

ECU SELF-HELP HANDBOOK (revised 07/22/2009)

Table of Contents

Introduction.....2

What are Self-Help positions?.....3

Job Descriptions & Wages.....3

Posting Self-Help jobs in Pirate Jobs.....4

Searching Self-Help Jobs in Pirate Jobs.....5

Hiring Student Employees.....5

Employment Eligibility Verification.....7

Self-Help Hiring Check List & Policies.....7

Payroll Paperwork & Tax Procedures.....9

Training Students.....10

Supervising Student Employees.....11

Evaluating Student Employee Performance.....13

Corrective Discipline.....14

Students with Disabilities.....15

ECU SELF-HELP HANDBOOK

1. Introduction

This handbook is intended as a reference for supervisors and student employees in Self-Help positions at East Carolina University (ECU). To ensure a positive work experience for both supervisor and student, the Student Employment Office (SEO) asks that you familiarize yourself with the policies and procedures in this manual. We hope that the information outlined will increase your understanding of student employment practices. If you have a question or issue which is not addressed, please contact us at 252.737.4473 or hireapirate@ecu.edu. SEO is located at 100-C Fletcher Residence Hall near the West End Dining Hall.

About the Student Employment Office

The Student Employment Office (SEO) is a functional unit within The Career Center. SEO assists all registered students in finding part-time employment to help meet educational expenses and gain work experience while attending ECU. SEO is a great starting point for supervisors wanting to post jobs and hire student workers as well as for students looking for a part-time job on or off campus.

The SEO and the Career Center share an online job database called **Pirate Jobs**. Pirate Jobs helps ECU students connect with part-time job opportunities, both on and off campus. New jobs are posted every day. To access these job listings, students should visit www.ecu.edu/career and click on “**Pirate Jobs**”. ECU departments should submit all Self-Help job opportunities to <http://www.ecu.edu/e3careers/foremployers.submitajobposition.asp>.

SEO serves as the central repository for all ECU student employee I-9 forms. Student employees must complete I-9 forms on or before their first day of work. Departments need to check with SEO to see if we already have an I-9 on file for the student they are hiring. If not, the employing department must send completed I-9 forms along with back up verification documents to SEO within two business days of the students start date. I-9 forms are checked for errors, added to the database, and verified in the E-Verify (Homeland Security) system.

SEO also approves all student employee EPAF's in the Banner HR system. All student hiring, funding changes, etc. are done through the EPAF process. The Student Employment Office is available for training and guidance concerning I-9 questions and student employment procedures.

SEO Contact Information

Student Employment Office
100-C Fletcher Residence Hall
Greenville, NC 27858
Phone: (252) 737-HIRE (4473)
Fax: (252) 328-5599
Website: www.ecu.edu/career

Email: hireapirate@ecu.edu

2. What are Self-Help positions?

Self-Help positions are part-time hourly jobs on campus available to any student currently registered at ECU. Self-Help positions are paid directly out of the hiring department's budget. Hourly pay rates will vary depending on qualifications and experience. Self-Help student employees may not work more than 30 hours a week (international students may not exceed 20 hours a week). Self-Help students are paid twice a month and must submit timesheets. All self-help job openings must be posted in Pirate Jobs effective 01/01/2009, however, students are encouraged to contact departments directly about available Self-Help opportunities. Many departments also post their employment opportunities on their own departmental websites.

3. Job Descriptions & Wages

Overview

These guidelines are recommended for setting similar wages for similar positions in an effort to ensure wage equity for all student employees. These guidelines should be applied to all hourly (Federal Work Study and Self-Help) positions on campus. The guidelines are not intended for determining the wages of positions paid on a per-event basis or for stipend/salaried positions such as Graduate and Undergraduate Assistantships.

Job Descriptions

For every student employee position, hiring departments should establish a job description which outlines the major duties and responsibilities. Departments may find the following criteria helpful in developing their job descriptions:

- ◇ Minimum Knowledge/Skills Required
- ◇ Complexity of work tasks
- ◇ Supervision of work
- ◇ Scope of work's contact/impact
- ◇ Routinely supervises/directs the work of others
- ◇ Facilitates learning outside of the classroom
- ◇ Access to confidential information (academic, financial, health records)

Grade Levels & Recommended Wages

There are four grade levels for hourly student employees. The appropriate grade level for each position is dependent on the students experience level and/or the departments required skill level. The following is a general breakdown of the grade levels and wages:

Grade Level I ~ \$8.00 an hour

Few special skills, typically an underclassman, little or no previous training or work experience. A minimum amount of training is necessary to prepare the student worker for employment. Employment is generally well supervised and jobs are often of a routine nature, requiring little decision making.

Grade Level II ~ \$9.00 an hour

Usually requires some previous training, knowledge or experience. The work performed is generally supervised; however, these student workers may act as supervisors of Grade Level I student workers.

Grade Level III ~ \$10.00 an hour

Vast knowledge and skills are required. Complex procedures and tasks, some independent judgment and discretion in decision-making, may work independently without supervision. These student workers may act as supervisors of Grade Level II student workers.

Grade Level IV ~ \$12.50 an hour

Must be a graduate level student pursuing an advanced degree beyond the bachelors degree. Previous training or experience, independent judgment, and considerable mental activity are generally required. Employees may act as supervisors of students in lower grade level positions.

These are recommended starting hourly wages for each of the grade levels. The actual wage determined for each Self-Help position is at the discretion of the hiring department as long as it is above minimum wage. Factors that may influence this decision include the department's budget, relevant education, training, and/or experience of the student. The Fair Labor Standards Act (FLSA) states hourly pay rates must be consistent for same/similar positions.

Minimum Wage

Minimum wage in the State of North Carolina is \$7.25 an hour effective 07/24/2009.

Rate Increases

Rate increases for any student should be based on exemplary performance, increased responsibility or longevity in the position.

4. Posting Self-Help Positions in Pirate Jobs

Posting new Self-Help jobs:

- ECU departments need to submit Self-Help job postings online at <http://www.ecu.edu/e3careers/foremployers.submitajobposition.asp>.
- After your job is posted, you will receive a confirmation email containing a job posting number. **KEEP THE JOB NUMBER FOR YOUR RECORDS.**
- Include the job number on the student's Banner HR EPAF in the comment section.

Re-posting of Self-Help Jobs:

If you have submitted a Self-Help job posting for a previous semester and wish to re-post the same job, you can simply email Student Employment at hireapirate@ecu.edu with the job number and let us know that you would like to repost that job. You can include any changes you need in that email.

5. Searching Self-Help Jobs in Pirate Jobs

1. Visit The Career Center website at www.ecu.edu/career and click on **Pirate Jobs** on the left side of screen or visit <http://piratejobs.experience.com/>
2. Log into **Pirate Jobs** (powered by Experience eRecruiting)
 - Username = full ECU email address (example: abc1234@ecu.edu)
 - Password = 0 (you may change it after successful login)
3. Complete your Profile
 - Complete the required information
 - Click **Save** at the end of each page
4. Searching for Self-Help (non work study jobs) Campus Jobs
 - Scroll to the **One-Click Searches** section in the middle of the page and click **On Campus Jobs (Not Work Study)**
 - Click on the **Job Title** to view job description
 - Application procedures vary, follow specific process outlined for each job
5. To apply through the system you must upload a Resume and/or Student Employment Application
 - Click **Upload Documents** under the **Documents** tab on the gray navigational bar
 - Choose the document type in the **Upload Documents** section and click next
 - Click **Browse** to select your document
 - Choose the document/file and click **Upload**

Additional Search Tips: Students are encouraged to use as many resources as possible in conducting their job search. Here are a few tips – make contact directly with employers you feel are a good match with your skills and abilities; search department/company websites to see if they post job opportunities; talk with friends and family to see if they know any potential contacts you can utilize; search the classified sections of The Daily Reflector and The East Carolinian newspapers. Students who need assistance with the job search process should schedule an appointment with the Career Center by calling 252.328.6050.

6. Hiring Student Employees

Overview

The hiring process for students is designed as a “real world” job application experience: Departments/Employers should advertise their job openings in Pirate Jobs, students review job postings and follow application instructions, employers conduct interviews with selected applicants, and a job is offered.

Job Applications

Students can apply for jobs by submitting a resume or student employment application through Pirate Jobs. Students can also contact the department directly. Some departments may have their own employment application they want completed.

Interviews

Selecting the right person for the right job is the basic purpose of any job interview. Beyond the basic objectives, the job interview is an important step in the student's progress toward becoming a confident and able participant in the world of work. As with all aspects of supervisory functions, individual adaptation needs to be made to meet specific work assignments. In general, the following interview guidelines will benefit both supervisor and student.

SEO suggests the following:

- ◇ Prepare for the interview.
- ◇ Prepare a list of open-ended questions to ask during the interview.
- ◇ Establish a friendly atmosphere to put the applicant at ease.
- ◇ Begin the interview by outlining what will take place during the interview.
- ◇ Before you ask questions, give the applicant a detailed overview of the job.
- ◇ Ask all applicants the same basic questions in the same way.
- ◇ Know what you can and can't ask.
- ◇ Give applicant the opportunity to elaborate on any skills or experience they have.
- ◇ Allow the applicant to ask questions.
- ◇ Inform applicant when a decision will be made and when they can expect to hear.
- ◇ After the applicant has left, rate the interview (excellent, good, average, poor).

Reference Checks

You must ask students' permission for any reference you seek preferably in writing. Be consistent when checking references. Call references listed on a job application for each of your top candidates. Information provided should be factual and be well documented. Do not ask references for personal information such as marital status, age, religion, or any information not related to the applicant's job performance.

Sample Interview Questions

You may want to change the wording to fit your interview style, or ask questions that are more specific to the job.

- ◇ "Tell me something about yourself." (The purpose of this question is to make the student feel more comfortable and encourage the candidate to relax and start talking. This question also will help you decide how good his/her communication skills are.)
- ◇ "Tell me something about your last job. What skills did you learn that will benefit you in this job?"
- ◇ "How would you handle the following situation...?"
- ◇ "What do you know about this department?"

- ◇ "Why does this position interest you?"
- ◇ "What do you consider your strengths and weaknesses?"

Do not ask questions about age, marital status, and number of children, religion, or any other questions that could be perceived as discriminatory. Federal guidelines prohibit asking questions of this nature.

7. Employment Eligibility Verification

Once a student has been selected for hire, the department should access the student employee I-9 database to see if their prospective student worker has an I-9 form already on file with SEO. Departments should contact SEO if they do not have access to this database. If your prospective student employee does not have an I-9 already on file, you must have the student complete an **I-9 form** (Employment Eligibility Form) on or before their first day of work. The I-9 form is mandatory for verification of work eligibility under federal guidelines. All ECU student employees are required to provide valid employment verification documents (examples of the most commonly used documents are drivers license and social security card, or passport) when completing an I-9 form on or before their first day of work. The student's supervisor must verify that he/she has seen the original identification documents (copies will not be acceptable). The original I-9 form (along with copies of the identification documents) must be sent to the Student Employment Office within 2 business days of the start date (it is recommended that you have the student complete the form prior to beginning work so SEO receives the form in a timely manner). Failure to provide this documentation in a timely manner may delay the student's payroll processing and/or result in fines to the department.

International students with F-1 visas must present their passport and their I-20. Students with J-1 visas must present their passport and their DS-2019. They must provide their Alien Admission number which can be found on the I-94.

A complete list of acceptable I-9 identification documents and I-9 procedures are available online at: <http://www.ecu.edu/cs-admin/hr/I9.cfm>

A student may not work until I-9 employment eligibility is verified.

8. Self-Help Hiring Check List & Policies

- ◇ Advertise (post) your open position(s) in Pirate Jobs.
- ◇ Accept applications and interview qualified applicants.
- ◇ Verify applicants are currently enrolled.
- ◇ Offer position(s) to selected applicant(s).
- ◇ Check to see if student has I-9 form already on file with SEO.
 - If not, have student complete I-9 form and send the original I-9 and copies of back up documentation to SEO within 2 business days of start date (if not sooner).

- ◇ Have student complete Direct Deposit Authorization, W-4 federal tax form, and NC-4 state tax form.
 - Send originals to Payroll office.
- ◇ Notify SEO if you want to close the job posting(s).
- ◇ Create a file for each student hired. The file should include the job description, application/resume, copies of NC-4, W-4, and Direct Deposit Form.
- ◇ Contact Disability Support Services if a student requests a reasonable accommodation.
- ◇ Initiate the proper EPAF in the Banner HR system.
 - Check payroll dates and deadlines to submit your EPAF properly. Departments should allow up to 3 business days for the routing of each EPAF to receive all necessary approvals by stated deadlines.

General Policies

To facilitate a student's academic success and to adhere to federal regulations, the SEO strongly recommends that students should *not* be scheduled to work:

- ◇ More than eight (8) hours per day;
- ◇ During their regularly scheduled class periods
- ◇ In positions that are, or have historically been, filled by full-time employees
- ◇ Must be a registered ECU student in good academic standing (minimum 2.0 cumulative GPA).
- ◇ Self-Help students may not work more than thirty hours (30) per week during the academic year (Fall and Spring semesters).
- ◇ All student employees are limited to thirty hours (30) per week during the Fall and Spring semesters in any combination of appointments – UGA, GA, Self-Help, and Federal Work Study.
- ◇ Interim Breaks - Self-Help student employees may work during interim breaks, including fall, winter and spring breaks, provided funds are available.
- ◇ Foreign students (non US citizens who have an F-1 or J-1 visa) are limited to twenty hours (20) per week.
- ◇ Self-Help students are hourly employees paid twice a month and must submit time sheets.
- ◇ Nepotism - members of an immediate family shall not be employed within the same department/agency if such employment will result in one member supervising another member of the employee's immediate family, or if one member will occupy a position which has influence over another member's employment, promotion, salary administration or other related management or personnel considerations. (OSP Policy)

Summer Employment

- ◇ Self-Help students may work during the summer provided they were enrolled during the current year's Spring semester and are enrolled for the upcoming Fall Semester.
- ◇ Students registered for summer classes are eligible to work during the summer.
- ◇ May graduates are not eligible to work during the summer as a student employee unless they are taking summer classes at ECU and/or they have been accepted into another degree seeking program at ECU for the upcoming Fall semester.

- ◇ Self-Help students may not exceed thirty-eight (38) hours per week during summer.
- ◇ International Students should check with the International Affairs Office regarding summer employment guidelines.

9. Payroll Paperwork and Tax Procedures

Hiring departments should have students complete the following forms on or before their first day of work:

- I-9 Employment Eligibility Verification form (if one is not already on file with SEO)
- Federal Tax Form (Federal Withholding Allowance Certificate, W-4)
- State Tax Form (State Withholding Allowance Certificate, NC-4)
- Direct Deposit Authorization form

Most of these forms are available via the Payroll Office website at:

http://www.ecu.edu/cs-admin/financial_serv/payroll/payrollforms.cfm

Original I-9 and original backup documentation are sent to SEO. Tax forms and the direct deposit form are sent to the Payroll office.

Banner HR

The student employee's supervisor should initiate an EPAF in Banner HR. For more information see the Banner training page at: <http://www.ecu.edu/banner/>.

Web Time & Mass Time Entry

Supervisors need to explain which timesheet process they use for their student employees. Students should keep accurate records on a timesheet for each pay period they work. Timesheets MUST be entered online prior to deadlines. Falsifying timesheets is a violation of the student code of conduct. Step by step instructions for web time entry are available at: http://www.ecu.edu/cs-studentlife/hireapirate/web_time.cfm.

A breakdown of the deadlines can be found at: <http://www.ecu.edu/cs-studentlife/hireapirate/customcf/resources/2009PayrollDatesDeadlines.pdf>.

Payroll Deductions & Paychecks

Wages received by student employees are subject to federal and state income tax deductions. Students are exempt from the FICA Tax if they are enrolled at least half time and do not work more than 30 hours a week. During summer, students not enrolled at least half time (4 hours for undergrad students and 3 hours for graduate students) will not be exempt from FICA Tax.

Self-Help employees are paid by the hour through direct deposit, on a two week lag, twice per month (the 15th and the last working day of the month).

Visit <http://www.ecu.edu/cs-studentlife/hireapirate/customcf/resources/2009PayrollDatesDeadlines.pdf> for payroll

deadlines and check dates. Contact the payroll office at (252)328-6955 if you encounter any payroll problems.

10. Training Students

Sample Student Employee Orientation Checklist

The following checklist may be helpful in orienting new employees to your department.

Getting Started

- ◇ Explain time sheet procedures specific to your dept (web-time or mass-time entry)
- ◇ Have students' sign a confidentiality agreement (recommended)
<http://www.ecu.edu/hireapirate/customcf/resources/ConfAgrmnt.pdf>
- ◇ Develop work schedule and check students class schedule
- ◇ Review department policies on attendance, tardiness, dress code, breaks, etc.
- ◇ Have student complete the required discrimination and sexual harassment training at <http://www.ecu.edu/cs-admin/eoe/Training.cfm>

Paydays

- ◇ When the first paycheck will come
- ◇ How often the employee will be paid
- ◇ Period covered by the first and subsequent paychecks

Purpose of the Organization

- ◇ The University and its mission and services
- ◇ Your division, department, unit and job

Introductions

- ◇ Co-workers (other student workers, Faculty and Staff)
- ◇ Department Administration
- ◇ People in other departments the employee will contact

Departmental Objectives

- ◇ Responsibilities of different units/staff members
- ◇ How the units interact to achieve goals
- ◇ How the student employee's job fits in

Departmental Policies

- ◇ Work Flow
- ◇ Special procedures, such as filing or safety
- ◇ Use of telephones, computers, forms, office equipment
- ◇ Dress code, professional behavior

The Student Employee's Role

- ◇ What it means and how it relates to others in the department

- ◇ Student employee career paths within the department (if possible)

Responsibilities

- ◇ Responsibilities listed in the job description
- ◇ Expected results and how they will be evaluated

Merit Increases

- ◇ Frequency of reviews
- ◇ How pay increase decisions will be made

Holidays and Breaks

- ◇ Holidays observed by the University
- ◇ Staffing during holidays/breaks
- ◇ Excused time off (your position on academic vs. job responsibilities)

Illness

- ◇ Who to notify and how, scheduling substitutes
- ◇ If the supervisor is absent

Communication

- ◇ The importance of continuing communication between employees and supervisor
- ◇ Orientation manual (available in some departments)

Privacy/Confidentiality/Security

- ◇ Collecting information and records maintenance
- ◇ Access to student and employee records, files, passwords, etc.
- ◇ Standards of behavior, ethics, consequences of breaches

11. Supervising Student Employees

Strategies for Helping Supervisors Succeed

The good Supervisor must have many talents. To assist supervisors of student employees, the National Student Employment Association has developed the following guidelines:

- ◇ ***Be an Example*** ~ Model strong work habits through efficient, dedicated work practices. Let your own approach to daily work be an example from which students can learn.
- ◇ ***Be Flexible*** ~ Understand that student employees are students first and employees second. Though it is important to have high standards on the job, it is also important to be flexible to accommodate academic obligations.
- ◇ ***Communicate Expectations*** ~ Communicate the job standards and expectations to your student employees. Don't assume these are self-evident to the students, though they may seem obvious to you.
- ◇ ***Give Feedback Frequently*** ~ Provide consistent and appropriate feedback to your student employees. Student employees, like all employees, benefit from feedback in job performance, providing it is communicated with a positive spirit.

- ◇ **Be Fair** ~ Supervisors who are too lenient are not doing students any favors. Student jobs are "real jobs." Treat student employees as you yourself would like to be treated in a given situation.
- ◇ **Train, Train, Train** ~ Take time to train your students in important work skills, attitude, and habits - such as perseverance, time management, phone skills, quality service practices, and handling difficult situations. This is the "common sense" from which success is made.
- ◇ **Be a Team Player** ~ As a team leader, develop and nurture the unique contributions of each team member. Take a global perspective.
- ◇ **Give Recognition** ~ When you see a student "going the extra mile" or "persevering through difficult situations," acknowledge this in front of other staff and peers. People need to feel appreciated. Participate in SEOTY (Student Employee of the Year) competition and National Student Employment Week.
- ◇ **Share the Vision** ~ Have regular meetings with your student employees and inform them how their work fits into a larger purpose of the department and institution. Purposeful work is meaningful work.
- ◇ **Be an Educator** ~ To the degree that we each contribute to the lives of others, we are all educators. Ask yourself how you can contribute to the education of your student employees.
- ◇ **Supervisory Role** ~ The role of the supervisor is vital to the success of any work environment and, in order to be effective, the supervisor must perform a wide range of activities. Initially, you are responsible for fulfilling certain managerial functions involved in getting departmental jobs accomplished. Supervisors have additional responsibilities: concern for the development of the student, and also for the worker as a student. The best supervisors treat their student workers as individuals, and understand that student workers have other interests and responsibilities. They make the work of the student seem interesting, significant, and worthwhile to both the supervisor and the student.
- ◇ **Planning For Supervision** ~ You must delegate work, yet there is often the temptation to give out assignments in small portions because a student only has a few hours to work. Student and supervisor often benefit more if in long-range planning, supervisors assign not only the task, but the continuing responsibility for seeing it through to completion. Planning very often requires homework on the part of the supervisor. Planning also helps to avoid those embarrassing moments of having the student report for work and finding no work to do. In summarizing the responsibilities of student work supervision, you need to remember that students perform assignments most satisfactorily when: job responsibilities are clearly defined by the supervisor, mutual trust and respect are developed between supervisor and student, and evaluation and recognition of performance is constructive and continuous.

Supervisor Responsibilities

- ◇ Submit job description(s) to be posted in Pirate Jobs
- ◇ Interview and hire student employees.
- ◇ DO NOT let students work until all employment paperwork has been completed.
- ◇ Initiate the appropriate EPAF in Banner HR
- ◇ Provide the appropriate training and work space for each student employee.

- ◇ Be certain the timesheets are accurate before approving them in Banner.

Student Responsibilities

A student employee should consider the job a serious commitment. When hired for a position, the student becomes a member of a work unit that depends on him/her.

Therefore, the supervisor may reasonably expect the student to:

- ◇ Report to work at the agreed-upon time, ready to work.
- ◇ Attend to assigned duties and not conduct personal business while at work.
- ◇ Work with a cooperative and positive attitude.
- ◇ Dress appropriately for the work setting.
- ◇ Notify the supervisor as soon as possible if their work schedule changes.
- ◇ Keep an accurate record of hours worked.
- ◇ Submit the web based time entry form in Banner prior to deadlines.
- ◇ Notify each supervisor if employed in more than one position on campus.
- ◇ Notify supervisor of any job-related accident.
- ◇ Do not exceed the appropriate number of hours per week.

12. Evaluating Student Employee Performance

After a student employee is trained, supervisors are encouraged to make periodic checks to see that performance is meeting the desired expectation. Evaluation, either daily or cumulative, generally takes the form of praise or criticism, but supervisors report that they deal with criticism more often than they would prefer. Poor work usually needs immediate attention. But all too often satisfactory and good work gets by with only your silent gratitude. Both deserve equal attention, and timeliness is important if your evaluation is to be of maximum benefit to the student.

Providing Feedback

Although criticism is never pleasant to give or to receive, students feel less threatened and are usually more responsive if it is made within these guidelines:

- ◇ Be constructive and specific - What are the actual examples of poor performance? What should be done in the future to improve quality?
- ◇ Maintain privacy - Whereas good work deserves praise in front of other students or employees, criticism should never be made within earshot of others.
- ◇ Be positive - When discussing poor performance with a student, start on a positive note. Most people perform at least some facet of their work satisfactorily, so select a particular attribute or skill and mention it first. Tell the student what you like about her/his work. Then explain what areas warrant improvement. When criticism is presented in a friendly and positive way, students usually realize that you are trying to help and are more likely to listen to what you have to say.
- ◇ Do not feel guilty - Students usually know when they need criticism. If you fail to react to unacceptable work, you may lose the respect of the student involved as well as that of other workers in the department. Your goal is to keep all students working at their full and most productive capacity.

- ◇ Be Sensitive - People cannot be expected to perform at the same levels of proficiency. Differences in abilities and aptitudes should be taken into consideration for each individual evaluation.
- ◇ The long range goal of student evaluation is not simply to provide a system for grading work. It is designed as an instrument to assist the student in her/his development and to enlarge the dimensions of the work/educational experience.

Practical Tips for Giving Feedback on Poor Performance

- ◇ Look for common ground
- ◇ Work together to arrive at solutions
- ◇ Reinforce the positives
- ◇ Suggest better results to be gained
- ◇ Respect the employee's knowledge and good judgment
- ◇ Ask for input rather than assume facts of the situation
- ◇ Encourage employee to find the solution

Communicating With Students

The ability to communicate is important in the work setting. If a supervisor cannot explain clearly what is expected in assignments and responsibilities, students will be unable to perform their work to an acceptable degree.

- ◇ **Reinforce instructions.** The majority of tasks which a student will undertake should be explained and demonstrated thoroughly at the outset.
- ◇ **Recognize perceptual differences.** Included in your responsibility to communicate information is the need to ensure that the information is being successfully translated and understood.
- ◇ **Emphasize non-verbal communication.** The ideas and feelings you transmit are just as important as the words and demonstration methods you employ.

13. Corrective Discipline

Employers are encouraged to give positive feedback to students when warranted; however, there may be times during the academic year when a student employee is not performing up to your expectations as a supervisor. This may relate to attendance, punctuality, job performance, or attitude. At these times it may be necessary to inform the student of your dissatisfaction with their performance.

When necessary, the supervisor should take progressive disciplinary action with the student worker as much as he/she would discipline a full time employee. Keep in mind that the goal of any disciplinary action is to improve performance and correct problems. The first offense warrants a verbal warning and discussion between the supervisor, the student worker, and any others directly involved in the incident. The second offense must be addressed in writing from the supervisor to the student worker. If the student worker does not correct the problem(s) addressed in disciplinary conferences and/or memos, the supervisor may terminate his/her employment.

14. Students with Disabilities

Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA) are federal laws that protect “otherwise qualified individuals with disabilities” from discrimination on the basis of disability and require an employer to provide a “reasonable accommodation” to employees and applicants for employment, unless it would be an undue hardship.

A supervisor may become aware of a student applicant’s disability in order to ensure an accessible interview location and to request reasonable accommodations necessary for the student to perform the employment responsibilities. The supervisor may not inquire about a disability unless a reasonable accommodation has been requested, and any inquiries should be limited to whether the applicant is able to perform the “essential functions of the position with or without a reasonable accommodation.” A supervisor need not alter essential functions of a position to accommodate a disabled applicant; in the event an applicant would be unable to perform essential functions of a position, the applicant would not be otherwise qualified for the position.

A student who claims to have a qualified disability must self-report with the ECU Office of Disability Support Services. The Office of Disability Support Services staff will work with the student to gather medical documentation, verify the qualified disability, and identify reasonable accommodations. The student may also sign a consent form for the Office of Disability Support Services to release information and to discuss the disability condition and reasonable accommodations with the student’s supervisor. Any questions about student applicants or student employees with disabilities should be addressed to the Office of Disability Support Services (<http://www.ecu.edu/dss/Default.asp>).