission • Team approach • Need clear and concise job expectations, and will get it done • Like to achieve work through teams.	• Dynamic young leaders • Cutting edge systems/tech • Forward thinking company • Flexibility in scheduling • Input evaluated on merit, not age/seniority. • If you can't see the reason for the task, they will question it. • If you can't keep them engaged then they will seek it in another position.	• Want to be challenged-Provide variety • Expect to work with positive people • Treated with respect in spite of age • They expect to learn new knowledge and skills.
Keys to Working With	• Want to hear that their ideas matter. • They were valued youth, teens and young adults and expect to be valued in the workplace. • Their careers define them, their work is important to them. • Silly routines are frustrating. • They expect their work, and themselves to matter. • Before they do anything, they need to know why it matters, how it fits into the big picture and what impacts it will have on whom. • Do well in teams. • Are motivated by their responsibilities to others • Respond well to attention and recognition. • Don't take criticism well	• Want independence in the workplace and informality • Give them time to pursue other interests. • Allow them to have fun at work • Give them the latest technology	• Like a team oriented workplace. • Want to work with bright, creative people • Take time to learn about their personal goals . • They expect to be treated respectfully. • Raised to feel valued and very positive about themselves; they see as a sign of disrespect any requirement to do things just because this is the way it has always been done. • Provide engaging experiences that develop transferable skills • Provide rational for the work you've asked them to do and the value it adds. • Provide a work environment that rewards extra effort and excellence • As Students pay close attention to helping them navigate work and family issues.
Technology is…	• The microwave	• What you can hold in your hand; cell, PDA	• Ethereal - intangible
Feedback and Rewards	• Feel rewarded by money and will often display all awards, certificates and letters of appreciation for public view. • Like praise • Title recognition • Give something to put on the wall. • Enjoy public recognition • Appreciate awards for their hard work & the long hrs. they work	• Not enamored by public recognition. • Want to be rewarded with time off. • Freedom is the best reward • Prefer regular feedback on their work, but less dependent on being told that they are good people. • Need constructive feedback to be more effective. • Are self-sufficient, give them structure, some coaching, but implement a hands-off type of supervisory style	• Like to be given feedback often and they will ask for it often. • Meaningful work. • Be clear about goals and expectations. • Communicate frequently • Provide Supervision & Structure

FEEDBACK

There are two types of feedback used by great managers, and they are not "positive" and "negative." They are:

1. **Corrective Feedback:** is feedback meant to change current performance toward a desired direction. In other words, telling an employee what they are doing wrong, telling them to do it a different way, providing progressive discipline, or addressing problems.

2. **Confirming Feedback:** is feedback that is used to maintain and encourage current performance by confirming what the employee is doing well. Consider any praise or recognition, encouragement, or simply telling the employee what they are doing right (private or public) as confirming feedback.

As a general rule, you should aim to provide at least 4 times as much confirming feedback as you do corrective feedback. Or, here's another way to look at it: How often do your employees make mistakes? If they are making mistakes less than 10% of the time they spend at work, then that means 90% of your feedback should be confirming. Sure, you don't need to confirm every little thing your employees do with feedback, but if you want them to repeat positive behavior and actions, provide more Confirming feedback than you do Corrective feedback.

Overall, how often do you provide feedback to your team?_____

What percentage of your feedback is Confirming versus Corrective?

Corrective:_____

Confirming:_____

Where is the best place to give Corrective feedback?

_____

_____

Where is the best place to give Confirming feedback?

_____

_____

STUDENT EMPLOYEE PERFORMANCE EVALUATION FORM

This evaluation form is intended as a tool to assist student and supervisors alike communicate any road blocks to the students performance and continued employment in this department.

STUDENT:_____   DATE:_____

SEMESTER:_____   SUPERVISOR:_____

Rating Definitions:
    I.   Excellent – Surpasses performance standards/expectations; superior; outstanding.
    II.   Good – Above Average.
    III.   Satisfactory – Meets the requirements/standards of the job.
    IV.   Fair – Marginally acceptable performance; performance weakness needs to be corrected; below average.
    V.   Poor – Unacceptable performance; immediate improvement needed.
   NA.   Not Applicable.

1.   JOB KNOWLEDGE: I   II   III   IV   V   NA

Knows office procedures. Is knowledgeable about general campus information. Is able to pursue accurate information (asks questions).

Comments:_____

_____

2.   QUALITY OF WORK: I   II   III   IV   V   NA

Consider thoroughness, accuracy and orderliness of completed work.

Comments:_____

3.   QUANTITY OF WORK: I   II   III   IV   V   NA

Consider the amount of work completed and volume of output in relation to the nature and conditions of work performed.

Comments:_____

4.   DEPENDABLILITY: I   II   III   IV   V   NA

Consider follow-through and reliability. Is work completed on time and are deadlines met? Attendance and punctuality.

Comments:_____

_____

5.   COOPERATION: I   II   III   IV   V   NA

Willing to accept all job assignments. Works harmoniously and effectively with fellow workers, supervisors, staff, students and others. Accepts direction and constructive criticism. Is friendly and helpful to each customer they come in contact with.

Comments:_____

_____

6.   PHONE MANNER: I   II   III   IV   V   NA

Handles phone calls in a very courteous and tactful manner. Uses professional phone manners. Phone messages are complete, accurate and legible.

Comments:_____

7.   OFFICE ETIQUETTE: I   II   III   IV   V   NA

Limits number of personal visits from friends in the office. Knows how to tactfully tell a friend that has stopped by the office that they cannot talk and then returns to their work. Keeps personal conversations with others to a minimum. Dresses appropriately.

Comments:_____

M&M1

STUDENT EMPLOYEE EVALUATION

It is recommended that student employees be evaluated: 1) After four weeks of employment as a training tool and/or 2) At the end of each semester of employment.

Student name:_____   SSN:_____

Address:_____
                 Street   City   State   Zip

Phone:_____   Current GPA:_____

Current Duties:_____

_____

_____

Punctuality:	Excellent_____	Good_____	Fair_____	Poor_____
Attendance:	Excellent_____	Good_____	Fair_____	Poor_____
Dependability:	Excellent_____	Good_____	Fair_____	Poor_____
Cooperation:	Excellent_____	Good_____	Fair_____	Poor_____
Job Attitude:	Excellent_____	Good_____	Fair_____	Poor_____
Initiative:	Excellent_____	Good_____	Fair_____	Poor_____
Maturity:	Excellent_____	Good_____	Fair_____	Poor_____
Job Knowledge:	Excellent_____	Good_____	Fair_____	Poor_____
Accuracy:	Excellent_____	Good_____	Fair_____	Poor_____
Timeliness:	Excellent_____	Good_____	Fair_____	Poor_____

Overall Evaluation: Excellent_____   Good_____   Fair_____   Poor_____

Comments on related factors of job performance:_____

_____

_____

Supervisor's signature:_____   Date:_____

Employee comments:_____

_____

_____

Employee signature:_____   Date:_____