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Section I
Value Statement

Because we, the Auburn University Career Center, support the Auburn Creed and the mission of Auburn University, we value:

- Empowering students with practical self assessment and job search skills so they may positively connect with employers.
- Providing an educational environment, training their minds to engage in research to choose a career path leading to career success.
- Teaching students honest and ethical ways to present and market themselves in their job search; as well as their legal rights as applicants and employees.
- Providing personalized services and valuing diversity while supporting students in the challenging process of choosing a major and pursuing a career.
- Striving to provide innovative services that best serve all cultures, generations and students. To accomplish this, we ourselves will continue learning and growing through research, outreach and instruction.

Vision Statement

The Auburn University Career Center will emerge as one of the nation’s preeminent comprehensive career development and planning service programs in the 21st century. Central to all its functions will be the Career Center core values and commitment of service to all its stakeholders including students, faculty, staff, alumni, administrators, businesses and places of employment, the local community and the State of Alabama. The Career Center will be widely recognized for the quality of its professional career development programs, the effectiveness of its consultation and outreach efforts, and the broad access to its services provided through the innovative use of information technology.

Affirmative Action Statement

Auburn University is an affirmative action/equal opportunity educational institution/employer. It is our policy to provide equal employment opportunities (including provisions for training, development, transfers and promotions) for all individuals without regard to race, sex, religion, color, national origin, age, disability, or veteran status.
Mission Statement

The mission of the Auburn University Student Employment Program in the Auburn University Career Center is to provide employment opportunities to currently enrolled Auburn University students. Student employment fosters leadership and career development, substantive employment opportunities, transferable life skills, and personal growth for student employees.

The Student Employment Program has the following objectives:

1. To provide a broad range of job opportunities which provide leadership, transferable life skills and personal growth for student employees.

2. To provide students with employment opportunities in jobs that are vital to the operation of Auburn University and the surrounding community.

3. To foster student career development through a variety of employment experiences.

Responsibilities

Administrative Responsibilities include:

- administering the Student Employment Policies and Procedures
- determining the eligibility of students seeking on-campus employment
- assuring that the work experience program provides meaningful and equal opportunity for all, regardless of race, religion, color, national origin, marital status, sex, age, handicap, sexual orientation, Vietnam era or disabled veteran status

Contact Info & Staff:

Auburn University
CAREER CENTER
303 Martin Hall
Auburn University, AL 36849

Lauren Hobbs
Student Employment Coordinator
hobbs@auburn.edu
(334) 844-3867

Services

Services provided by Student Employment include:

- maintaining a centralized listing of on-campus and off-campus student employment opportunities
- developing quality on- and off-campus work experiences for students
- providing assistance with resume writing, interview techniques, job search skills, and employment opportunities available
- advising and training student employment supervisors


Hiring

Section II
Hiring

Guidelines for Work Hours

**Students may work as many or as few hours as desired in off-campus positions.**

However, the Auburn University Career Center recommends that undergraduate students do not exceed 20 hour per week, especially when taking a full (14-17 hour) course load.

Studies report that students who work in on-campus part-time jobs find beneficial effects—such as gaining experience and generating an interest in a particular academic field. Generally, students who work part-time only replace non-productive activities such as watching television (Kind & Bannon, p. 1; Learning, p.1). A Washington State Work Study Program survey found that “students who work 10 to 20 hours a week performed better academically than students who did not work, or who worked less than 10 hours a week” (Work, p. 1).

Eligibility for Off-Campus Student Employees

There are no enrollment requirements in order for students to work in off-campus positions.

Students should meet with the hiring manager/potential supervisor prior to accepting any position to discuss expectations regarding course load, work hours and scheduling during finals and breaks to ensure that they are able to maintain good academic standing while pursuing part-time employment.
How to Hire Auburn Students

The Career Center provides a free, online outlet for businesses to post part-time, full-time, temporary, internship, and seasonal job opportunities. The name of this system is Handshake (formerly known as the Tiger Recruiting Link). In order to post online, you will first need to register your business.

TO REGISTER, VISIT HANDSHAKE.AUBURN.EDU

Once registered, follow the steps below to post your position(s).
→ Login and click the “jobs” tab on left side navigation bar
→ Select “new job” in the upper right hand corner
→ Complete the job description
→ Select “create job” at the end of form
→ Select “update qualification” to match it with qualified students
→ Once finished select “Post to Schools” and pick Auburn from your drop down menu.
That’s it! Your job opening will be submitted.

Interested in visiting campus and hiring on-site?
Join us for our bi-annual Internship and Part-Time Job Fair! This event is hosted in August and January of each year.
→ Free event!
→ Over 500 students attend from all majors
→ Easy, online registration
→ For more information, visit AUBURN.EDU/CAREER
Minimum Wage Information

The Student Employment Wage Scale is offered as a guideline to help supervisors assign appropriate wages for student employees. Please remember that it is never appropriate to pay high hourly wages as a favor to students or arbitrarily without consideration of qualifications, responsibilities or skills required for the job. On the other hand, do not underpay a student, demanding far more from the student than the wage indicates.

Pay increases are an excellent way to recognize students for merit, number of hours worked and seniority, and are often given on a semester or annual basis. Recognizing students’ contributions through raises is an excellent way to decrease turn-over and increase morale.

<table>
<thead>
<tr>
<th>Job Level</th>
<th>Suggested Wage Range</th>
<th>General Job Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic</td>
<td>$7.25 to $15.00</td>
<td>Minimum or no skills, limited responsibilities, limited to no previous experience. Duties are generally simple in nature and are closely supervised. Examples: custodial; data entry; filing; general office work; lawn care; making deliveries; mail processing; photocopying; snow/ice removal; receptionist/night-hosting; telemarketing; typing; and word processing.</td>
</tr>
<tr>
<td>Intermediate</td>
<td>Up to $18.00</td>
<td>Some special training required, may be of a complex or difficult nature. Examples: supervision of other student assistants; use of software that requires programming skills or text/graphic manipulation for design purposes; configuring/repairing equipment or use of materials that require special skills or knowledge because of danger or difficulty; making presentations to groups and responding to questions; tutoring; life-guarding; instruction; or coaching.</td>
</tr>
<tr>
<td>Advanced</td>
<td>Up to $22.00</td>
<td>Special skill or combination of special skills that may have been acquired through prior experience, through course work or both required. Little supervision required. This category covers those students performing professional level skills who are NOT pre-veterinary or pre-pharmacy students.</td>
</tr>
<tr>
<td>Project Based</td>
<td>Determined per position</td>
<td>Positions that pay students on the basis of work accomplished. Examples: written articles submitted on a random basis or for contributing to the work involved in putting on a special event. These might be positions that pay stipends.</td>
</tr>
<tr>
<td>Pre-Professional</td>
<td>Up to $22.00</td>
<td>Positions for pre-veterinary and pre-pharmacy students who perform highly specialized tasks.</td>
</tr>
</tbody>
</table>
Supervisor Responsibilities & Expectations

Section III
Supervisor Responsibilities & Expectations

Before adding student employees to your office staff, you should recognize that student employees are different from other University employees. A student employee is a student first and a worker second. This section offers you tips and guides you through hiring, training, supervising and rewarding outstanding employees and dealing with problem employees.

Student Employer Tips:
1. Establish clear goals.
2. Delegate!
3. Set a positive example of professional, polite and ethical behavior.
4. Remember that student employees are students first.
5. Show appreciation for exceptional work.
6. Ask for students’ input.
7. Be an accessible supervisor.
8. Be a student.
10. Encourage risk taking and decision-making.
11. Communicate openly and honestly.


Work Environment

We recommend these steps to creating a better work environment for you and the student employees:

1. Create a training or a policy and procedures handbook for your student employees.
2. Train your students in the skills you want them to perform. Do not assume that the student will “figure it out” or “learn the ropes.”
3. Talk to your student employees about their schedule, how they will be paid and policies on absenteeism.
4. Provide the student with a learning experience—delegate more advanced responsibilities to students as they learn.
5. Create a pay scale that rewards for returning or for achievement.
6. Evaluate and offer constructive feedback to students. (Evaluation Form, Appendix A)

Supervisor Expectations

Supervisors are expected to serve as role models and provide a superior level of leadership to student employees:

- Provide an environment where students will learn transferable life and leadership skills
- Provide accurate job descriptions and clear job expectations for student employees
- Conduct a formal and legal hiring process
- Complete necessary student employment forms required by Auburn University
- Provide orientation, training, and evaluation for all student employees
- Recognize and energize student employees
  - Consider nominating a student employee for Auburn University Student Employee of the Year Award. Nominations are usually submitted in January of each year.
  - Celebrate success by:
    - Writing a note of appreciation
    - Sending an e-card
    - Giving a sincere compliment
Supervisor Responsibilities & Expectations

Interviewing Students

DEFINE THE JOB

1. Analyze the job
   • Ask colleagues and current student employees what jobs they perform and what voids need to be filled.

2. Create a job description
   • Clearly and concisely define the job—identify essential job functions the employee is to perform.

3. Determine required skills and experience
   • Identify the knowledge, skills and abilities an applicant must possess to adequately perform the job.

4. Create application if necessary or utilize the on-line resume application.

5. Post the job on Handshake (register by visiting www.auburn.edu/career

PREPARE FOR THE INTERVIEW

To best evaluate each student equally, go through a standard preparation for each interview. Following is an interview outline:

1. Review job description and specifications.

2. Determine which skills, traits and attitudes made past student employees successful or unsuccessful.

3. Develop interview questions.

4. Select interviewers.
   • Will you conduct interviews? Will students interview with more than one staff member?
   • Train and educate those who will conduct interviews.

5. Set up the interview.
   • How long will each interview last?
   • Contact each candidate in a timely fashion to inform of interview time.

6. Review resume and application.

CONDUCT THE INTERVIEW

1. Establish rapport with the applicant.

2. Explain the purpose and the organization of the interview.

3. Gather information.
   • Interviewer should not talk more than 25 percent of the time.
   • Practice good listening and open non-verbal skills.
   • Ask open-ended and behavioral based questions rather than leading questions.
   • Do not be afraid of silence as the applicant prepares answers.

4. Describe the job and business.

5. Answer questions and allow applicant to add information.

6. Conclude the interview.
   • Inform the candidate of the next step in the interview process and when he or she will be contacted.

POST-INTERVIEW PROCEDURES

1. Evaluate information. Sample Interview Evaluation: Appendix A.

2. Check references.

3. Notify applicants of their status—those to be hired and those who will not to be hired.

4. Make a job offer.

5. Please notify the other applicants when position(s) are filled.

Interview Topics to Avoid

• Arrest or conviction records
• Less-than-honorable military discharges
• Gender and marital status, maiden name
• Number of children
• Credit cards

• Citizenship, national origin or other languages spoken
• Place of birth
• Disabilities or handicaps
• Weight
• Age
• Religion or church affiliation
Supervisor Responsibilities & Expectations

Suggested Interview Questions

**Suggested Interview Questions**
1. Tell me about yourself.
2. What are your greatest strengths and weaknesses?
3. How would a friend or professor describe you?
4. Why should I hire you?
5. Why do you seek a job with this business?
6. What are your long and short range goals and objectives—personally and professionally? When and why did you establish these goals and how are you preparing yourself to achieve them?
7. What motivates you most?
8. What qualifications do you have that will make you successful for this position? How will you make a contribution to our office/department?
9. What two or three accomplishments have given you the most satisfaction? Why?
10. How do you work under pressure?
11. Describe a major problem you have encountered and how you dealt with it.
12. What have you learned from your mistakes?
13. What do you see yourself doing in five years?
14. What do you really want to do in life?
15. How do you determine or evaluate success?
16. Describe the relationship that should exist between a supervisor and those reporting to him or her.
17. If you were hiring a student for this position, what qualities would you look for?
18. In what kind of work environment are you most comfortable?
19. What do you know about our office/department?

Illegal Interview Questions

**Examples of Illegal Interview Questions**
1. Where were you born?
2. What is your native language?
3. Are you married?
4. Do you have children?
5. Do you plan to get pregnant?
6. How old are you?
7. Do you have a disability or chronic illness?
8. Do you smoke or use alcohol?
9. Do you observe Yom Kippur/Good Friday/Ramadan, etc.?
10. Are you a U.S. citizen?
STUDENT EMPLOYMENT EVALUATION

INTERVIEW SCORE SHEET

Score: Poor. 1 ......2 ..........3 ...... 4......... 5......... Excellent

Appearance and Presentation: Professional and appropriate dress and appearance, makes eye contact, has a good handshake, uses appropriate body language and presents an image conducive to our office's image

Preparation for the Interview: Knowledgeable of the office/department, understands job expectations, demonstrates preparedness for the job, able to ask pertinent questions and has related work and academic experiences

Verbal Communication/Content of Answers: Persuasive/passionate in presenting ideas, quickly grasps concepts/questions, responds directly to questions, uses correct grammar and vocabulary, articulate and presents ideas logically and succinctly

Interpersonal Skills: Enthusiastic, energetic, motivated, mature and has initiative; comfortable and confident around multiple personality types: open, engaging and candid demeanor; demonstrates listening skills and empathy

Desire/Interest: Determined, eager, sincere, passionate, wants position and will work hard after hired

Skill Level: Possesses required skills

Overall Asset to Company: Reflects the office/department goals, willing and able to perform extra tasks and/or presentations, able to perform well in team oriented situations, brings a special skill or dynamic to the office/department

1 = No asset to program – PLEASE EXPLAIN.
2 = Small Asset to Program – PLEASE EXPLAIN.
3 = Moderate Asset to Program
4 = Good Asset to Program
5 = Tremendous Asset to Program

TOTAL

Interviewer’s Initials

Comments: ___________________________
Evaluation, Termination, & Recognition

Section IV
Evaluation, Termination, & Recognition

Evaluating Student Employees
Continuous and effective evaluations can immediately impact a student’s job performance. Also, you have the opportunity as a student employer to aid in the personal and skill development of a student. Proper evaluations can provide a student with an understanding of world of work priorities and objectives through clear expectations and feedback. Evaluations also help a student create personal objectives while he or she works to fulfill the office objectives. If you take a few minutes each day to give feedback to your student employees, you will enhance their work experience, increase job retention and improve performance.

Steps to an Effective Evaluation

Set the Stage
1. Tell student employees well in advance of evaluation process—when it will occur, how to prepare, how long it will take and purpose of evaluation.
2. Insure that all comments, written and oral, are confidential. (Speak with your supervisor about a potentially difficult evaluation.)
3. Do not offer surprise information at the evaluation. If there have been performance problems, interventions should have taken place before the evaluation to give the student the opportunity to correct behavior.
4. Give each employee a copy of the evaluation, instructing him/her to complete it from his/her perspective and bring it to the evaluation session.

Prepare for Evaluation Session
1. Create a private setting—place sign on door to ward off visitors and turn off phone ringer.
2. Have all written comments completed before employee arrives. See Appendix for Sample Evaluation.
3. Clean meeting place so all attention is on employee.
4. Plan comments before employee arrives—especially if you foresee a difficult session.
5. Evaluate entire evaluation period, not just certain instances, and avoid “average” ratings.

During the Evaluation
1. Introduce the goal and purpose of meeting.
2. Allow employee to speak first—let him/her go through his/her perspective of evaluation.
3. Encourage employee to address his/her positive work habits—build confidence.
4. Stay on task.
5. Go through written comments; give specific examples.
6. Ask employee to respond to your comments.
7. Ask how you can be a better supervisor—let employee know to expect this question before the session.
8. Ask employee what you can do to help him/her become a better employee or gain more skills.
9. Emphasize employee’s importance and value to team.

Addressing negatives: Focus on behaviors and actions, not the person. “What do you believe caused this to fail?” “How do you think this behavior can be changed?” “How can I help you be successful?”

After the Evaluation
1. Thank the employee for his/her time.
2. Let employee know he/she will receive a copy of the evaluation within a few days.
3. If new information surfaced during session, be prepared to adjust the evaluation form.

Student Employee Evaluation Form

Student Name ___________________________________________ Department _______________________________________

Banner ID Number ___________________________________________ Department _______________________________________

Please rate this student taking into consideration his/her classification and experience.

**Fulfills Schedule/Punctual**
- Below Average
- Average
- Above Average
- Exceptional

**Maintains Office Expectations** (dress, customer service, phone etiquette, etc.)
- Below Average
- Average
- Above Average
- Exceptional

**Quality of Work**
- Below Average
- Average
- Above Average
- Exceptional

**Initiative**
- Below Average
- Average
- Above Average
- Exceptional

**Creativity**
- Below Average
- Average
- Above Average
- Exceptional

**Cooperation and Attitude**
- Below Average
- Average
- Above Average
- Exceptional

**Aptitude for Learning**
- Below Average
- Average
- Above Average
- Exceptional

Comments ___________________________________________

________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________

Do you wish to hire this student in your office/department next academic year?
- Yes
- No

Supervisor ___________________________________________ Title _____________________________________________
Phone ___________________________________________ Email _____________________________________________

Supervisor Signature ___________________________ Date ____________

Student Signature ___________________________ Date ____________

STUDENT EMPLOYMENT OFFICE
303 Martin Hall Phone: 844.4744 Fax: 844.3871
Auburn University Career Center
Evaluation, Termination, & Recognition

Rewarding Outstanding Employees

- Offer verbal accolades.
- Present certificates of thanks.
- Reward outstanding employees with a wage increase after each semester or year commitment.
- Have “thank you” luncheons or celebrations to thank your student employees.
- Nominate your student for Student Employee of the Year through the Student Employment Office. Nomination forms will be available online the last week of January.

Student Employee of the Year (SEOTY)

SEOTY allows employers to recognize outstanding contributions and achievements made by students who work while attending college.

Nominated students must have worked off-campus for a minimum of six months as a student employee—either funded through federal work study or the department.

All nominated students are recognized at a campus ceremony, and the winner receives special recognition and a nomination to the regional SEOTY program sponsored by the Southern Association of Student Employment Administrators.