

Supervisor's Guide to Student Employment

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The College of St. Catherine Student Employment

The CSC Student Employment/Human Resource Office is located in Room 8 on the lower level of Derham Hall and assists students in securing part-time positions on campus to help meet a portion of their educational expenses. Students with a demonstrated need for assistance may apply for jobs, which whenever possible, are intended to provide a learning experience. Positions might be that of a library aide, clerical worker, tutor, dining service worker, receptionist, plus a wide variety of other types of employment opportunities.

Students may participate in the campus employment program if they have been awarded Federal College Work Study, Minnesota Work Study, or CSC Work Study by the College of St. Catherine Financial Aid Office AND if they are enrolled in good standing as at least a half-time student at St. Catherine's. Half-time status requires a minimum of 6 credit hours per term for regular undergraduate students, 4 credit hours per term for weekend college students, and 3 credit hours per term for graduate students.

STUDENT EMPLOYMENT PHILOSOPHY

The emphasis of student employment at CSC is focused on benefits to the students and to the college. Student employment at the college is an integral part of the learning experience by providing opportunities for students to acquire job skills and professional development. Through training, work experience and mentoring, students can take advantage of multiple levels of student employment from entry level positions to teaching, program and research assistants.

- Employment is an important source of financial assistance to the student.
- Work experience is important for the achievement of future career goals.
- The college's commitment to educating students is advanced through student employment. An essential knowledge of work ethics and responsibility is gained through work.
- Services necessary to the operation of the college are provided at a feasible and practical cost through student employment.

If possible, all departments should have only one official Student Employee Supervisor. Supervisors must be an exempt (salary) employee. Non-Exempt employees may only provide work direction to student employees, but the official supervisor must be of exempt pay status.

SUPERVISOR RESPONSIBILITIES

- Make certain all paperwork is completed for a student before she or he begins work. An I-9 form MUST be completed within 3 days of starting work. If a student does not have a timecard, please call the Student Employment office before she or he starts working.
- Provide adequate formal written job description that includes all job duties, responsibilities, and standards of appropriate working attire to their student employees.
- Provide adequate training, counseling, and supervision for student employees.

- Conduct an evaluation with all student workers. Both the student and the supervisor should sign the evaluation before being sent to the Human Resource Office.
- Keep track of the number of hours each student works to insure that each student has a reasonable chance to earn the award that has been offered.
- Make an effort to work with any student employee who is not performing up to an expected level of performance. Resolve difficulties with a student employee first by discussing the situation with the student AND providing the student with a written memo or letter informing the student of your reasons for dissatisfaction with her/his performance, and if necessary, your intention to dismiss the student. Provide a copy of the memo or letter to the Human Resource Office.
- Inform students of all special safety considerations pertaining to their job and work environment.
- Assist students in properly completing timecards and submit them to the Payroll Office.
- **** All timecards must be signed by the “official” supervisor. ****
- Supervisors, NOT STUDENTS, should turn in timecards to the Payroll Office **NO LATER THAN 10:00 a.m. ON THE MONDAY FOLLOWING THE PAY PERIOD.** Hours are to be rounded off to the nearest quarter hour unless a time clock is used. Time cards should be carefully examined to insure that all items are complete and correct including dates, time in and out, student and supervisor signatures, and total hours.
- Notify the Public Safety Office immediately of any injuries that occur while the student is on the job. After hours students should be taken to United Hospital. Students are eligible to receive compensation for medical expenses that are a result of a work-related injury. Contact the Human Resources office for more information.
- Identify returning workers and open positions for the next year by the last week in April.
- Participate in the job search process by interviewing for all positions.

PAY SCALES AND CLASSIFICATIONS

Three-Tiered Wage System

The 3-tiered system and the rate of pay for each tier is as follows:

- A BASE RATE of \$7.75 per hour for all students new to a position. Basic office assistant positions.
- A RETURNING or HARD-TO-FILL BASIC STUDENT RATE of \$8.00 per hour for all students returning to a position. The definitions of returning students are those who have been on the payroll in that position last academic year. This rate is typically used for positions that are harder to fill and retain students in.
- ADVANCED RATE of \$8.25 per hour for all students who take a position that has been classified as advanced. This includes positions where students are working without supervision for long periods of time, positions where they are dealing with confidential materials and positions that require specialized skills or experience in order to complete the task.

POSTING AN OPEN POSITION

1. All open job positions are to be posted on KatieClick.
 - a. Log-in and click on “Jobs.”
 - b. In the box on the right side of the screen, click on “Create a new job.”
 - c. Fill in the appropriate information; upload any job description or requirement information.
 - d. Preview and/or save.
2. Any questions regarding job posting should be directed to the Career Development office at x8890 or katieclick@stkate.edu.

HIRING A STUDENT WORKER

1. Once you have hired a student, you should contact the Career Development office regarding your open posting and notify all student applicants that the position has been filled.
2. All student workers must fill out a certification form that the student and supervisor must both sign.
3. If a student has not worked on campus before, I-9 and W-4 forms must also be done before a student will receive a timecard or get paid. These forms can be completed with the Human Resource Office (Derham Hall room 8) or with Rollye Winning (Old Main 207) over at the Minneapolis campus.
4. Separate I-9s and W-4s are not needed for each position. These forms only need to be done once while a student is at St. Kate’s unless the student wants to change the W-4 deductions.

MISSING TIMECARDS

1. If it is a new student worker, check with her/him and the Human Resource Office to make sure she/he has turned in all her/his paperwork (certification, I-9 and W-4).
2. Please note: timecards will not be issued after 3:00 p.m. on the Wednesday of the week timecards are due. You must report the missing timecard by that date in order to get one issued for the current pay period. If it is after this time, the timecard will be processed for the next pay period. This policy allows the Human Resource Office adequate time to trouble-shoot why the timecard was not received and to issue a new one.

PAYROLL PROCEDURES

Students are paid bi-weekly.

Timecards are sent to student employment supervisors on the Thursday or Friday before the beginning of the time period. Timecards are to be completed accurately by students, signed and given to supervisor by the Friday before the pay period ends on Saturday. Supervisors will sign and forward to the Payroll Department or drop box outside of Human Resources. (Some departments have special timecard procedures. If you are one of those departments, please explain the procedure to your students.)

Paychecks may be picked up at the Coeur de Catherine information desk on payday. After payday, checks are picked up at the Student Accounts window in Derham Hall 2nd floor for St. Paul students and at the main reception desk for Minneapolis students. A Student signature and I.D. are required when receiving paychecks. At the end of a term, your student may leave a self-addressed stamped envelope with the Payroll department to have their check mailed to them. Under no circumstances will students be given payroll advances through the Business Office.

Due to Federal regulations, the Government requires the college to pay FICA, Medicare, Federal and State taxes on periods of non-enrollment. These periods include January term and the summer. Student payroll checks during these periods will reflect the deduction of the taxes.

TERMINATING AN ASSIGNMENT/STOPPING TIMECARDS

- Once a student worker has terminated her/his position with your department, you should call or email the Human Resource Office with the student's name, ID#, and the date of the termination.
- The student's payroll record will then be closed out. However, due to the way the system is programmed, one or two additional timecards may be received by your department, which can be thrown away. If you receive these additional timecards once you have contacted HR, this does not mean the record is still open. It simply takes the system one to two payrolls to clear out the information.

MAXIMUM HOURS PER WEEK A STUDENT MAY WORK

- There are no maximum numbers of hours a student may work per week, except for International students.
- If your department is in need of a student assistant and a student employee is available to work more hours, she/he may do so but as long as they are able to manage their school work and maintain good grades.
- By Law, International Students may not exceed 20 hours per week for all combined jobs.

BREAK PERIODS

- J-Term and other short breaks, such as Spring Break, count toward a student's financial aid award. However, if students are working during these breaks, their award can generally be increased to allow for the extra hours. During these break periods, students may work up to 40 hours per week, but no more than 8 hours per day.
- Summer is considered a non-enrollment period and therefore is not considered financial aid. Therefore, students do not have a maximum number of hours they may work. However, students are required to pay taxes (FICA, Medicare, State & Federal) during this time and the department will be required to pay overtime wages if the student works more than 80 hours in a two-week pay period.

SUMMER EMPLOYMENT

Students who are interested in summer employment must be registered for classes for the Fall semester or be taking summer classes. Students must also meet the half-time status requirement for summer employment (a minimum of 6 credit hours per term for regular undergraduate students, 4 credit hours per term for weekend college students, and 3 credit hours per term for graduate students). Students who graduated in May are not eligible for summer employment.

Each department determines summer employment wages, which are not considered part of a student's financial aid award. The rate of pay for student employees during the summer would be what your department can accommodate. Many departments pay a higher rate (i.e., \$0.25 cents more) since FICA taxes will be taken out of the student's paycheck, which they are exempt from during the academic year.

ACCIDENTS OR INJURIES ON THE JOB

Safety is the responsibility of every student employee. A good safety record is the result of safe working conditions and common sense safety practices. Sound judgment and safe practices must be exercised in the work habits of all employees.

The College complies with federal and state OSHA regulations. Student employees are expected to comply with all laws, rules, and regulations regarding safety and immediately report any unsafe condition, equipment, or practices to supervisors. Employees must wear any required protective gear while on the job. Required guards

and other safety devices must be used at all times. Fire protection and prevention practices must be complied with at all times.

All on-the-job accidents or injuries to student employees, no matter how small, should be reported immediately to the employee's supervisor. Students must complete all required reports of injury regardless of how minor the injury may appear. Chairs, Directors, Managers, and Supervisors should help ensure that employee injuries are treated, as well as notifying the Human Resources Department at x6565.

ABSENTEEISM AND TARDINESS

Employees who are unable to report for work on time, must personally report the nature of the absence to their supervisor as far in advance as possible. The employee must give the reason for the absence and indicate when he or she expects to return to work. Employees must call in each day they are absent or tardy, unless otherwise authorized by their supervisor.

Student employees who must leave work before the end of the work day must also personally report the nature of the absence to their supervisor as far in advance as possible, giving the reason for leaving early and securing definite permission to leave early. If the employee expects to be absent the following day, he or she should inform the supervisor of that fact at the same time.

Failure to report absences properly may be interpreted by the College to mean that the employee has abandoned his or her position and voluntarily resigned.

DISCIPLINARY GUIDELINES

For the benefit of student employees and to protect the efficiency and productivity of the College, all employees must observe certain guidelines. Violations of guidelines or policies may result in disciplinary measures that may, depending upon the circumstances and at the discretion of the College, include verbal or written warnings, suspension (with or without pay), or immediate discharge. These disciplinary measures do not constitute an exclusive list of possible actions and may be taken in any order. They are intended as a guide to the student employee and are not intended to create a contract or modify the employment at will relationship.

Management retains discretion to take disciplinary action appropriate to the particular circumstances. Engaging in any of the following examples of unacceptable conduct may result in any of the disciplinary actions discussed above. These examples are intended only as a guide and are not all-inclusive. They are for the information of all employees.

- Discourteous treatment of others.
- Falsifying records or information (or misuse or unauthorized manipulation of any computer or electronic data processing equipment or system).
- Failure to accurately complete or permitting another to mark or punch your timecard.
- Theft or dishonesty.
- Falsification or omission of information on any employment record including application or resume.
- Leaving your job without permission.
- Sexual harassment or sexual assault or sexual violence/assault.
- Breach of professional ethics (including but not limited to violation of the consensual relationship policy).
- Failure to follow orders, defiance of orders, or general insubordination.

- Fighting, threats, intimidation, or other disorderly conduct detracting from the efficient operation of the College.
- Smoking in unauthorized areas or at unauthorized times.
- Arrest and conviction for criminal offenses affecting the employee's ability to adequately perform her or his job.
- Disclosure of confidential information.
- Unauthorized possession of weapons.
- Sleeping, wasting time, loitering, loafing, excessive visiting, or failing to exert normal effort on the job.
- Working another job while absent.
- Taking College property without paying for it or without written permission.
- Absenteeism, tardiness and/or early outs.
- Inability to perform assigned work in a manner consistent with College standards of quality and quantity of work.
- Failure to observe safety or sanitation rules.
- Failure to comply with College policies pertaining to personal appearance and cleanliness.
- Failure to report absences as required.
- Reckless, careless or unauthorized use of College property, equipment or materials.
- Improper or profane language.
- Violation of the College's no solicitation rule.
- Failure to complete all necessary reports and records promptly and accurately or failing to report injuries.
- Misuse of College bulletin board.
- Physical or verbal threats.
- Violation of written rules concerning the use, possession, sale, manufacture, distribution, dispensation, transfer, or being under the influence of alcohol or controlled substances (other than those used for bona fide medical purposes) while working, while on the College premises (including lunch breaks and other rest periods), or while using College machinery, equipment, or vehicles.
- Violation of any other College policy.

INFORMATION AND TECHNOLOGY USE/MONITORING

The College provides access to certain communication and information technology resources. This policy applies to the use by faculty, staff, and students of the College's communication and information technology resources (CIT resources), including but not limited to computers, e-mail, voicemail, access to and use of internet services, and other computing, communication and network facilities and services.

This policy contains the general guidelines and governing philosophy for appropriate use of the College's CIT resources. Users of such resources agree to comply with this policy and guidelines. Users are also bound by applicable local, state and federal laws relating to the use of such resources, including but not limited to copyright, security, anti-discrimination, and other laws.

TELEPHONE USE

Telephones are intended for conducting College business. Personal calls, both in coming and outgoing, should be limited. The College requires immediate reimbursement for personal long distance calls. To facilitate customer service, all student employees are expected to utilize voice mail where appropriate, and respond to calls in a timely manner.

LEGITIMATE USE OF THE COLLEGE'S RESOURCES

The College's CIT resources may be used only by authorized persons for responsible purposes related to the business of the College. Commercial use of these resources, except for authorized College business, is prohibited. Reselling of network services using the College's resources is not permitted.

Users must not permit or assist any unauthorized person to access the College's CIT resources. Without proper authorization, no one may use or attempt to use, either at the College or by means of the College's resources, any system, account, user ID, password, electronic mail address or network address. Without proper authorization, no one may access or attempt to access, either at the College, or by means of the College's resources, any data, computer equipment or computer network. "Access" includes, but is not limited to, reading, writing, creating, deleting, copying, moving, connecting or disconnecting cables or devices, changing equipment settings, wiretapping, and packet snooping. "Data" includes, but is not limited to, e-mail, voice mail, printouts, contents of diskettes or other computer media, and data communications. The College specifically prohibits attempts to disrupt, subvert, or circumvent intended security of any data, communications, system or password.

No one may use the College's CIT resources for inappropriate or illegal uses, as determined by the College. Examples of such prohibited uses include, but are not limited to, deliberate breaching of security, sending abusive, threatening, harassing or offensive messages or material, sending chain letters, mail forgery, unauthorized disclosure of confidential information, deliberate interference with the work of others and the deliberate introduction of computer viruses.

Users are strongly discouraged from using the College's CIT resources for personal use. Excessive personal use, as determined by the College, may result in disciplinary action.

Because Internet e-mail and World Wide Web Uniform Resource Locator (URL) addresses indicate an affiliation with the College, any message posted on an Internet bulletin board, in a forum, in a World Wide Web document or on any other publicly available Internet site which in any manner refers to the College and its programs and services, or which might be interpreted as stating a College position or policy, must be approved by Public Relations.

SOFTWARE AND COPYING RESTRICTIONS

No one may copy or attempt to copy copyrighted software or run or attempt to run illegally copied software (either at the College or by means of the College's resources), or in any other way violate license agreements into which the College has entered. The College reserves the right to access and use any software and associated materials that are developed using the College's CIT resources. To incorporate copyrighted materials into World Wide Web site content, computer-related courseware, software or associated materials, users must obtain proof of release from the copyright holder prior to its use.

Users must not download or copy files, programs, or data onto the College's computers from on-line services or the Internet.

SECURITY

Each user is responsible for all use of any account, access privileges or Internet address issued to her or him. No one may share use of a personal computer for the purpose of providing use of their computer account or access privileges to other individuals.

Users are responsible for the security of their accounts and passwords. No user may disclose her or his password to anyone, including other College employees. Each user must choose passwords that comply with guidelines for effective password protection.

The College cannot guarantee the privacy of users' computer files, communications, nor the anonymity of any user.

Users are expected to report any suspected security violations.

Users must not defeat or attempt to defeat the College's security systems, such as user ID's or passwords. Users must not intercept or attempt to intercept data communications not intended for that user.

MONITORING

The College reserves the right to immediately monitor any user's e-mail, voice mail, Web pages and computer files for business purposes. Such business purposes may include, but are not limited to: monitoring user performance or productivity, or preventing a suspected significant adverse effect on the College, its employees or customers/clients, such as sexual harassment, the unauthorized disclosure of confidential information, misuse of the College's resources or property, or a violation of law.

The College may override user passwords if it determines such action is necessary for business or administrative purposes.

ENFORCEMENT

Alleged violations of this policy will be subject to the procedures outlined in applicable college policy guides, collective bargaining agreements, or other applicable agreements or policies, if any.

Use of the College's CIT resources is a privilege extended in good faith to the employees of the College. Employee accounts are for current College employees only.

The College may administratively suspend with or without notice accounts and network access when, in its judgment, continued use of the College's resources may interfere with the work of others, or places the College or others at risk. The College reserves the right to extend, limit, restrict, or deny privileges or access to its CIT resources.

Users must reimburse the College for expenses associated with claims brought against the College as a result of the user's abuse or negligent use of the College's CIT resources. Users are required to reimburse the College for damage to equipment, software, documentation, data, files or facilities due to negligence or an intentional act by the user.

EQUAL EMPLOYMENT OPPORTUNITY

The College of St. Catherine does not discriminate on the basis of race, color, religion, creed, sex, marital status, national origin, age, disability, or status regarding public assistance with respect to any employment or employment related decisions, such as training, promotion, compensation, benefits, discipline, and discharge.

If a student feels that she has been discriminated against at any point in the student employment process she should contact the Director of Human Resources. Please read the policy in its entirety in the LeGuide.

STATEMENT OF NON-DISCRIMINATION FOR EMPLOYEES UNDER TITLE IX AND THE REHABILITATION ACT

The College does not discriminate on the basis of race, color, sex, national and ethnic origin, sexual orientation, age, religion, creed, disability, marital status, status with regard to public assistance, membership or activity in state or local commission, in its employment related decisions, such as hiring, training, promotion, compensation, benefits, discipline and discharge.

The Student Employment Coordinator is responsible for coordinating the College's compliance with its non-discrimination policy for student employees. The Director of Human Resources is responsible for coordinating the College's compliance with Title IX of the Education Amendments of 1972, the Rehabilitation Act of 1973, and all other applicable laws and regulations prohibiting discrimination in employment. The Director of Human Resources is Susan Sexton, Derham Hall, Mail F-17, 690-6565.

Complaints by employees that the College has discriminated against them in violation of this policy should be made to and will be investigated by the appropriate governing office.

SEXUAL HARASSMENT POLICY

Institutional Policy Statement

The College of St. Catherine believes that all members of the campus community, on both the St. Paul and Minneapolis campuses, are entitled to an environment which enables them to develop and contribute to their full capacity. When sexual harassment occurs, the standards of the institution are violated and the environment is disrupted. Sexual harassment is prohibited by law and by the institutional standards at the College of St. Catherine.

Sexual harassment committed on property owned or rented by the College of St. Catherine, by a student, faculty, or staff member against any student, faculty, staff member or visitor is prohibited and shall be considered a violation of this policy. In addition, sexual harassment committed by a student, faculty member or staff member against a member of these groups anywhere other than property owned or rented by St. Catherine's will violate this policy if the alleged conduct adversely and seriously affects the accused's suitability as a member of the college community. Any person violating this policy is subject to disciplinary action up to and including discharge of an employee or expulsion of a student.

Incidents of sexual harassment may also violate state or federal law. An individual who believes that she/he has been sexually harassed may pursue legal action in addition to filing an internal complaint with the College. Retaliation against an individual who brings a complaint or participates in an investigation of sexual harassment, or pursues legal action, is prohibited and will not be tolerated.

Definition of Sexual Harassment

As defined by the State of Minnesota, "sexual harassment includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact or other verbal or physical conduct or communication of a sexual nature when:

1. Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment, education or...
2. Submission to or rejection of such conduct or communication by an individual is used as a factor in decisions affecting that individual's employment (or) education...;
3. That conduct has the purpose or effect of substantially interfering with an individual's employment or education... or creating an intimidating, hostile or offensive employment or educational environment and in the case of employment, the employer knows or should know of the existence of the harassment and fails to take timely and appropriate action."

Sexual harassment may include any unwelcome sexual behavior and is not limited by the gender of either the alleged victim or perpetrator. Sexual harassment may include physical or verbal conduct.

Complaint Process

Students, faculty or staff may make a complaint of sexual harassment to any department supervisor or chairperson, the Director of Human Resources, the Director of Student Life or any member of the Administrative Council. Student complaints will be referred for investigation to the Dean of Students. If the complaint alleges that another student is responsible for sexual harassment, the complaint will be resolved in accordance with the student judicial system. Faculty complaints will be referred for investigation to the Academic Dean. Staff complaints will be referred for investigation to the Director of Human Resources.

College personnel (including faculty and staff) are obligated to report all suspected or alleged incidents of sexual harassment to personnel as defined above. Licensed counselors in the Counseling Center, and the clergy in Campus Ministry are not obligated to report the incidents of sexual harassment, since those individuals are viewed as confidential resources.

Complaints need not be in writing. However, every complaint of sexual harassment will be investigated. If during the course of the investigation it is determined that no sexual harassment has occurred, the Sexual Harassment Officer will refer the concern to the appropriate office/staff supervisor for resolution, if appropriate.

The complainant may be requested to submit, in writing, a detailed description of the alleged violation of this policy as well as any additional information considered relevant to an investigation. If it appears that the safety or security of a complainant is in jeopardy, appropriate action will be taken.

An investigation will be conducted by the Dean of Students, Academic Dean or Director of Human Resources, respectively, or their designees. The investigation will afford the accused an opportunity to respond to the allegations. In addition, the complainant and any other persons believed to have information relevant to the investigation may be interviewed. Informal resolution of a complaint may occur prior to, during, or as a result of an investigation, if appropriate and if recommended by the investigator and if acceptable to the complainant. If the results of the investigation indicate sexual harassment has occurred, the college will take appropriate action. Such action may include sanctions such as counseling, chemical dependency assessment, warning, probation, loss of privileges, housing restrictions, suspension, or expulsion for students and counseling, suspension or termination for faculty and staff.

Education and Training

Responsibility for educating the College community on both campuses regarding the College's Policy against Sexual Harassment will rest with the Academic Dean, Dean of Students of the St. Paul Campus and the Academic Dean of the Minneapolis Campus. Educational materials and programs will be designed to assist all members of the College community in recognizing and preventing sexual harassment.

Consensual Relationships

Consenting romantic or sexual relationships between faculty/administrators/staff and any student, or between any supervisor and a subordinate, are considered to be unethical and have no place at the College. The respect and trust accorded a faculty/administrator/staff by a student, as well as the power exercised by the faculty/administrator/staff in giving praise or blame, grades, recommendations, etc., greatly diminish the student's actual freedom of choice should sexual favors be requested. Therefore, faculty/administrators/staff are warned against the possible costs of even an apparently consenting relationship. The same is true for all superior/subordinate relationships on campus be they between administrators and faculty or staff, faculty and staff, staff and students or faculty and students.

Any college employee who enters into a sexual relationship with a student or subordinate where a professional power differential exists must realize that, if a charge of sexual harassment is subsequently lodged, the fundamentally asymmetric nature of the relationship may make it exceedingly difficult to prove mutual consent.

Consistent with the AAUP Statement on Professional Ethics, the College views amorous relationships between faculty and students to be wrong if the faculty member has or has had any professional responsibility for the student either in or out of the classroom. Likewise, no college employee (administrator, faculty, staff or student) shall have an amorous relationship with a student or employee whose work is being supervised by that college employee.

Consenting romantic or sexual relationships between faculty or administrators and students or employees which occur outside the instructional or supervisory context may also lead to difficulty, particularly when the parties involved are in the same instructional or work unit/department. Relationships that the parties involved view as mutual and consensual may be viewed by others as exploitative and may negatively affect the work environment, in that serious conflicts of interest may be perceived to exist. In such cases, faculty or staff members who fail to withdraw from participation in activities or decisions that reward or penalize the student or employee with whom the faculty or staff member is having or has had an amorous relationship will be considered to have committed a serious breach of professional ethics. If such behavior comes to the attention of the College, the College will take appropriate disciplinary action.

SEXUAL ASSAULT AND SEXUAL VIOLENCE POLICY

Institutional Policy Statement

The College of St. Catherine, including both the St. Paul and Minneapolis campuses, does not tolerate sexual assault or sexual violence. Sexual assault in any form, including acquaintance or date rape, is unacceptable. Sexual assault is a violation of the standards of the College community and may be a criminal act under the laws of the State of Minnesota.

Sexual assault and sexual violence committed on property owned or rented by the College of St. Catherine by a student, faculty or staff member against any student, faculty or staff member is prohibited and shall be considered to be a violation of this policy. In addition, sexual assault or sexual violence committed by a student, faculty or staff member against a student, faculty or staff member anywhere other than on property owned or rented by St. Catherine's will violate this policy if the alleged conduct adversely and seriously affects the accuser's suitability as a member of the College community.

Sexual assault and sexual violence may be violations of State law. The College of St. Catherine encourages individuals who believe they have been victims of sexual assault or sexual violence to pursue criminal action against the alleged perpetrator. An individual may pursue criminal action and an internal college complaint concurrently. Retaliation against an individual who brings a complaint or participates in an investigation of sexual assault or sexual violence or pursues legal action is prohibited and will not be tolerated.

Definition of Sexual Assault and Sexual Violence

Under Minnesota law, sexual assault and sexual violence may include a range of sexual conduct including stranger rape, acquaintance rape, marital rape, same sex assault, child sexual abuse, incest and unwelcome touching or contact. Sexual assault may include sexual penetration (however slight), or sexual contact carried out under coercion, with the threat of force or a weapon, through a position of authority or when the victim is mentally handicapped or physically helpless. Sexual assault may also include physical contact with a person's genital area, other bodily orifices or with a person's buttocks or breasts if the contact or touching is done without consent.

The use of alcohol or drugs by either party is not considered to decrease the responsibility for sexual assault under this policy.

Conduct may be considered sexual assault even if:

- the attacker is someone known to the victim/survivor,
- the assault happens on a date,
- the individuals have engaged in sexual touching and kissing prior to the assault,
- the individuals have had consensual intercourse in the past,
- the individuals are married,
- the individuals are under the influence of alcohol or other drugs,
- there was no weapon involved,
- there was no evidence of a struggle or resistance,

or

- there are no witnesses.

Immediate Action

Any victim of sexual assault or sexual violence should seek immediate medical and emotional assistance. Assistance is available by calling (9-911), the St. Paul Police (651-291 -1111), the Minneapolis Police (612-384-2345), Campus Security (8888), Ramsey County Hospital (651-221-8922) or Hennepin County Medical Center (612-347-3131). Campus Safety and Security will assist victims with initiating police contact and will assist with transportation arrangements to the hospital.

Concerns regarding future security, academic issues or housing arrangements should be addressed to Campus Safety and Security and the Department of Student Life. Students will be notified of the options for, and available assistance in, changing academic and living situations, if so requested by the victim and if such changes are reasonably available.

The College recognizes that any decision to report a sexual assault to the police is the right of the victim. However, college personnel responding to an incident of sexual assault or sexual violence will inform the victim of the options of criminal prosecution, medical assistance and the college's complaint process. Campus personnel will assist the victim with these contacts if requested. In addition, confidential counseling, support resources, academic assistance and alternative housing assignments will be discussed as appropriate. College personnel will also inform victims of their rights under the Crime Victims Bill of Rights, including assistance from the Minnesota State Crime Victim's Reparations Board and the Minnesota State Office of the Crime Victim Ombudsman.

College personnel (including faculty and staff) are obligated to report immediately all suspected or alleged incidents of sexual assault or sexual violence to the Security Supervisor. Licensed counselors in the Counseling Center, licensed medical staff in the Health and Wellness Center, clergy of Campus Ministry are not obligated to report incidents of sexual assault or sexual violence, since those individuals are viewed as confidential resources.

It is important for victims to preserve any evidence resulting from a sexual assault needed for criminal prosecution. Campus Security and other college personnel will provide assistance in preserving materials considered relevant to the internal complaint process and, when requested by the St. Paul or Minneapolis Police will provide assistance in obtaining, securing, and maintaining evidence needed for criminal prosecution.

The College and the metropolitan area offer a variety of support services, which a victim may wish to utilize for support and counseling:

St. Paul Campus resources
Counseling Center 651-690-6805
Health & Wellness 651-690-6714
Campus Ministry 651-690-6724
Student Life 651-690-6617
Dean of Students 651-690-6778

Minneapolis Campus Resources
Counseling Center 651-690-7767
Health Information Center 651-690-7764
Student Services 651-690-7830
Dean of Students 651-690-6778
Off-Campus Resources
Emergency 9-911
St. Paul Sexual Offense Service (SOS) 651-298-5898
Minneapolis Sexual Violence Center 612-871-5111
Rape & Sexual Assault Center 612-825-4357

Complaint Process

Students, faculty or staff may make complaints of sexual assault or sexual violence to any department supervisor or chairperson, the Director of Student Life, the Director of Human Resources, the Security Supervisor, or to any member of the Administrative Council. Complainants will be offered assistance and referral for counseling, medical or other support services. Complaints of sexual assault or sexual violence against a student will be investigated by the Dean of Students office and will be resolved in accordance with the student judicial system. The Director of Human Resources will investigate complaints of sexual assault or sexual violence against a staff or faculty member. Campus Safety and Security may assist with investigations.

Prior to an investigation, the complainant will be reminded of her/his options for criminal prosecution and her/his rights under the Crime Victims Bill of Rights. If it appears that the safety or security of an individual is in jeopardy, appropriate action will be taken.

The Dean of Students office or the Department of Human Resources, as appropriate, will undertake investigations. The investigation will afford the accused an opportunity to respond to the allegations. In addition, persons with information relevant to the complaint may be interviewed. The complainant and the accused have the right to be accompanied by a support person (including an attorney) during any proceeding. Both the complainant and the accused will be informed of the outcome of the investigation.

If the results of the investigation indicate sexual assault or sexual violence has occurred, the College will take appropriate action. If the accused is a student, the Dean of Students may impose disciplinary sanctions including, but not limited to, counseling, chemical dependency assessment, warning, probation, loss of privileges, housing restrictions, suspension or expulsion. If the accused is a staff or faculty member the Director of Human Resources may recommend to the appropriate Administrative Council member disciplinary sanctions including, but not limited to, counseling, chemical dependency evaluation, warning, suspension or termination.

Education and Training

Responsibility for educating the College community on both campuses about sexual assault and sexual violence will rest with the Academic Dean and the Dean of Students of the St. Paul Campus and the Academic Dean of the Minneapolis Campus. Educational materials and programs will be designed to assist all members of the college community in recognizing and preventing sexual assault and sexual violence.

Consensual Relationships

Consenting romantic or sexual relationships between faculty/administrators/staff and any student, or between any supervisor and a subordinate, are considered to be unethical and have no place at the College. The respect and trust accorded a faculty/administrator/staff by a student, as well as the power exercised by the faculty/administrator/staff in giving praise or blame, grades, recommendations, etc., greatly diminish the student's actual freedom of choice should sexual favors be requested. Therefore, faculty /administrators/staff are warned against the possible costs of even an apparently consenting relationship. The same is true for all superior/subordinate

relationships on campus, be they between administrators and faculty or staff, faculty and staff, staff and students or faculty and students.

Any college employee who enters into a sexual relationship with a student or subordinate where a professional power differential exists must realize that, if a charge of sexual harassment is subsequently lodged, the fundamentally asymmetric nature of the relationship will make it exceedingly difficult to prove mutual consent.

Consistent with the AAUP Statement on Professional Ethics, the College views amorous relationships between faculty and students to be wrong if the faculty member has or has had any professional responsibility for the student in or out of the classroom. Likewise, no college employee (administrator, faculty, staff or student) shall have an amorous relationship with a student or employee whose work is being supervised by that college employee.

Consenting romantic or sexual relationships between faculty or administrators and students or employees which occur outside the instructional supervisory context may also lead to difficulty, particularly when the parties involved are in the same instructional or work unit/department. Relationships that the parties involved view as mutual and consensual may be viewed by others as exploitative and may negatively affect the work environment, in that serious conflicts of interest may be perceived to exist. In such cases, faculty or staff members who fail to withdraw from participation in activities or decisions that reward or penalize the student or employee with whom the faculty or staff member is having or has had an amorous relationship will be considered to have committed a serious breach of professional ethics. If such behavior comes to the attention of the College, the College will take appropriate disciplinary action.

List of Victim Rights

(Published by the Office of Crime Victims Ombudsman)

RIGHT TO BE NOTIFIED OF:

- Plea bargain agreements.
- Changes in court schedules, date, time, and place of sentencing.
- Release of offender from prison or institution.
- Victims Rights.

RIGHT TO PARTICIPATE IN PROSECUTION:

- Right to inform court of impact of crime at pre-trial and sentencing.
- Right to have input in pre-trial diversion program.
- Right to object to plea bargain.
- Right to request speedy trial.
- Right to bring supportive person to pre-trial hearing.
- Right to attend sentencing.
- Right to give written objections to sentence.

RIGHT TO PROTECTION FROM HARM:

- Tampering with a witness is against Minnesota law.
- Witnesses do not have to give their addresses in court.
- Victims have the right to a secure waiting area during court.
- Employers may not discipline or dismiss victims or witnesses who are called to testify in court.

FINANCIAL ASSISTANCE

- Victims may be eligible for financial assistance from the state if they have suffered economic loss.
- Victims may request of the court that restitution be paid.

If you are a crime victim or witness and you believe your rights have been violated, call the:

Office of Crime Victims Ombudsman
Toll-Free 1-800-247-0390
or your local victim assistance program

For financial assistance, crime victims may contact the Minnesota Crime Victims Reparations Board, 1821 University Ave., Suite N465, St. Paul, MN, 55104, 1-800-247-0390.

ALCOHOL AND DRUG POLICY

The College of St. Catherine (CSC) recognizes that alcohol and drug use can create health, safety, social and legal problems. CSC is therefore committed to maintaining a safe and healthy work and educational environment, free from the unlawful use of alcohol and drugs. CSC is also committed to complying with the requirements of the Drug Free Workplace Act of 1988 (DFWA) and Drug Free Schools and Communities Act of 1989 (DFSCA). The term "CSC" as used in this policy shall refer to the College of St. Catherine's St. Paul and Minneapolis campuses.

The DFSCA requires CSC, as an institution of higher education, to certify that it has adopted and implemented a drug and alcohol policy as a condition of receiving federal funds. This policy, which will be distributed in writing to each student and employee, contains the following information: Standards of conduct that clearly prohibit the unlawful possession, use or distribution of illicit drugs and alcohol by students and employees on CSC property or as part of any of CSC's activities; A clear statement of the disciplinary sanctions that CSC will impose on students and employees who violate these standards of conduct; A description of the applicable local, state and federal legal sanctions pertaining to the unlawful possession, use or distribution of illicit drugs and alcohol; A description of health risks associated with the use of illicit drugs and the use of alcohol; and description of available drug and alcohol counseling and treatment resources

This policy also contains requirements for complying with the DFWA. CSC will conduct a biennial review of its alcohol and drug program to determine its effectiveness, implement needed changes and insure that disciplinary sanctions are consistently enforced.

CONFIDENTIALITY

Student employees who have contact with and access to confidential information concerning the college and its educational programs (together known as "the College") and not generally known by persons outside the College, must keep such information confidential.

Confidential information may be developed or obtained by a student employee as a result of his/her relationship with the College. Confidential information includes, but is not limited to, the following types of information and other information of a similar nature:

Student information; employee information; operations manuals; College practices; marketing plans, techniques and materials; development plans; financial information; student or applicant lists; personnel and payroll records; records regarding vendors and suppliers; records and files of the College; and other information concerning the business affairs or operating practices of the College.

Confidential information must never be released, removed from the College premises, copied, transmitted, or in any other way used by student employees for any purpose outside the scope of their College employment or revealed to non-College persons without the express written consent of management.

Information stored on the College's computer equipment and disks is confidential and may not be distributed outside the College except in the course of the College's business or as otherwise authorized by management. Student employees may not remove from the College premises any computer equipment, disks, or related technology, product, or information, unless authorized to do so.

WORKPLACE THREATS AND VIOLENCE

Every student employee has a responsibility for safety and security in the workplace. Threats, threatening behavior, or acts of violence against employees, visitors, guests, or other individuals by anyone on College property will not be tolerated.

Any person who verbally or physically threatens another, exhibits threatening behavior or engages in violent acts on college property may be removed from the property, at the College's discretion, and will remain off college property pending the outcome of an investigation. If the College determines that violations of this policy have occurred, the College may take appropriate disciplinary action which may include, but is not limited to, suspension and/or termination of any business relationship, reassignment of job duties, suspension and/or termination of employment, and/or legal action as appropriate.

All College employees, students and otherwise, are encouraged to notify the Human Resources Department, their immediate supervisor, or Security of any threats or acts of violence which they have witnessed, experienced or have been told that another person has witnessed or experienced. Even without an actual threat or act of violence, employees should also alert the Human Resources Department or their supervisor of any behavior they have witnessed or experienced, which they regard as threatening or violent, when that behavior is job-related or might be carried out on a College-controlled site or is connected to College employment.

All employees who apply for or obtain a protective or restraining order which lists College locations as being protected areas must provide the Human Resources Department or their supervisor with a copy of the petition and declarations used to seek the order, copy of any temporary protective or restraining order which is granted, and a copy of any protective or restraining order which is made permanent. Supervisors who receive such information should forward it to the Safety/Security Risk Manager or Human Resources Department.

PROFESSIONAL DEVELOPMENT OF EMPLOYEES

WHY HELP DEVELOP YOUR EMPLOYEES?

As a supervisor you are in the best position to provide the support necessary for employees to develop within your organization. An important thing to remember is the difference between training your employees and developing your employees.

Training refers “to teaching employees the skills they need to know right now to do their job.”

Development refers “to teaching employees the kinds of skills that they will need in the future as they progress in their careers.”

The following are a few reasons that developing your employees is important:

You may be taking your employees’ knowledge for granted

Supervisors may assume that an employee knows the process for completing a task they are given when in fact the employee honestly does not know what to do.

Employees who work smarter are better employees

If you can help your employees develop and work more effectively, they will be better employees and your department will become more efficient and productive as a result.

Your employee benefits, and so does the organization

If your employees are able to develop higher-level skills and new ways of viewing problems, then your organization will see increases in employee motivation and improved work skills. This will prepare your employees for future roles in the organization that you may want them to step into.

HELPING EMPLOYEES TO DEVELOP

Employees will not develop and grow without active help and ongoing efforts from the organization. The following is one way that this process can occur.

Discuss your employees’ strengths and weaknesses

Have an open discussion with your employee in which you work together to identify strengths, weaknesses and new skills that the employee could learn.

Create career development plans

Discuss possible ways that the employee can expand their skills and learn new skills. Discuss resources on-campus that may be used, such as Human Resources and Career Development.

Follow-up with employees

Provide support as the employee begins to develop their new skills. Check on their progress regularly and provide additional suggestions/comments as they progress. Reward them for new skills that they are able to develop.

REWARDING YOUR EMPLOYEES

It is very important to reward your employees for new skills they develop or risks that they take. However, we know that money is tight in many organizations. The following is a list of no-cost ways to reward your employees.

Visibility

You can publicly recognize your employees for good jobs that they do. This can be done by announcements in staff meetings, office memos, or email messages. This is a quick and easy way to make employees feel appreciated.

Information

Give your employees more information on the organization and things that are going on. This will make them feel valued and trusted.

Feedback on Performance

Set a time to meet with your employees and tell them how you think they are doing. Thank them for the good things they have been doing. This can happen at anytime and not just during annual performance reviews.

Involvement

Involve your employees in decisions, especially those that affect them directly. This shows employees that you respect their input and will allow them to feel more involved in what goes on at the organization.

Independence

Allow your employees to perform tasks and projects in ways that work for them. As long as they are able to get the job done, allow them to independently decide how they will get it done. This will make them feel respected and trusted.

Celebrations

Take the time to have parties for birthdays, major projects that get done and any other things that you can recognize. This does not have to be formal or expensive. It may simply be bringing treats into the office and taking a few minutes to talk with each other.

Flexibility

Be flexible with your employees. Many positions can allow employees to have flexible schedules and still get the necessary work done.

Increased Responsibility

Give your employees new tasks and jobs in the office. This will make them feel respected and valued. Successful supervisors are able to create a supportive environment for their employees. In addition they act as coaches and mentors who encourage employees to become all they can be, and reward employees for the new skills they are able to develop.

CREATING A SUPPORTIVE ENVIRONMENT

Make employees feel safe

Employees need to know that everyone makes mistakes; that's how people learn. Make it safe for employees to take risks in your department without fearing punishment. Reward employees for successful risks taken. This will promote risk-taking behaviors, which will strengthen your employees and your department.

Open the channels of communication

Encourage your employees to speak up and make suggestions in the department. Promote open, honest communication between employees. Model open communication through your daily interactions with your employees.

Build and maintain trust and respect

Employees who are respected by their supervisor are motivated to do their job in the best way possible. Supervisors who trust and respect their employees will improve employee morale, loyalty and commitment.

Develop your greatest asset: your employees

Challenge your employees to improve their skills and knowledge. Give them the support and encouragement to try new things in your area. Reward the positive progress they make.

WAYS TO MOTIVATE EMPLOYEES

Once you have created a supportive environment for employees to grow and develop you can begin to motivate your employees to take risks to work on their skills and become a better employee.

- Personally thank employees for doing a good job – one on one, in writing, or both. Do it timely, often, and sincerely.
- Be willing to take the time to meet with and listen to employees – as much as they need or want.
- Provide employees with specific and frequent feedback about their performance. Support them in improving performance.
- Recognize and reward high performers; deal with low performers so that they improve.
- Explain the employee's role in the organization. Show them that their work matters.
- Involve employees in decisions, especially as those decisions affect them. Involvement equals commitment.
- Give employees a chance to grow and learn new skills; encourage them to be their best. Create a partnership with each employee.
- Provide employees with a sense of ownership in their work and work environment.
- Strive to create a work environment that is open, trusting and fun. Encourage new ideas, suggestions, and initiatives. Learn from, rather than punish for, mistakes.
- Celebrate successes of the department and the individuals in it. Take time for team building. Be creative and fresh.

BECOMING A COACH

A coach is a colleague, counselor and a cheerleader, all rolled into one. Becoming a coach to your employees will help them learn and develop skills that will not only help them, but will also help you get work done in efficient and successful ways.

Coaches set goals

Coaches work with their employees to set goals and deadlines. Then they let the employees determine how to accomplish the goals. Make a point to meet with employees at the beginning of the year to set goals. Review progress during the year and evaluate at year's end.

Coaches support and encourage

Coaches are there to support their employees. They are ready to step in and offer assistance when it is needed.

Coaches inspire the members of their team

Teams who are inspired will perform at higher levels and will be more successful.

Coaches create environments that allow individuals to be successful

Workplace environments should be structured to allow employees to take risks in order to learn. Coaches are always available to advise employees or just to listen when it is needed.

Coaches provide feedback

Communication and feedback between a coach and an employee is absolutely necessary. Employees must know what they are doing right and what they need to improve on. This dialogue must happen on a regular basis and not just once a year on performance reviews.

COACHING GUIDELINES

The following guidelines will help you become a successful coach in any situation that you and your employees may face.

Meet with your employees

Make an appointment with your employees to discuss concerns that they or you may have. Find a quiet place where you will not be interrupted by the phone or other people.

Listen

Let your employee do the talking while you carefully listen to their concerns. Don't instantly jump in with a solution or a comment. Let them know you care and are there to listen. Make suggestions or comments when they ask for them. Carefully evaluate how suggestions will be received when not directly asked for by the employee.

Reinforce the positive

Start by pointing out the things your employee did right in the particular situation. Give them positive feedback.

Highlight areas for improvement

Suggest areas that the employee needs to work on and point out how you are able to help them meet those new goals. Give assistance and further training if needed.

Follow through

After you have decided how you can help your employee, make sure to follow through on it. Periodically check up on how your employee is doing and offer continued support. Review mutually set goals.

TOOLS OF A SUCCESSFUL COACH**Make time for team members**

Always keep your door open to your employees. Let them know that you have time or will make time for their concerns.

Provide Context and Vision

Explain the “whys” behind work in your department and the larger organization. If employees understand why things are done and not just what needs to be done they will be more committed to the work. They will understand the big picture perspective.

Transfer Knowledge and Perspective

Take the time to teach your employees the knowledge that you have gained throughout your career. This allows the employees to learn from you and to become more skilled.

Teach through your example. By watching how you work your employees are learning many skills. Be aware of the influence you are having.

Be a Sounding Board

Be willing to talk through new approaches and ideas with your employees. Help your employees learn to work through and solve difficult issues on their own by teaching them to see other perspectives and possible solutions. Provide growth experiences for your employees.

Obtain Needed Resources

If an employee is trying to go from being a marginal employee to an outstanding employee offer to provide resources that may help them make this transition. Provide your employee with career guidance as they begin to develop their skills.

Offer a Helping Hand

Help employees work through the initial transition period when they first start the job. If employees are feeling overwhelmed, make suggestions and help prioritize the work that needs to be done. Providing the background context and vision of the organization will assist the employee in becoming a part of the department and larger community.

DELEGATION

Delegation is an important tool that allows you to perform your job more efficiently and can help the department function at a higher level. However, there are things you should keep in mind when preparing to delegate responsibilities.

MYTHS ABOUT DELEGATING

You can't trust your employees to be responsible

You must give your employees trust and be confident in their abilities to get things done. Not every employee will be able to do every task, but there are always things that can be delegated.

When you delegate, you lose control of a task and its outcome

When you delegate, the only thing you lose is control over how the task is completed. The outcome will still be the completion of the task. It is simply the process to achieve that outcome that varies among employees.

You are the only one who has all the answers

There is no way that you can possibly have all the answers that may arise in your organization. Your employees may deal more often with certain areas than you do and should be counted on to give reliable information regarding those issues.

You can do the work faster by yourself

It is true that the first time you delegate a task it may take a few minutes longer to explain the process. However, then the next time the task needs done you will already have someone else trained in and this will allow you to be more efficient in the long run.

Your employees don't see the big picture

If you don't share enough information with your employees they will not be able to see the big picture. Delegating tasks can help them to learn more about the organization and the way that things are done.

SUCCESSFUL DELEGATION

Communicate the task

Describe exactly what you need done, when it needs to be done, and what the outcome of the project needs to be.

Furnish context for the task

Explain how the task will affect the big picture and why it is important to have it done on time and in a certain manner.

Determine standards

Discuss the ways that will be used to determine whether the task has been successfully accomplished. Be realistic in setting your standards and make sure to clearly communicate these to your employee.

Grant authority

You need to make sure that you give your employee the authority to complete the task without conflicts and problems arising with other employees in the organization.

Provide support

Determine the resources that your employee will need to complete the task and make sure that those resources are available to them.

Get commitment

Make sure that your employee knows they are responsible for the task and that they are committed to taking on the task. Confirm your expectations and make sure your employee understands the process.

WHEN TO DELEGATE

There are many tasks that are good to delegate to your employees. There are, however, many tasks that are not appropriate for delegation. The following is a list of tasks that should always be delegated to your employees.

ALWAYS DELEGATE THESE THINGS

Detail Work

Allow your employees to do the detail work, such as checking or re-checking figures on reports. Your time is more efficiently spent managing the work of the entire department, instead of concentrating on the small aspects of each project.

Information Gathering

Have your employees do the basic information gathering for reports or projects that need to be done. Then spend your time looking at and integrating the information that your employees have gathered.

Repetitive Assignments

Many of the tasks in your department are routine tasks that must be completed every month or annually. This is a great way to involve your employees and free up more of your time for other projects.

Future Duties

If you allow your employees to assist you on projects now, you can prepare them to take a more active role in the future.

ACT AS A LEADER

It is important for your employees to see you as a leader and not just as a manager. Leaders act in different ways from managers. The following is a list of four characteristics of leaders.

Optimism

Leaders always look toward the future with optimism and confidence. They know that although the organization will always face challenges and struggles, it will survive. In fact, not only will it survive, it will thrive and flourish.

Confidence

Leaders know that they can accomplish any task that they attempt. A confident leader will inspire employees to also be confident in their abilities.

Integrity

Leaders are honest and model ethical behavior and values. Leaders are able to receive intrinsic reward from their work and not just the extrinsic rewards they may receive from the organization.

Decisiveness

Leaders are able to make decisions quickly and still take the time to gather information to make a wise and well thought out decision.

COMMUNICATE

Effective leaders are also able to communicate with their employees, not just talk to them. The following are a list of ways to effectively communicate with others.

Express your interest

Give the other person your full attention and let them know that you care what they have to say. If you appear distracted, they will not feel that you honestly want to speak with them.

Maintain your focus

Focus on the conversation that is occurring, and do not let your mind wander off to other topics.

Ask questions

If you do not understand something, make sure to ask questions to clarify the issue, which will also reinforce to the other person that you are listening and want to hear what they have to say.

Seek the keys

Listen carefully and separate the information into key information and information that is not relevant. Ask questions to assist you in deciding which information is which.

Avoid interruptions

Asking questions to clarify issues is important, but try to wait until the speaker is finished before responding. Allow your telephone to go into voicemail and if someone knocks on your door, tell them that you will speak to them when your meeting is over. Again, this will show your interest in the employee currently speaking to you.

Listen with more than your ears

Communication is a verbal process, but there are also many nonverbal cues and information that can and should be recognized during the conversation. Many times you can learn more by what is not said than by what is explicitly stated.

Take notes

Remembering all the details from a particular conversation can be difficult with the amount of work that you do on a daily basis. Taking notes will assist you later in remembering the conversation and will also help you clarify what you have heard.

INTERVIEWING

It is important to communicate with your employees from the very first contact that you have with them – the interview. Listed below are five steps to follow in order to have a successful interview with your potential employees.

5 STEPS TO BETTER INTERVIEWING**Welcome the applicant**

Greet the candidates warmly and chat briefly with them informally to help them relax.

Summarize the position

Briefly describe the position, the kind of person you are looking for, and the interview process that is used by your organization, such as next steps in the process.

Ask your questions

You should ask questions that are relevant to the position and cover the important topics, such as the candidate's past work experience, education, and any other factors that may affect your selection.

Find out the candidate's strengths and weaknesses

Ask the candidates what they believe are their strengths and weaknesses. The answers that they give can be very revealing and can give you important information about how well they would be able to handle the position.

Conclude the interview

Allow the candidates to ask the questions that they may have about the department or the position and give them a chance to tell you any other information they may want you to be aware of. Thank them for their interest and let them know what the next step in the process will be.

Possible Student Employee Interview Questions:

- Why are you interested in this position?
- Tell me about your previous work/volunteer experience.
- Tell me about your experience with computers. (If the student has filled out a Student Employment Application, ask him or her to talk about the computer skills listed on the back.)
- Tell me about your communication and organization skills.
- What do you expect to learn or get out of your work study position (besides money)?
- When would you be able to start and what hours could you work?
- What characteristics would you like in a supervisor?

COMMUNICATION AND PERFORMANCE PROBLEMS

It can be very difficult to communicate with your employees when performance problems arise, but it is then that communication is crucial and will help to resolve problems. The following are steps that can lead to successful discussions about performance problems.

Describe the unacceptable behavior

Describe in very concrete terms what is unacceptable about the behavior. Relate the behavior to specific standards or tasks of the position. Specify exactly what was done wrong and when it was done. Remember to talk in terms of the bad behavior and not make the employee feel that they are bad.

Express the impact to the department

Explain to the employee exactly how the behavior impacted the department or the organization. Show them that although it may not seem like a big mistake, there are consequences and effects they may not be aware of.

Specify the changes required

In addition to telling the employee why the behavior was wrong, make specific suggestions on how the mistake can be prevented in the future and what can be done to correct the error.

Outline the consequences

Describe specifically what will happen if the behavior occurs again. This should be documented in writing and not just discussed verbally, so that if the problem arises again, you have proof of what was decided. Make sure that your employee understands the consequences.

WHY BOTHER DOING PERFORMANCE EVALUATIONS?

- Performance Evaluations are an important part of any organization. They allow you to give your employees formal feedback on their performance and to set goals for the following year.
- Employees want to know what they are doing well and what you think they need to work on to be more successful in their position and within the organization.

An opportunity for communication

Performance evaluations help you and your employee communicate about the important aspects of their position and help both of you to be clear on the priorities and assignments on the position.

A forum for career development

The performance evaluation provides a way for you and your employee to talk about career development topics and allows you to make suggestions about ways that your employee can continue to develop. It also gives your employee a chance to talk to you about other duties and responsibilities they might be interested in taking on.

A formal documentation of employee performance

Most informal feedback is given in a verbal form. Doing a performance evaluation allows you to document the employee's performance and any concerns you have in writing, which can be very helpful if problems arise later on.

SUCCESSFUL EVALUATIONS

Set goals, expectations, and standards

Make sure the employee's job description is clear and includes what you expect from the position. Allow employees to assist in setting their goals and standards for their performance. This will make them feel part of the process and give them specific things to work on in the coming year.

Give continuous and specific feedback

Give feedback to your employees on a regular basis. This will prevent surprises from occurring when it comes time for the formal performance review. It will also let your employees know what they are doing right and wrong more than once per year.

Prepare a formal, written performance evaluation

This is required in many organizations. One way to do this is to allow the employee to fill out a copy of the review while you also fill out one. Compare your responses and discuss differences in opinions that arise.

Meet personally with your employees to discuss the formal review

Make sure to spend individual time with each employee to go over the review. Do not just fill out the review and submit it to the necessary person. The employee should always know what is being said. Focus on ways that you and your employee can continue to work together.

Set new goals, expectations, and standards

The formal process allows you and your employee to set goals for the following year and gives you both an opportunity to discuss the position and any changes that need to be made. This then starts the process over for the next year's review.

COMMON ERRORS WITH PERFORMANCE EVALUATIONS

There are several common errors that supervisors can make when conducting a performance evaluation. The following are some to watch out for.

The Halo Effect

This happens when an employee does extremely well at one part of their job and because of this, you neglect to see the problems they are having in other areas.

The Pitchfork Effect

This is the opposite of the Halo Effect. In this error, you allow one aspect of poor performance to completely overshadow successes in other areas of their job.

Comparing

This happens when you allow the performance of one employee to affect how you rate another employee. Your assessment should be based on the individual employee's performance on her/his tasks and should not look at other workers.

Mirroring

This occurs when you highly rate employees who are most like you in their behavior and thoughts in the workplace. It is very easy to like employees who are like you, but this puts employees who think or perform in different ways from you at a disadvantage.

Nice Girl/Guy

It is often hard for supervisors to give employees negative feedback on their performance. It is much easier to tell people good things than to report the bad things, but both aspects are an important aspect of a performance evaluation.

THE PROCESS OF TERMINATING AN EMPLOYEE

Another area in which effective communication is required is when terminating an employee. Allow this is never an easy process; there are steps you can take to make it less painful for both you and the employee.

Tell the employee that she or he is being terminated

State that the decision has been made. Include all the relevant material that was examined and state that it was reviewed and that the decision has been made. Make it clear that this is not a discussion of the possibility of being terminated.

Explain exactly why the employee is being terminated

If the termination is due to a specific incident or to a repeated behavior, describe it and how it violated a policy or procedure. Include past discussions and steps that addressed the issue if the termination is due to a repeated pattern of behavior.

Announce the effective date of the termination & provide details on the process

Generally a termination is effective as soon as the employee has been informed. It is often very difficult to have an employee remain in the department after she/he has been told of the decision. Describe any paperwork that must be completed and when the employee will receive her/his final check.

Empathize with your employee

Be understanding of the emotions that the employee may be feeling, especially if this was an unexpected termination.

Be matter of fact and firm

Maintain a calm, professional manner. Do not let the employee believe that this is a decision that is up for discussion or that can be negotiated over.

Keep the meeting on track

Allow your employee to discuss what they are feeling based on the news, but do not allow them to steer the discussion away from your goal of letting them know that the decision has been made. If the employee is unable to remain in control or you feel threatened or unsafe, end the meeting immediately.