

Appendix B: SUPERVISOR'S HANDBOOK

The Student Opportunities Fund provides valuable work and leadership experience to support campus to career and/or university transition. As such, each step of the process is a valuable learning tool for potential student employees, including the application and interview process. Please make every effort to provide a thorough and professional hiring experience.

APPLICATION AND HIRING

- The manager must send the completed application package (Appendix A) to the Co-op and Employment Services Coordinator;
- Upon approval, the Co-op and Employment Services Coordinator will notify the manager, supervisor and advise the finance department to set up a budget;
- The Co-op and Employment Services Coordinator will post the position, collect resumes, and forward them to the Supervisor;
- Upon closing, the supervisor will determine qualified applicants and arrange for interviews with two interviewers. The Co-op and Employment Services Coordinator is available to assist with this. At least one reference check (or College/personal referral) is required to hire;
- The supervisor will contact successful applicants and direct them to the Co-op and Employment Services Coordinator to complete hiring paperwork, and receive time sheets and pay schedule.

THE POSITION MANAGER IS RESPONSIBLE TO:

- Ensure Student Employee Orientation Checklist (pg 2) and reference check are complete and submitted to HR prior to first shift;
- Ensure adequate Safety Protocol and Training is completed, with evidence submitted to HR according to Checklist schedule;
- Monitor the budget allocated: managers can submit a new SOF budget request for increased funding at any time, but must receive approval from the SOF Committee before continuing the position;
- Complete an SOF Position Report at year end, with an updated budget request if an adjustment is required for on-going positions.

AFTER HIRING, THE SUPERVISOR WILL:

- Meet with student employee(s) on or before their first shift to review expectations and review the Student Employee Orientation Checklist;
- Collect, initial and submit timesheets to manager;
- Provide ongoing guidance and mentorship to foster student learning. We encourage you to have team meetings with students to chat about what is working, what isn't, and to encourage questions and an open dialogue for learning;
- If appropriate, meet with student employee(s) for an evaluation as per Student Employee Performance Evaluation Guidelines;
- Ensure all student employees complete a Student Employee Feedback form at or near the end of their position. Students are to be paid for this time on their last time sheet;
- Consult with your manager and/or HR Manager if you have any questions about how to deal with issues about student performance or supervision.

STUDENT EMPLOYEE ORIENTATION CHECKLIST

EMPLOYEE INFORMATION

Name: _____ Start Date: _____
 Position: _____ Manager: _____
 Supervisor: _____

ON OR BEFORE THE EMPLOYEE STARTS

[Please check box upon each completed task]

- Ensure student employee(s) has completed hiring paperwork with Co-op and Employment Services Coordinator (CESC) prior to start date. (Students must bring a void cheque or Direct Deposit Information Slip from their bank); or
 Volunteer Registration Form completed if applicable;
- Reference Check Sheet complete and submitted to HR; at least one reference or personal College referral was contacted.
- Review the job description and go over performance expectations and standards;
- I understand that I/we will be required to complete at least one Student Employee Performance Evaluation during the course of employment; this is to be used as a learning and mentoring tool to enhance the value of this work experience;
- Review payroll timing and time sheets: **I understand that timesheets must be submitted to my supervisor for any hours worked each pay period (1st to 15th and 16th to last day of the month).***

*If a timesheet is late, it must still be submitted; however, pay will fall to the next scheduled pay period.

SAFETY PROTOCOL AND TRAINING

[Please check box upon each completed task]

- Working after 4:00 PM: Any student employee starting work after 4:00 PM must sign in and out at the security desk;
- Safety Hazards/Protocol within the Department: Inform student employee(s) of any protective clothing, equipment, or safety protocols, or working alone guidelines;
- Review any other relevant College policies as determined by the Manager;
- Review Emergency procedures: Fire and lockdown – refer to posters available in each classroom and throughout College;
- Locked Classroom Protocol: If student employee(s) are using a regularly locked classroom, the Supervisor must email Registration reghelp@cotr.bc.ca and Security security@cotr.bc.ca with the student employee's name, dates, and times of classroom use (student employee(s) must bring ID);
- Identify training requirements;
 - Set up First Aid* training: _____ Date of training if required _____
 - Set up WHIMIS* training: _____ Date of training if required _____
 - Other training _____*: _____ Date of training if required _____

*Submit Certificate(s) to HR upon completion

All hiring paperwork is complete and submitted to HR, and any necessary safety training will be complete prior to working any scheduled/paid hours where the training is required.

I acknowledge that the points on the checklist have been discussed and I understand what is required of me:

Employee Signature

Manager Signature

Date

Completed form must be submitted to Human Resources on or before start date.

SAMPLE INTERVIEW QUESTIONS

Supervisors: Choose from the following questions, and develop two or three of your own situational or job-specific questions. If you choose, students can receive a copy of these interview questions prior to the interview, to encourage them to prepare.

STANDARD

1. Tell us a bit about yourself and why you are the right person for this position.
2. Do you have any work experience that you believe will contribute to your success in this position?
3. What have you done to prepare for this interview and/or this position?
4. Communication is the number one employability skill across every industry. How will communication be vital in this role, and how will your own communication skills contribute to success in this role?

BEHAVIOURAL

5. Tell us about a time that you had a conflict with a co-worker or supervisor, classmate or instructor, and how you did you handle it?
In a similar circumstance, would you handle it the same way?
6. What would your past supervisor, or instructor, say is your best quality?
What would they say you need to improve?
What do you consider to be your biggest weakness, and one or two ways to improve?
7. What are duties you are most confident with/least confident with? (Steepest learning curve.)
How would you develop yourself where you think there is a weakness? (Refer to posting requirements.)
8. What type of situations are stressful to you?
How do you deal with stress?
9. How do you deal with constructive criticism?
Think about the last time your manager or instructor critiqued your work. How did you respond?
10. Give me two examples of things you've done in previous jobs, or in class, that demonstrate your willingness to work hard.
11. Describe a situation or project where you used your initiative or leadership skills?

SITUATIONAL AND OTHER JOB SPECIFIC QUESTIONS

12. What would you do if you are not sure how to do the job that your manager assigned you and they are not around to ask? (Note to employers: Give a specific scenario, if you can.)
E.g. "What would you do if . . .?"
"How would you deal with . . .?"

Please be aware it is illegal to discriminate against a person in hiring or on the job based on the BC Human Rights Code. For an overview please read <http://www2.gov.bc.ca/assets/gov/law-crime-and-justice/human-rights/human-rights-protection/protection-in-employment.pdf>

STUDENT EMPLOYEE REFERENCE CHECK

Student Name:	
Reference Name:	
Organization and Phone Number:	

“Name” has used your name as a reference and I’m wondering if you have a few minutes today to answer a couple questions for us?

1. How long have you known “Name” and what was your relationship? If employed with you, why did they leave?
2. Can you tell me what kind of an employee/student “Name” was? (look for info on initiative, encouraging and inspiring others)
3. In what specific areas do you believe “Name” has opportunities for improvement?
4. How would you describe “Name” interactions with other individuals, such as friends, colleagues, people in authority and those who are subordinate to them?
5. Can you tell us what “Name”'s work ethic was like (are they punctual)?
6. Would you reemploy, or recommend “Name” for employment? Why or why not?
7. Is there anything else you would like to tell me about “Name”?

Your Name: _____ **Date:** _____

Talk to the reference on the phone where possible, or email if not. If the candidate is chosen, return this reference check sheet in a sealed envelope to HR to be filed in their personnel file. For referrals from College employees, you can submit an email from them.

Under the Freedom of Information Act, a candidate can ask for a copy of the reference check.

STUDENT EMPLOYEE PERFORMANCE EVALUATION GUIDELINES

Every evaluation is a learning and mentoring tool to assist the student in further developing their employability skills, attitudes, behaviours, and functions as an indicator of current job performance and expectations.

- A student worker will be evaluated by their primary supervisor to ensure the student receives adequate and direct feedback regarding their performance. However, it is at the discretion of the Manager to decide who should conduct the evaluation.
- It is suggested that evaluations be administered within one month, or mid-way through the term, and again at the end of the semester, or academic year.
- The initial evaluation will be used as a benchmark for the student employee to receive guidance and mentorship in order to foster self-improvement and confidence, along with basic work skills.
- Performance issues should be addressed as soon as possible in a sensitive manner (consult the HR Manager if you have any issues with student performance or supervision you would like to discuss).

HOW TO PROVIDE AN EFFECTIVE PERFORMANCE EVALUATION

- It is suggested that a student should complete an evaluation on their performance beforehand and bring it to the meeting, where their ratings would be compared with their supervisor's. The supervisor should provide their assessment while remaining open to the student's comments.
- Supervisors should sit down with the student employee in a private area to review the evaluation. The overall purpose of the evaluation, as well as the rating system at the top of the evaluation, should be explained to the student before discussing the evaluation itself.
- The tone of the evaluation should be positive, encouraging, and open to dialogue. You should cite examples of areas where the student has done well, and areas where improvement is needed. If criticism is made, it should be done in a constructive and supportive manner.
- Stress positive behavior and note improved performance whenever possible.
- At least one goal for development or improvement should be established for the work term.
- A copy of the evaluation should be given to the student and submitted to HR.

STUDENT EMPLOYEE PERFORMANCE EVALUATION

Name of Student	
Department	Review Period: From: _____ To: _____
Student's Job Title	Overall Performance Level: Exceptional Successful Needs Improvement

TO BE COMPLETED AT THE END OF THE PERFORMANCE EVALUATION MEETING

Additional comments (strengths, weaknesses, ideas for development):

Goal(s) for term/next semester:

STUDENT EMPLOYEE PERFORMANCE EVALUATION

The evaluation is a learning and mentoring tool to help the student employee in developing employability skills, attitudes, and behaviours that will support their campus to career transition. It functions as an indicator of current job performance and expectations, while allowing an opportunity for student employees to practice self-reflection, goal-setting and self-improvement. The tone of the evaluation should be positive, encouraging, and open to dialogue.

Performance Factors: Indicate particular areas of strength and areas that need to be developed.

DUTIES Use examples where possible	PERFORMANCE LEVEL			
	Exceptional	Successful	Needs Improvement	N/A
COMMUNICATION Capably and confidently reads, writes, and communicates effectively with supervisor, colleagues, students and staff; shares vital information; actively listens and asks questions appropriately; seeks different points of view.				
Strengths/to work on:				
TEAMWORK AND COOPERATION Trustworthy, reliable, responsible, adaptable; able to work well with fellow employees, supervisor; responds well to constructive feedback.				
Strengths/to work on:				
QUALITY OF WORK Work is accurate, thorough, and acceptable; uses materials and time economically; eager to improve.				
Strengths/to work on:				
WORK ETHIC AND ATTITUDE Punctual, reliable; willing to work at difficult or disagreeable tasks; courteous, cheerful, interested; takes instructions cheerfully; works with integrity.				
Strengths/to work on:				
MOTIVATION AND INITIATIVE Motivated to finish work properly and on time; initiates tasks, generates new ideas. Finds things to do during down time, seeks out opportunities for improvement.				
Strengths/to work on:				

POSITION MANAGER AND SUPERVISOR'S REPORT

To ensure we are providing the best work experience and leadership value for our students, please complete at the end of fiscal year.

If you wish to extend the position for the next academic year or term, ***attach an updated budget request to this report.***

Position Title:	
Number of employees in the position:	

1. How was this position of value to you and/or your department?

2. Was there sufficient orientation for you and/or student employee(s) provided by the Career and Placement Officer? Include recommendations for next year.



3. Do you have any suggestions for student training to help prepare students?

4. Outline any changes or improvements you wish to make to the position(s) for next year:

STUDENT EMPLOYEE FEEDBACK

Students shall provide feedback on the value and relevance of the position. Students will be paid to complete the feedback as part of their position.

Position Title:	
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1. Overall, how would you estimate the experiential value of this position to you?

Not Very		Somewhat		Very	
1	2	3	4	5	N/A
Comments:					

2. How would you rate the value of mentorship received from your supervisor in this position?

Not Very		Somewhat		Very	
1	2	3	4	5	N/A
Comments:					

3. Tell us how this position was of value to you:

4. Was this position related to your field of study or career goals? Please explain:

5. Did you feel you received adequate training for the position? If not, please suggest areas of improvement:

6. Do you have any feedback for how we can improve the value of this position next year?

7. Please write the job description of your position as you will write it on your resume. This should include a brief overview of duties, accomplishment statements, and ways in which you excelled in the position. Feel free to ask your supervisor to assist you with this.

STUDENT EMPLOYEE TRAINING PAYMENT TRANSFER REQUEST

To be submitted to Registration to facilitate payment for any necessary training

Requesting Manager:	
Student Employee Name:	
Student ID#:	
Student Employee Email:	
Student Position:	
Course(s) Required:	
Course Fee(s):	
Course Date(s):	
Cost Code:	
Requesting Manager's Signature:	

STUDENT EMPLOYEES MUST SUBMIT PROOF OF COMPLETION TO MANAGER

Copy to HR

Copy to Career Placement Officer