

STUDENT EMPLOYMENT

Experiential Learning



SUPERVISOR GUIDEBOOK

Grand Valley State University Student Employment

www.gvsu.edu/studentjobs/seplus

studentjobs@gvsu.edu

STUDENT EMPLOYMENT +

During this unique time, GVSU remains steadfast in our commitment to providing students with seamless learning opportunities, while giving them the ability to earn income and stay enrolled. While off-campus employment and internship opportunities may be limited for students – GVSU is filling a critical need. As part of our dedication and quality learning, we are intentionally seeking staff and faculty who are willing to hire and supervise students for enhanced experiential learning opportunities through *Student Employment + jobs*.

What does the + mean? The + is about experiential learning

Since we know that intentional work can take on learning power - we are looking to create and identify more opportunities for students to develop the knowledge and skills necessary to prepare them for life after graduation.

While our focus for the Spring/Summer 2020 Semester was largely centered on creating and identifying virtual student employment opportunities— Student Employment+ Positions can take the form of virtual, in-person, and/or Hybrid (combination of both virtual and in-person) employment experiences that will continue into future semesters.

Virtual student employment positions created in response to the COVID-19 Pandemic, lend themselves well to project based work assignments that are experiential in nature (i.e. improving websites, designing virtual programming, conducting research, etc.). Traditional, in-person, student employment positions also lend themselves well to SE+ Experiences. Through intentional planning and preparation, in-person student employment positions can be enhanced to provide students employees with meaningful, experiential learning opportunities.

SE+ Framework

1. POSITIONS ARE POSTED
VIA HANDSHAKE



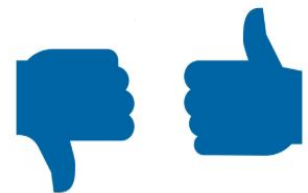
2. MINIMUM STARTING
WAGE OF \$10.15/HOUR



3. ESTABLISHED LEARNING
OBJECTIVES



4. MID & END SEMESTER
EVALUATIONS



Preparing to Host an SE+ Student Employee

When considering hosting an SE+ Student, it is important to make sure your department is ready. Start by reviewing this checklist to see where your department stands. While it is not required that you have a check in each box, it is good to begin considering your organizations available resources in the following areas: *Resources, Projects/Work Assignments, and Supervision*.

RESOURCES:

- ☐ We have the time to support a student
- ☐ We have the human resources to support a student
- ☐ We have the remote/physical resources to support a student, including access to computers (i.e. can you assist a student in getting the computer/software they need to work offsite?)
- ☐ We have the financial resources to support a student. It is recommended to start an SE+ student at a minimum of level 3A on the Student Employment Wage Chart, <https://www.gvsu.edu/studentjobs/on-campus-wage-rates-32.htm>

PROJECTS/WORK ASSIGNMENTS:

Not all campus jobs will lend themselves to be considered an SE+ Experience, and that's okay. It is important to note that all student employment opportunities have the potential to be beneficial for students and the University. Student employment can be an opportunity to create high impact experiences for students in intentional ways.

The SE+ work projects should include the best practices for experiential learning. This means that the projects/work assignments are intentionally designed and structured, and the way the student is supervised will work hand-in-hand to create meaningful learning for students; helping them to develop skills they can use in their career post-graduation.

- ☐ Student(s) will be given quality work assignments (i.e. projects, research, website work, process work that develops skills, etc.), that are attainable yet challenging, requiring some critical thinking.
- ☐ Student(s) will be able to apply the knowledge and skills they have learned in the classroom to the workplace, and vice versa.

While SE+ experiences are considered experiential education, in some cases, your SE+ position may qualify for internship credit. However, it is up to the discretion of the student's faculty internship coordinator to determine if an experience is credit-bearing. For more information on internship academic requirements (as they vary by departments), please visit: gvsu.edu/careers/studentinternship.

SUPERVISION:

- ☐ We have someone to train, supervise and mentor an SE+ Student Employee. This includes:
 - o Creating an orientation for new students
 - o Co-creating a meaningful work project(s) with the student
 - o Developing intentional learning outcomes that are tied to career development

- o Engaging in regular mutually beneficial communication and feedback; conducting one-on-one weekly meetings with the student
- o Providing the student with career development opportunities outside of their other duties. This may include encouraging them to engage in a webinar; read an article; attend a program; produce a resume; practice interviewing skills; attend the career fair, etc)
- o Helping the student reflect on how their SE+ experience relates to their classroom learning and/or future career goals
- o Evaluating the student's performance halfway through the experience and again at the conclusion of the experience

Recruiting, Hiring, & Onboarding Your SE+ Student Employee(s)

ADMINISTRATIVE CHECKLIST:

1. Post a job in [Handshake](#)- Job Title (SE+)
2. Interview student(s) who applied to your posting
3. Finalize hiring and extend offers; send rejection letters to students who do not match your requirements
4. Make sure students have an I-9 form on file with Student Employment Office
 - a. Students will need to email studentjobs@gvsu.edu with their G#s and Name.
 - b. Student Employment will email students a secure link to upload their [I-9s and other identity documents](#).
5. [Report a Hire](#) on Student Employment Office's Website
6. Have your student fill out an [Experience form](#) on Handshake

UTILIZING HANDSHAKE:

Students

Handshake is the job sharing platform that Grand Valley uses to help students find their future employers. Not only does Handshake help students locate on or off-campus employment, it also has the ability to connect students to internships, part-time employment or even a career after graduation. Students also have the ability to narrow down their search based on their skill set or in a field they are interested in.

On-Campus Employers

In addition to helping students find employment, Handshake is a great tool for on-campus employers to locate student employees for their department. After signing up for an account supervisors can post jobs, review applications and connect with potential student employees.

POSTING SE+ JOBS ON HANDSHAKE:

All SE+ Positions must be posted via [Handshake](#):

- SE+ postings should include “(SE+)” in the job title
- SE+ positions should start out at a minimum 3A Level
 - Please refer to the [wage chart](#)

View Handshake tutorial documents here:

- [How to Create a Handshake Employer Account](#)
- [How to Post a Job in Handshake](#)
- [How to Report a Hire/Make a Change](#)

CREATING AN EFFECTIVE SE+ JOB DESCRIPTION:

Creating accurate job descriptions is essential to the recruitment process as it helps clarify who is responsible for what within your department and helps the student better understand the responsibilities of the position. An effective job description also helps you establish a better applicant pool, which will help you identify the best candidate for the position.

The following components should be included in an SE+ job description:

1. **Organization/Department Name:** Division, location, etc.
2. **Description/Mission Statement of Department:** It is helpful to include a few sentences about your department
3. **Job Title:** Best to have it relate to the type of work and **include SE+ in parenthesis** (ie: Student Programming Assistant (SE+), Peer Educator (SE+), etc)
4. **Job Type:** Be sure to indicate it as on-campus student employment.
5. **Reports to:** Title of supervisor, location, describe management structure
6. **Opportunities and Experiences for the Student**
7. **Responsibilities and Accountabilities:** Principal duties, continuing responsibilities, and accountability
8. **Required/Preferred Qualifications:** Focus on specific skill sets rather than majors/academic programs
9. **Compensation:** Please refer to the [wage chart](#). It is recommended to start a student at a minimum 3A level.
10. **How to Apply:** Students can apply via our posting system, Handshake

****See Sample Job Description on Pg. 6.***

SAMPLE SE+ JOB DESCRIPTION:

Organization/Department Name: Padnos International Center

Description/Mission Statement of Department: Engage the University community in meaningful international experiences which foster an appreciation and awareness of diverse cultures, people, and ideas.

Job Title: International Student Services (ISS) Assistant (SE+)

Job Type: On-Campus Student Employment

Reports to: This position is supervised by both Libby Jawish and Kate Stoetzner. The ISS Intern will work most closely with Libby for daily tasks and reporting.

Job Objective:

The International Student Services (ISS) Assistant supports the team in planning, promoting, and executing events and programs involving the International Students at GVSU.

Duties and Responsibilities:

- Brainstorming, creating, and finding activities for International Students
- Social media maintenance including updates and promotion
- Posting events on GVSU's main events calendar and ISS website
- Sharing events with the Lanthorn, GVSU's official social media platforms, relevant student organizations, community organizations, and academic departments
- Assist in creating promotional materials as well as materials for various events
- Assist in maintaining PEEPS engagement throughout semester
- Locating and engaging volunteers for International Student Events
- Recruiting performers, speakers, participants for select programs
- Participate in the successful running of the Global Café
- Assist in conducting 30 day assessments
- Tabling and passing out flyers
- Updating ISS Intern guidebook

Required Skills and Attributes:

This position requires between 3 to 10 hours of work per week, depending on the volume of work throughout the semester. A one semester commitment is required of the selected ISS Intern.

Compensation: \$10.15/hour

How to Apply: Upload resume, cover letter, and class schedule to Handshake

THE INTERVIEW:

Interviewing is a very important step in the recruitment process as you want to make sure the student will provide you with skills and abilities you're looking for, as well as fit the needs of your department. If you have never conducted an interview before, you'll find a sample outline below, including helpful questions and tips on using the interview to find the best candidate.

- **Open the interview** (1-2 minutes)
 - Build friendly rapport through small talk
 - Provide an overview of the interview
 - Indicate that the student will have an opportunity to ask questions later
- **Ask questions and gather information** (15 minutes)
 - Tell me about yourself
 - Why are you interested in this position
 - Why are you interested in this department
 - What are your short and long term career goals
 - Behavioral based questions:
 - Tell me about a time you:
 - Had to deal with a conflict
 - Worked as part of a team
 - Used creativity to solve a problem
 - Dealt with a difficult customer/supervisor/colleague
 - Managed a stressful situation
 - Handled multiple tasks simultaneously
 - What are your strengths/weaknesses
 - Specific questions related to technology/methodology used in your field
 - Questions to avoid:
 - How old are you? Do you have a disability? Are you married/have kids? What is your nationality?
- **Allow for the candidate to ask questions** (5 minutes)
 - Be prepared to answer questions about the position, expected training, department structure, department services
 - Assess the quality of the student's questions
- **Give information** (1-2 minutes)
 - Discuss candidate's availability for the position to ensure your needs are met
- **Wrap-Up** (1 -2 minutes)
 - Close on a positive note
 - Briefly describe the next steps, giving an estimate of when the student will hear from you
 - Avoid making statements that may be interpreted as a promise of employment
- **Evaluate the candidate against the requirements for the position**
- **Follow up with candidates promptly**
 - Offer to candidate that you have chosen
 - Send rejection letters to students who do not match your requirements

Welcoming Your New SE+ Student Employee

Helping a new hire feel welcomed and comfortable within your department is very important. It will help the student become settled into their role and, in turn, provide you with the results you're looking for faster. Below you'll find a sample orientation outline that will help your student find their place within your organization.

SAMPLE ORIENTATION OUTLINE:

- Review organization and department missions
- Give the student a feel for the organizational structure, provide an organizational chart or staff list with phone numbers.
- Explain the need-to-know items. These may need to be adjusted for virtual/remote experiences.
 - Specific work dates and times
 - Office hours, breaks and lunches
 - Intranet
 - Using office equipment, i.e., computer, phone
 - Dress code
 - Attendance and punctuality
- Review organizational and employee policies (***It is important to note that you'll want to review your organization's technology policy as it regards to personal use*)
- Review the position and complete the SE+ Experiences form in Handshake
 - Identify and discuss main projects
 - Job description
 - Results expected
 - Learning outcomes
- Set weekly meetings with your student to review projects, provide feedback, and opportunity for reflective learning
- Set regular evaluation meetings (one 30 days in and one at the end of the semester/academic year)
- Inform the student of departmental or staff meetings he/she is expected to attend, and provide time during those meetings for the student to report progress on his/her project
- Identify a back-up supervisor or support person who can answer the student's questions if his/her regular supervisor is unavailable
- Ensure that your student understands his/her responsibilities
- Provide a tour of the facility, introduction to staff. Zoom can be a great tool to use in a virtual environment.

Facilitating an SE+ Experience

ESTABLISHING LEARNING OBJECTIVES:

One of the distinguishing factors of an SE+ experience is the connection between the work they are doing and the student's career development. This is often accomplished through learning objectives. SE+ Student Employees will document *three* learning objectives at the start of each semester within the [Experience form](#) in Handshake. In order to make sure your students are counted as SE+, they must login to Handshake and complete an Experience form. **This should be completed during their first or second week on the job.*

Please review and share this [video tutorial](#) and [pdf](#) instructions with your students. These resources were created to walk the user step by step through the process of completing the Handshake Experience form and can also be found on the [SE+ Website](#). **SE+ Students will fill out/submit a new experience form each semester.*

WHAT ARE LEARNING OBJECTIVES?

Learning objectives help the student identify what they are learning throughout the SE+ experience by connecting competencies to specific projects or tasks. Learning objectives also provide supervisors concrete examples for evaluation purposes, both midway through the experience as well as at the conclusion of the experience.

[The National Association of Colleges and Employers \(NACE\)](#) identified eight specific Career Readiness Competencies that college students can develop over the course of their college careers that prepare them for career and professional success after graduation. These competencies are a great place to start and are helpful to use when establishing learning objectives. The NACE Competencies are also a useful tool for facilitating reflection/connection conversations with your student throughout the semester. **Please share this resource with your students as they begin to create their learning objectives, which we recommend during their first week.*

HOW DO YOU WRITE THEM?

Learning objectives should be written by the student in conjunction with their supervisor. The student should identify three to five key elements they hope to learn while completing their projects. These skills can be specific to the student's field, or more general skill-sets they want to enhance. It's important to make sure the learning objectives are measurable and achievable.

The supervisor can then help the student pinpoint what projects or work assignments will help the student achieve his or her objectives. Keep in mind that the learning objectives are not all about the student and should align with goals of the organization/department.

SAMPLE LEARNING OBJECTIVES:

Learning Objective #1:

Gain an understanding of how to implement new technology within a department

Task/Work Assignment #1:

I will be working with my supervisor on a communication tool that helps recruit potential students to GVSU. This new tool will need to be monitored and assessed throughout implementation.

Learning Objective #2:

Enhance my written communication- specifically in regards to effective social media posts, public service announcements, and website content

Task/Work Assignment #2:

One of my main tasks will be customizing the communication that comes out of the new tool and department. I will need to ensure similar messages are coming through all platforms of communication

*Save a copy of each of your students' Experience forms/learning objectives, this will be useful to have when it comes time to complete evaluations.

MID AND END OF SEMESTER EVALUATIONS:

Another distinguishing factor of an SE+ experience is that student employees and supervisors complete mid and end of semester evaluations. Evaluation forms have already been created and uploaded into Handshake and are meant to be a resource for supervisors to utilize when checking in with their students and providing feedback on their performance. Both mid and end of semester evaluations specifically address the student's progress on their learning objectives and performance on the NACE Career Competencies.

Mid-Semester Evaluations

[Students](#)

[Supervisors](#)

End of Semester Evaluations

[Students](#)

[Supervisors](#)

When a student fills out their Experience form (and learning objectives) in Handshake, they will be asked to select from a drop down list, the "term" (semester) that their SE+ Experience is taking place. *Students should select the current semester. Students will also be asked to enter a date range/duration for their SE+ Experience, listed on form as "date." *Students should enter their first day on the job for the current semester and their last day on the job for the current semester.

Handshake uses these dates to generate and send an automated email reminder to supervisors and students, letting them know it is time to complete their mid and end of semester evaluations. This reminder email contains a direct link to the appropriate Evaluation form. Supervisors will get one for each SE+ Student they supervise.

**If supervisors currently have an evaluation process/form that works well for them, they are not required to use the one we have created.*

SUPERVISING AND MENTORING:

One of the great benefits of hiring a student is that they often bring a fresh new perspective to the organization and/or department. That being said, the SE+ experience is still a learning opportunity, and effective supervision is essential to make sure the experience is successful for both the student and department.

Communication is critical when it comes to supervising. This helps to ensure expectations are clearly defined and both the student and supervisor are on the same page. It is recommended that weekly meetings are established where the student and supervisor can touch base. It's helpful to

designate another person that the student can go to with questions in case their direct supervisor is unavailable.

STUDENT EMPLOYEE ONLINE LEARNING MODULES:

Supervisors genuinely care about their student employees; they want them to learn basic professional workplace skills and to flourish in the work environment. However, we understand that supervisors may not have the time to do in-depth training, so we've tried to solve that problem with ten on-demand, student-oriented online courses. Supervisors simply ask students to complete specific learning modules online and then turn them in -- the same as a class assignment in college.

Students want to understand organizational culture, expectations, and how to excel in their jobs and internships. Most students have not been coached before, so this series will introduce them to real-world work issues. Supervisors can then provide feedback and advice as students reflect on their job.

How This Works

- Check out the [SE+ Student Employee Training Homepage](#) to explore the available training topics.
- Once the supervisor and student select the learning modules, students complete them based on their development schedule. The student completes the assignments during work hours or the student and supervisor agree on an assignment schedule and the student submits their work as agreed.
- The modules are built for maximum flexibility so that they may be completed over a period of time. Multiple modules may also be completed in one day.
- At the end of each module, there is a worksheet for the student to complete. This, in turn, is given to the supervisor so it can be discussed with the student.

The Steps

1. Students and supervisors review the learning modules and decide which ones the student will complete as part of their student-staff professional development. They may select all of them or just those that are most relevant to the job.
2. Due dates and deadlines are established by both the supervisor and the student.
3. Students complete the learning modules per the deadline schedule and turn them in to their supervisor.

The Benefits

- The series gives supervisors a ready-made orientation and staff development process for their students.
- Supervisors receive ongoing information from students who document activities. This is very useful for managing workflow, performance evaluations, and updating job descriptions.
- The series creates many opportunities for supervisors to coach and advise their students.
- Students gain a deeper appreciation for work culture and how to think and act professionally.
- Students can make immediate adjustments and corrections on their job in real-time rather than waiting for formal evaluations.
- Students are introduced to typical professional expectations that employers say are very important.

BEING A MENTOR:

Providing a solid supervisor is important, but providing a mentor can take the SE+ experience from good to great! A mentoring relationship is similar to that of a supervisor's relationship, however the mentor helps the student draw the connection between what they are doing in the workplace to what they have learned in the classroom through reflection. Having the student complete a self-evaluation halfway through the experience, and again at the conclusion of the experience is a great way to do this. In addition, a mentor may help the student with additional professional development opportunities, as well as encouraging them to step outside of their comfort zone.

REFLECTION QUESTIONS:

While the projects and work provided through an SE+ experience may inherently be experiential in nature, it is also helpful to check in with your student and help them draw connections between their work and future career goals. Some sample questions to ask include:

- How is your job fitting in with your academics?
- What are you learning here that is helping you in school?
- What are you learning in class that you can apply here at work?
- Can you give me a couple of examples of things you have learned here that you think you will use in your chosen profession?
- What skills would you like to develop?
- What is your greatest accomplishment in this position this semester?

PROVIDING FEEDBACK:

Students are like sponges and love to hear how they are doing. Don't be afraid to provide constant constructive feedback throughout the course of the experience. Using the BEAR method can be a great way to provide ongoing feedback.

B – behavior – describe the specific behavior that needs to be adjusted.

E – effects of the behavior – describe how the action affected the client, the team, the project, etc.

A – alternative behaviors that you would like to see instead.

R – result – what the result of the alternative behavior would be.

In addition, it can be helpful for the student and supervisor to discuss the student's learning objectives at the half-way point of the experience to make sure the student is on track and meeting the supervisor's expectations. Conducting an evaluation at the conclusion of the experience is a great way to end and it also helps the student identify both their strengths and areas for improvement. Evaluations will automatically be sent at the end of the academic year and it is recommended to review with your student.

HANDLING DIFFICULT SITUATIONS:

While most experiences go very well for the student and department, it is possible to find it necessary to part ways with a student. Like any other employee within the organization, a student should not be given special treatment when it comes to disciplinary action. It is important to discuss and document the issue with the student as soon as the issue arises. Please don't hesitate to contact the Student Employment Office should you encounter this type of situation.

REMINDERS:

Creating an SE+ experience for your department doesn't have to be complicated or time consuming. By remembering and following these easy tips, you'll not only be able to assess a potential hire, but help a student find meaningful experience in their field of interest.

- Craft and post your SE+ position on Handshake
- Recruit, interview, and hire student employee(s)
- Complete administrative tasks for hiring student employee(s)
- Onboard and train student employee(s)
- Outline expectations and co-create learning objectives with student employee(s)
- Provide regular, ongoing, feedback to student employee(s)

Frequently Asked Questions

What's the difference between my current student job and an SE+ job?

It's quite possible that your current job is an SE+ job, or needs simple modifications to make it more experiential in nature. SE+ experiences provide students with meaningful, often project based work, and supervision that encourages reflection and connection to career development.

I think I have an SE+ student already working in my area. How do I get that recognized?

Great! If SE+ experiences already exist in your department, please let the Student Employment Office know at studentjobs@gvsu.edu. They'll make sure the posting is represented in Handshake correctly. In addition, please have your student(s) submit the experience in Handshake, www.gvsu.edu/handshake.

How much of a time commitment will hosting an SE+ student require?

The amount of time required for an SE+ student varies for each department. The initial time commitment consists of hiring the student(s) and identifying assignments. Once a student is selected, training is needed. Some departments need more time to train or orient a student than others. Once the student is trained, the time commitment tends to decrease. The remaining time commitment will consist of regular meetings between the supervisor and the student.

What are characteristics of a quality SE+ experience?

1. Provide substantive and challenging work experience for students with a minimum of "gopher work."
2. Orient students regarding culture, procedures, policies, and specific job duties.
3. Provide on-going, structured supervision by a primary supervisor (weekly preferred); opportunities for feedback; adequate opportunities for students to ask questions; possible mentoring relationship.
4. Allow student to connect with professionals (participate in meetings, attend presentations, and talk with professionals in the department about their jobs and career paths)
5. Identify and develop specific skills (i.e. research, writing, computer, presentation skills).

6. Provide evaluation of overall experience; provide closure through recognition of contributions, reflection on learning experiences, wrap-up on-going projects; provide follow-up if necessary (letters of recommendation, networking, etc.)
7. Offer professional development opportunities (utilize campus resources to expand intercultural competencies, career development, watch webinars, attend networking events, etc);

How many hours can a student work?

During the academic year, students are able to work 25 hours/week, and international students are able to work 20 hours/week. In the spring/summer semester, all students are able to work 40 hours/week.

How does a student obtain academic credit for this experience?

Credit requirements for experiences vary by academic program. It is the responsibility of the student to speak with their faculty internship coordinator to ensure academic requirements are being met.

What should I do if I have a problem with one of my student employees?

First, address the student directly. Clearly define the issue and spell out a recovery plan with actions required, a time frame for reassessment, and consequences if improvements aren't realized. Contact the Student Employment Office as needed.