Best Practices for Student Supervisors

Library Human Resources Department (LHRD)
Student Employment

110 Doe Library

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Overview of changes

What will change:
The main change at this time will be that supervisors will set up their own interviews.
Many supervisors are currently doing this and it has been highly successful. Only
qualified students who meet the job criteria will be given the supervisor’s
contact information.
There is a new student requisition form on the LHRD website and a new application for
students. Students can now fill out their application online and print it out. This is the
preferred way because we find it is much more legible.

These changes will go into effect May 1, 2013.

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Become the kind of leader that people would follow voluntarily, even if you had no title or position. - Brian Tracy
What will remain the same:
Students will still come into the HR office with their completed applications, staff will review their application against the job posting to determine their eligibility. Work study will be checked. Once all this has been verified the student will be given the supervisor’s contact information—either email, phone, or both depending on what the supervisor indicates on the job requisition.

See Examples of both these new forms in the LHRD website.

Recruitment
Your management of the recruitment process will directly affect:
• The quality and diversity of your applicant pool
• The effectiveness of your interviews
• How quickly you get your position filled
• Your ability to choose the best qualified student for the job

Guiding Principles
• Identify the talent needed to perform the job
• Attract well qualified applicants for the position

Before You Begin
Preparing for the recruitment process is essential. Before you post your position, take time to analyze the job for which you are recruiting, prepare a student employee requisition form, and develop the criteria you will use to select your student employee. These are the steps you’ll need to take:

Determining Staffing Needs
Staff planning helps you run your department efficiently. Determining and planning your staff needs in advance, rather than waiting until a vacancy occurs, will help you achieve efficiency.

Consider if your position is best filled by a student employee or limited-time staff employee and discuss these options with your manager. Understand that student employees must prioritize their studies under campus protocol, and sometimes go home for breaks and holidays, so assigning a critical ongoing function to a student who cannot be present year-round or during finals must be considered. Plan for substitutions. Be strategic and plan for overlapping graduation years amongst your student workforce. Keep in touch over summers, inter-sessions, and study-abroad periods as a planning tool to realistically monitor student employee returns.

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Job Analysis
Your first step is to identify the duties of a position and the knowledge, skills, and abilities needed to perform those duties, including:
• A description of the major duties
• Any licenses (such as driver’s license to drive the van/carts) needed to perform the job
• The physical, environmental, and mental demands of the position (see sample PEM form)

You need to conduct a job analysis when you have a newly created position or when an existing position has been vacated and the duties have significantly changed. If your vacated position has no changes, a job analysis may not be necessary; however, you may still want to review the position to confirm that no changes have occurred.

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Job Requisition
The next step in the recruitment process is to develop your job requisition, which is used to advertise your position.

The requisition should be completed and emailed to stuempl@library.berkeley.edu. The information requested on the requisition is critical to the posting process, and the success of your recruitment; make sure to complete every required field in the requisition.
Developing a clear job posting that summarizes the major duties and qualifications is essential to an effective recruitment process.

- **Duties:** State the key responsibilities of this position by listing the expectations of the position as well as the overall duties of the job. Don't leave out any responsibilities even though you may think they are not significant. It is important that the applicants have a clear view of the overall responsibility of the job.
- **Qualifications:** List the skills, knowledge, abilities, and licenses (including California Driver's License) required to successfully perform the duties. For most positions, the campus cannot require a degree or number of years of experience in determining whether someone is qualified for a position. However, some positions do require a license, or language skills.

If the position is a critical position requiring bondability or a background check, this should be indicated in the required qualifications.

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**Targeted Recruitment**

Ask the LHRD Student Recruitment Coordinator for assistance in marketing hard-to-fill positions.

Targeted recruitment may occur for hard-to-fill positions requiring specialized skills such as language specialty, through outreach to campus academic departments and announcements to campus student organizations by way of list-servs and emails.

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**Selection Criteria**

The next step in the recruitment process is to develop selection criteria. These are the standards against which you will measure all students to determine whether they have the qualifications to perform the job.

Selection criteria are developed from the skills, knowledge, and abilities identified in the job analysis and stated in the job requisition.
To develop selection criteria, look at each of the skills, knowledge, and abilities on the job requisition and define the standard for successful performance of the related functions. Some Examples:

• Skills, Knowledge, and Abilities:
  
  Effective oral/written communication skills

• Demonstrated ability to:
  
  Orally convey ideas and information well.

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Reviewing Your Applicant Pool

LHRD student employment staff is available to discuss the status of your recruitment. If you have unsuccessfully interviewed more than 4 or 5 candidates and are not getting the qualifications you need, discuss options with the Student Recruitment Coordinator for process revisions to yield qualified applicants.

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Interviews

The purpose of the interview is to gather information about the applicants’ skills and past work experience so that you can select the best qualified candidate. It’s important to understand and support the laws and campus policies regarding hiring. The key to an effective interview is having clearly defined selection criteria with related interview questions developed before the interview.

  • Competency-Based Interviewing. Competency-Based Interviewing is the most effective method.

    It identifies the skills, abilities, and talents that account for on-the-job performance.

  • Panel Interviews. These are conducted by a small group of supervisors or staff. Panel interviews allow for various perspectives on the competencies required for the position and each student’s qualifications, providing a more objective measurement of the applicant’s ability to do the job. If the position requires a specific skill that the hiring authority doesn’t have, it is best to include someone who has such skill knowledge.

  • Individual Interviews. These are one-on-one interviews.
Preparing for the Interview

Careful preparation is the key to a successful interview process and will ensure that you:
Choose the best candidate for the job
Treat all candidates in a fair, equal, and consistent manner
Keep your top candidates interested by completing the interview process quickly

• Assemble the panel: include staff members who are knowledgeable about the job and who have some relationship to the job (e.g., those to whom the job will provide service or support). Include people of different genders, ethnic groups, and physical abilities whenever possible.

• Make sure panel members know their roles and responsibilities.

• Review the requisition to define the job in behavioral terms. Select competencies to describe the desired applicant (experience, knowledge, education, and intellectual, interpersonal, and motivational competencies).

This is your job applicant profile.

• Have the interviewer or panel review each application.

• Select those who best match your job/candidate profile for interview.

• Have the interviewer/panel prepare interview questions.

• Have a copy of the job description/requisition to provide to each student at the interview.

• Arrange for interviews to be conducted in a quiet and private place, free of distractions and interruptions.

Ensure that appropriate accommodations are made for people with disabilities.

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Developing Interview Questions

Ask questions that elicit the student’s competencies relative to the competencies necessary to effectively perform the job. If you maintain a correlation between questions and requirements, you’ll get pertinent information about the applicant’s suitability.

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Types of Questions
• Open-ended questions are basic to any effective interview because they call for applicants to relate information and ideas that they feel are important. Example: "Tell me about your customer service experience."

• Accomplishment questions ask the student to identify important accomplishments and what competencies were used to execute them. Example: "Tell me about your most recent important accomplishment in your job or studies. What did you do and what was the outcome?"

• Situational questions ask applicants how they handled or would handle job-related situations, to evaluate their ability to recognize important aspects of situations, analyze them, and provide reasonable options. Example: "Describe a situation where you had two assignments with conflicting priorities and how you handled it."

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What You Can and Can't Ask

Ask only questions that specifically pertain to the applicant's skills, knowledge, abilities, and interests related to the position, as described on the job requisition, based on the predetermined selection criteria. Questions related to gender, sexual orientation, age, marital status, color, race, religion, national origin, medical condition, pregnancy, or disabilities are inappropriate and against the law. This would also be a good time to ask them about their availability during the summer and inter-sessions.

Whenever possible, let each student see the actual work location. Show each student a copy of the job requisition and ask each student, “Can you perform the essential functions of the position with or without accommodation?”

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Conducting the Interview

Remember that when you interview candidates, you represent the campus. A good interview can leave a candidate with positive feelings about the campus even if no job offer results. A bad interview may result in a bad reputation for the campus. You should be aware of some legal considerations during the interview process.
• Set the interview climate. Choose a location free from interruptions and hold all calls. Establish rapport. Spend a minute putting the candidate at ease. Remember this may be the first interview they have ever been on.
• Set the agenda. Describe the interview structure; this will help you (the panel) and the student achieve a concise, focused interview. (e.g., “We will be asking you questions for 15-30 minutes and you will also have an opportunity to ask questions”).
• Take notes as needed. This will help you ask follow-up questions and recall specifics about each candidate.

Tell the candidate that you (and the panel) will be taking notes. Note key words/phrases – your notes need not be verbatim.
• Listen carefully. Don’t anticipate the applicant’s answers. Reserve judgment until the student has finished.
• Maintain control. If the student gets off track, ask a specific question that will bring the interview back on the subject.
• Allow silence and be patient. The applicant may need some time to put his thoughts together to provide specific answers to your questions.

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Closing the Interview

Ask whether the student has anything more to tell you about her candidacy or any questions about the job.

Explain the next step in the process, when you will make your decision, and how the student will be informed of your decision.
• Thank the student for interviewing for the position.
• Complete your notes immediately; don’t rely on your memory.
• Decide whether the student meets, exceeds, or does not meet the requirements.
• Prepare for your next interview.

REMEMBER: LHRD makes all job offers, it is not a good idea nor best practice to offer a position directly, especially if other interviews are scheduled. To be consistent and to avoid communication missteps contact LHRD with your choice and the offer will be made through them.
Reference Checks

• Check references of your top applicant regardless of your impressions of their qualifications prior to final selection.
• Check references after you have interviewed the student. This includes University references.
• Advise the student that you will be checking references and ask whether it is okay to talk with the current supervisor and former employers.
• Use the following guidelines when you are conducting all telephone reference checks:
  o Introduce yourself and state the purpose of your call.
  o Confirm that it is a convenient time to talk.
  o Briefly describe the position for which the applicant has applied.
  o Confirm the relationship between the person giving the reference and the applicant.
    (The most relevant information often comes from the former immediate supervisor.)
  o Verify basic data such as job title, duties, salary, and dates of employment.
  o For a campus employee, you may ask to review the student's personnel file.
  o Be consistent. If you check references for some applicants, do not hire another applicant without checking references.
  o Ask the same basic questions about all applicants. Weigh information you receive in the same manner for all applicants; what disqualifies one should be the basis for disqualifying any other.
  o Consider the source. Remember that the information is limited by the perception of the person giving it.

If you receive negative information about an applicant, weigh it with data from other references before using it to make a decision.

  o Remember that there are special requirements for you, for the applicant, and for the reference-giver when the position is safety-sensitive and involves operation of a commercial motor vehicle. These include identification of certain prior employers by the
applicant, and the results of drug and alcohol tests, which prior employers are legally required to provide.

You, in turn, have specific guidelines for processing information received from both the applicant and the prior employers.

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Selection

Now that you have interviewed and conducted reference checks on your top applicants, it is time to select the applicant who best meets the requirements of your position. Notify stuempl@library of your selected applicant and the desired starting date. Student will be sent an offer letter by email and the forms needed to be filled out will be attached. The supervisor will be cc’d on this by email. Student will have the option of filling out the form online and emailing it back to student employment or bringing them in filled out, either way they will have to come to HR to complete their paperwork. Once the paperwork is completed the student is advised to contact their supervisor to set up their work schedule within 24 hours, and given instructions on signing up for direct deposit and completing the sexual harassment training course. They are also sent a “welcome” letter that reinforces these instructions (once again the supervisor is cc’d). Now they are ready to begin working for you.

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Re-Hires

1) Notify student employment via email (stuempl@library.berkeley.edu) that you would like to rehire a former employee. Include their name, the job they will be working in/chartstring they will be paid from.

2) Send student employment this information before the student begins working.

3) Student will come to student employment to complete any necessary forms and be instructed on direct deposit.
4) Once their paperwork is finished they are eligible to work and will be given
instructions to notify the supervisor and get their schedule

Extensions

* Student jobs are limited appointments with end date of May 31 of each school year. (Students can be released prior to May 31 at supervisor’s discretion)

Therefore, every year we must extend all students who will be working past May 31

In Spring, student employment will send out an extension request memo and spreadsheet
to each supervisor.
Please indicate whether or not you wish for each student on your list is to be extended
and the projected graduation dates of students whom you are extending. There will be
space allotted on the form to include this information.
Please note the extension deadline date so the student can be extended in a timely
manner.
It is a problem if a student works and they are not extended, so please pay careful
attention to this form.
If you do not extend a student but decide later you would like them to continue working,
the student will need fill out rehire paperwork with LHRD before they work any hours.

• Students may work one semester past graduation/after taking classes as long as your
department has a need for them (it is based on departmental need, not student need), if
your department can afford them—they will not have work study any more, and a special
request is made to HR. Please send this request to stuemp@library.berkeley.edu prior to
their original ending date.
(Students may work one semester before beginning classes, as long as they have been
accepted as a regular student at UCB, this does not include extension students.)
Separations/Terminations

Students Leaving Voluntarily
1) Please fill out a separation form for each student who is leaving employment and email LIBPAY with the following information:
   - Student's name
   - Student’s employee number
   - Student’s last day of work
2) Students can fill out a Reason for Leaving Library Student Employment Form, found at: http://www.lib.berkeley.edu/LHRD/leaving.html and e-mail or mail it to stuempl@library.berkeley.edu

Students Being Released From Library Employment
1) Contact student employment before releasing any student from employment. Releasing employees can result in legal issues, therefore, we must insure we always follow proper procedures.
2) E-mail LIBPAY@lists.berkeley.edu with the same information as students who are leaving voluntarily, but include the reason the student is being released from employment.

Payroll will remove students from Kronos.

If the student is completely done working for UC, they can request reimbursement for Defined Contribution Plan (DCP) money that was taken out of their checks. This is not possible if the student is still working for the University in another department.

Please have them contact Fidelity at 800-343-0860.