



NEW STUDENT EMPLOYEE 30-60-90 DAY TRAINING GUIDE

Introduction

The “New Student Employee 30-60-90 day Training Packet” was developed and implemented by multiple cohorts of the “LeadWest Academy”.

This manual is intended to provide a framework for successful onboarding, training, cross-training, developing and retaining new student employees, with templates, suggestions and resources to use.

Throughout the manual you will see explanations and purposes for each topic area. Additionally, suggestions are provided to help you as you engage the student employee and build a path for successful employment with the University of West Georgia.

Upon completion of the 30-60-90 training and development period, the student employee and supervisor will sign off that it has been completed, and then submit the packet to UWG Human Resources to place in the Employee's file. (hrrservices@westga.edu)

Some student employees may work with the same supervisor past this 90-day period. The supervisor should continue to use tools and resources from this guide for the continuation of the student’s employment.

Table of Contents

Days 1-30 (Month One)	6
Summary	6
Day 1 Checklist	6
Day 1 Checklist In-Depth	7
Welcome and Introductions	7
30-60-90 Training Overview	7
Strategic Plan Review	7
Divisional/Departmental Structure	7
Review Job Description	8
Campus Resources	8
Conduct Tour	8
OneLogin/Computer Applications	8
Week 1 Checklist	9
Week 1 Checklist In-Depth	10
Access	10
DevelopWest	10
Evaluation Process	10
Shift/Work Hours	10
Job-Specific Training	10
Week 4 Checklist	14
Week 4 Checklist In-Depth	14
Informal Review/Feedback	14
Optional Form:	15
Feedback - First 30-day Training Results	15
Days 31-60 (Month Two) Student Employee Training	17
Summary	17
Week 5 Checklist	17
Week 5 Checklist In Depth - Goal Setting	17
Discuss the importance of GOAL setting	17
Week 6 Checklist	19
Week 6 Checklist In Depth - Team Player Dynamics	19
Week 7 Checklist	19
Week 7 Checklist In Depth - Goal Tracking	19
Week 8 Checklist	19
Week 8 Checklist In Depth - 2nd Goal Setting and Feedback	20
Informal Review/Feedback	20

Optional Form:	21
Feedback - First 60-day Training Results	21
UWG Student Supervisor Evaluation	22
Days 61-90 (Month Three) Student Employee Training	24
Summary:	24
Week 9 Checklist	24
Week 9 Checklist In Depth	24
Mentors and Growth	24
Tailoring the Student Experience Guide	25
Week 10 Checklist	26
Week 10 In-Depth - Verbal and Nonverbal Communication	26
Week 11 Checklist	28
Week 11 In Depth - Professional and Business Etiquette	28
Week 12 Checklist	29
Week 12 In Depth	29
UWG Student Supervisor Evaluation	30
Campus Resources	32
Momentum Center	32
Academic Transition Programs	32
Advising	32
Center for Academic Success	33
Computer Lab Help	33
Financial Aid	33
Registrar	33
Student Account and Billing Services	33
UWG Cares	34
Accessibility Services	34
College of Art, Culture, and Scientific Inquiry (CACSI)	34
Department of Anthropology, Psychology, and Sociology	34
Department of Art, History, and Philosophy	34
Department of English, Film, Languages, and Performing Arts	34
Department of Computing and Mathematics	34
Department of Natural Sciences	34
Biology	35
Chemistry	35
Geography	35
Geology	35
Physics	35
College of Education	35
Department of Educational Technology and Foundations	35

Literacy and Special Education	35
Department of Sport Management, Wellness, and Physical Education	35
Counseling, Higher Education, and Speech-Language Pathology	35
Leadership, Research, and School Improvement	35
Early Childhood through Secondary Education	35
Richards College of Business	36
Accounting & Finance	36
Department of Economics	36
Management and Management Information Systems (MIS)	36
Marketing	36
University College	36
Department of General Education	36
Center for Interdisciplinary Studies	36
Department of Student Success	36
Department of Civic Engagement and Public Service	36
Civic Impact and Leadership	36
Department of Multicultural Achievement	37
University College Dean's Office	37
Tanner Health System School of Nursing	37
Honors College	37
Graduate School	37
UWG Newnan	37
School of Communication, Film, and Media	37
Office of the President	37
Academic Affairs	37
Administrative Services	37
Campus Planning & Facilities	38
Emergency Management	38
Human Resources	38
Information Technology Services	38
Business and Financial Services	38
Student Affairs & Enrollment Management	38
Admissions	38
Career Services	38
Center for Adult Learners and Veterans	38
Center for Student Involvement and Inclusion	38
Counseling Center	38
Enrollment Services Center	39
New Student Programs	39
Health Services	39
Housing and Residence Life	39

International Student Admissions & Programs	39
Office of Community Standards	39
University Recreation	39
University Advancement	39
Academic Testing Center	39
Office of the University Ombuds	39
Appendix	40
Manager Tools:	40
Employee Tools:	40

Days 1-30 (Month One)

Summary

Days 1-30 consist of the framework students need to be successful in their new position. This is the framework and basics to find the answers and tools needed.

Relevance is what we hope to set up in the first 30 days. We are looking to provide the basic knowledge of their job to benefit the student beyond the traditional classroom. This is more than a “job” and will advance the skills they are learning in the classroom. Look for the connections.

Day 1 Checklist

Date	
	Student Welcome and Introduction
	Review 30-60-90 Training Purpose, Overview, and Structure
	Review UWG Strategic Plan
	Review Divisional / Departmental Structure
	Review Job Description
	Review Campus Resources
	Conduct a tour of the department and share key contacts (add your key contacts to a copy of the above linked Resources document)
	Assist employee with OneLogin account and review computer applications that will be used.

Day 1 Checklist In-Depth

Welcome and Introductions

Welcome the student to your department, and introduce yourself if you haven't already. Collect the student's name, student ID, and contact information.

30-60-90 Training Overview

Explain to the student employee that you will be working with them on a frequent basis, and that their training will be guided and assisted by the use of this 30-60-90 day model and its associated materials.

- First 30 Days: Initial training, basics of the job, and important information (e.g., supervisor, job expectations, emergency contacts)
- Days 31 - 60: Building professional and interpersonal skills (e.g., personality types/working with others, setting SMART goals, accomplishing tasks, etc.) - Review progress and discuss areas of success and for improvement.
- Days 61 - 90: Further honing of skills and career development (these principles can be utilized throughout one's professional life) - Formal review

Strategic Plan Review

It is important that you explain the University [Strategic Plan](#) to the Student Assistant early in their training. Likewise, the student assistant will need to know your Division/Unit/Department's impact on the University Strategic Plan. Explain to the new employee how their work fits into and supports these overarching objectives of the University.

Divisional/Departmental Structure

Give the student an overview of the structure of the university, its divisions and departments, and how to find information. (e.g., The President, Provost, Academic Affairs, Student Services, Business, Facilities, ITS, etc). Some helpful resources for them to browse are:

- <https://www.westga.edu/about-uwg/index.php>
- <https://www.westga.edu/directories/departments-and-offices.php> (this list can be filtered by division, department, etc)

Explain how the student's job fits into this structure while providing them with the following information for them to write in (this is to help reinforce their learning about how the University works).

Department:
Job:
Supervisor:
Manager:
Director:

Review Job Description

Send the employee a copy of their job description and review it with them. Ask if they have any questions.

Campus Resources

Balancing work, academics and leisure can often be very challenging for student assistants. The support their supervisor provides has a tremendous impact on the student's overall success. There are many campus resources available to assist students, such as Counseling, Tutoring, Mentoring, Health Services, etc. Be sure to mention the Momentum Center and UWGCares specifically but allow the student to review others at a later time.

Conduct Tour

Give the employee a tour of your area and any “sister” departments on campus that require close collaboration from the student. Provide them with a list of key personnel they'll be interfacing with (email, spreadsheet, etc). Include locations of restrooms, kitchen/break area, copier, supply area, emergency exits, conference rooms, etc.

OneLogin/Computer Applications

[Job aid for OneLogin](#) can be reviewed or be sent to student. If access is needed for other applications, email ITS service desk at: servicedesk@westga.edu or call 678-839-6587.

Common computer applications:

- GSuite (Gmail, Google Meet, Chat, etc)
- Adobe Suite / Creative Cloud
- Microsoft Office applications

Week 1 Checklist

Date	
	Ensure employee has an ID card , alarm code and keys/access to SAM box keys if needed to access work location.
	Ensure employee can log into DevelopWest and complete WorkWest compliance training. Employee should complete WorkWest compliance training within the first 30 days of employment.
	Discuss specific performance evaluation process and the frequency of reviews. Establish dates for check ins. (60 days, 90 days, etc).
	Explain work hours, shift start and end time, lunch, overtime procedure (if applicable), and the importance of correctly recording and submitting time worked and absence requests in OneUSG .
	Conduct or assign job-specific training (driver training, equipment, hardware/software, Policies/Procedures , DevelopWest modules)

Week 1 Checklist In-Depth

Access

[Access Control](#), [UPD](#), and [WolfCard](#) office can assist with student employee access, ID and alarm codes.

DevelopWest

Information about [DevelopWest](#) can be found on the website. Login is the same as the employee's computer login. Often, students will be given a separate work account for email, but their real student logins should be used for DevelopWest and OneUSG.

Evaluation Process

Check in at 60 days and at 90 days. Forms are in Appendix and linked for convenience. The supervisor and the student both have forms to fill out.

Shift/Work Hours

Let student know their expected hours, expected lunch time allotted, overtime procedure, and how to submit time in OneUSG. Also note your expectations around notifications of absence, lateness, leaving for appointments, etc. Some students have never worked before and will need clear explanations of expectations around work time and what is expected of them.

Job-Specific Training

The student's specific job responsibilities will vary, but below are some items to consider when planning their training:

- [DevelopWest](#) Training: Compliance, Safety (UWG and job-specific), Customer Service, PeopleSoft Financials. Explain the importance of general compliance courses to help employees be aware of standards of behavior, campus expectations, and rules.
- Safety Training: The university is large and includes many pieces of equipment and situations that could be dangerous. It is imperative that the new Student Employee is trained to work safely in their department or operation. The supervisor should go through the checklist below and explain each item as it applies to the new Student Employee's work area. Some items in the list below may not apply, such as a Hazardous Materials Emergency Shut-offs, so each supervisor should make note of which areas pertain or do not pertain to their area and substitute modules that are needed. In the DevelopWest Courses section, please list the courses student employees need to complete in your area. Please list the areas you discussed with your student employee in the comments section.
 - Proper Attire
 - Lifting and Lowering
 - Slips and Falls

- Equipment
- Hazardous Materials/Emergency Shut-offs
- Vehicle Safety: If a student is required to drive for their job duties (personal car for university business, university vehicle or golf cart), they need to ensure they're on the qualified drivers list. If they're considered a *routine* driver (less common), they need to have an MVR pulled by HR. They can contact HR at hrrservices@westga.edu to begin this process. They will also need to take the driver training module(s) in DevelopWest.
- [Emergency Procedures](#) (such as Inclement Weather): Suggest that they download [LiveSafe App](#).
- DevelopWest Courses:

- **Teamwork:** In each workplace setting, students will work in a team with other student employees and their supervisors. As a supervisor, it is important to review your expectations regarding teamwork and handling conflict, including role modeling effective ways to conflict resolution. Please make sure you review your expectations in the following sections below regarding teamwork in your specific department/area and indicate the DevelopWest courses that need to be completed by the student employee. In the comments section, please make any notes regarding the topics covered with the student employee.

- Importance of Teamwork
- What Working in a Team Means
- Resolving Conflict in a Team
- Conflict Between Team Members
- Common Approaches to Conflict Resolution
- Develop West

Courses: _____

- **Customer Service:** As University of West Georgia employees, we are all tasked with delivering the highest level of customer service and hospitality. As a supervisor, It is your job to lead by example and be a model of behavior for your subordinates to emulate when interacting with co-workers, university stakeholders and external stakeholders. It is important to not only be an example, but to explain the distinctiveness of being a representative of the university and ensuring the customer service provided to prospective students, current students, co-workers and external stakeholders is always of the utmost professionalism. Giving examples of how to provide excellent customer

service and hospitality would be ideal so they could be applied to real world situations. Also, giving resources like developwest videos and youtube videos can serve as a great resource.

- Why is Customer Service Important?
- How to Have Great Customer Service
- Valuable Customer Service Skills
- DevelopWest Courses
- YouTube Videos
- There is an annual compliance suite of modules (e.g., Title IX, Vehicle Safety, etc.) that all employees must complete. There will be official emails about these compliance modules and any job-specific modules that may be required.
- [OneUSG](#) Connect (timesheets, absence requests, etc). Note that often, students will be given a separate work account for email, but their real student logins should be used for DevelopWest and OneUSG.
- Job Specific Software
- Email and email etiquette: This varies depending on the culture of one's unit but may include such things as; being sure to use a descriptive subject line, appropriate greeting, and sign-off, the distinction between texting (less formal) and email (more formal) and including a University-approved email footer.
- Workplace etiquette: For example, appropriate dress; formal vs. informal communication and which and when to use when communicating with other employees, supervisors, ,students and those to whom you provide services.
- TAIDET - customer service methodology; applicable to any conversation
 - Tone (courteous and friendly)
 - Acknowledgement (acknowledge reason for contact)
 - Introduction (be sure to identify yourself)
 - Duration (be mindful of other person's time)
 - Explanation (describe intended response to question and timeframe)
 - Thanking (thank person for reaching out)
- Connect to printer/copier/scanner
- Google Drive (shared and folders) access
- Database access
- Phone system and voicemail setup
- [Policies/Procedures](#) examples:
 - Method of reporting absences and tardiness/Scheduling time off: Main person to contact, backup contact, amount of notification required, any formal requirements your unit may have, etc.
 - Inclement weather practices
 - Departmental dress code
 - Computer use policies
 - Telephone and cell phone use policies
 - Email signature requirement
 - Holidays

- Confidentiality/HIPAA/FERPA: A student worker should be aware of FERPA (Family Educational Rights and Privacy Act) and HIPAA (Health Insurance Portability and Accountability) and what they require by law. They should also be advised to exercise caution so that they don't accidentally share information about other people that may potentially be sensitive or covered by the law.
- Performance and conduct
- Visitors
- Job safety
- Emergency procedures: Emergency Contacts (names, phone numbers, departments). You may also want to discuss different types of emergencies; for example, weather (e.g., tornados), accidental injury or sudden illness, threatening situations, etc.
- Recycling program
- Conference room usage
- Available parking lots
- [Campus Resources](#) (reminder/re-share the resources document with them)

Week 4 Checklist

Date	
	Informal evaluation of student employee / review of job description
	Begin thinking of some goals for Month Two

Week 4 Checklist In-Depth

Informal Review/Feedback

While it is a good idea to give performance feedback as often as possible, at the end of the first 30 days the Supervisor should give tips and coaching guidance that includes:

- Feedback should be encouraging and constructive. Remember to show appreciation for good performance. Discuss how progress is tracked and offer suggestions and resources if needed in preparation for formal 60 day review.
- Review of the student employee's job description. This is to remind the employee of the main objective for their position.
- Ask for employee feedback on how their first few weeks went. What did they enjoy the most/least?
- Discuss any tasks that may be added or removed in the next 30 days.
- Try to give your employee more responsibilities that will boost their resume in their field. All jobs can have transferable skills. Help the employee see how they can apply these skills in the future.
- Expectations:
 - What expectations does the employee have now that they have had a chance to learn the job?
 - Does the supervisor have any new expectations of the employee for the next 30 days?
- Discuss future performance goals and objectives. What is the student learning in class that they can apply here at work?
- Find out what motivates the employee to increase chances of retaining the employee.
- Training plans for the next 30 days.
 - What training does the employee feel they need more time on?
 - If new tasks are being introduced, assign or schedule associated training.
- What should be changed about the position? Ask for the employee's perspective.

Optional Form:

If the supervisor prefers to have a more formal 30 day review, the below form can be used.

Feedback - First 30-day Training Results

When possible, feedback should be encouraging and constructive. Remember to Show appreciation for good performance. Discuss how progress is tracked and offer suggestions and resources if needed.

General Feedback:

Quality:

Productivity:

Strengths:

Goals and attainment plan:

Opportunities for Improvement & Follow-up Training Plan:

Student Employee Signature & Date: _____

Supervisor Signature & Date: _____

UWG Student Training Evaluation

We are committed to providing students with the best training experience possible, so we welcome our students' comments. Please fill out this questionnaire with open and honest feedback, Thank you.

PLEASE RATE THE QUALITY OF THE TRAINING YOU HAVE RECEIVED THUS FAR.

Disappointing 1 2 3 4 5 Exceptional

WAS THE INFORMATION PRESENTED IN A WAY THAT MADE IT EASY FOR YOU TO RETAIN?

Disappointing 1 2 3 4 5 Exceptional

I HAVE A THOROUGH UNDERSTANDING OF WHAT IS EXPECTED OF ME IN MY ROLE

Disappointing 1 2 3 4 5 Exceptional

I FEEL LIKE I HAVE ALL THE TOOLS AND RESOURCES TO PERFORM MY JOB SUCCESSFULLY

Disappointing 1 2 3 4 5 Exceptional

HOW MUCH DO YOU FEEL YOU HAVE GROWN AS A RESULT OF THESE (30 DAYS OF TRAINING)?

Disappointing 1 2 3 4 5 Exceptional

DO YOU FEEL THE TRAINING YOU RECEIVED WAS INFORMATIVE?

Yes | No

DO YOU FEEL VALUED AT WORK?

Yes | No

WHY OR WHY NOT?

WHAT'S ONE THING WE COULD HAVE DONE DIFFERENTLY TO IMPROVE YOUR TRAINING EXPERIENCE IN THESE LAST 30 DAYS OF TRAINING?

WHAT IS THE BIGGEST CHALLENGE YOU'VE FACED SO FAR?

IS THERE ANYTHING YOU WISH YOU HAD BEEN TOLD?

Please share any additional comments or suggestions.

Days 31-60 (Month Two) Student Employee Training

Summary

Days 31-60 consist of training on goals, SMART goals, personality assessments and review of goals/actions that were completed during the first 30 days.

Placemaking is a major focus for this period. We want to engage the student and draw out a sense of belonging by developing a deeper understanding of themselves. We have a chance to make them feel welcome and unique beyond the basic tasks of the job itself.

Week 5 Checklist

Date	
	Discuss goal Setting (what & why)
	Student sets a SMART goal for next 30 days

Week 5 Checklist In Depth - Goal Setting

Have the employee brainstorm some potential goals for the employee's next month or two. These can be academic, work related, and personal goals. During Week 5, you and the employee will meet to turn these goals into SMART goals.

Discuss the importance of GOAL setting

1. **Why do we have goals?**
 - They give us clarity of what is to be accomplished - focus
2. **What do they tell us?**
 - They narrow the scope of what could be a daunting nebulous task into pieces we can understand and accomplish
 - They reinforce our efforts by providing feedback with measurable outcomes
 - They define who is responsible
 - They give a sense of urgency and prioritization
 - They differentiate between the "dream" and the "doable"

The components of a SMART Goals	
<u>Specific</u>	<i>Who is doing this?</i>
	<i>What is it you want accomplished?</i>
	<i>Where?</i>
	<i>When does it need to be done?</i>
	<i>Why? It helps people be engaged and focused</i>
<u>Measurable</u>	<i>What does success look like?</i>
	<i>How are we measuring we got there?</i>
	<i>May include a time component and a deliverable</i>
<u>Achievable/ Attainable/ Actionable</u>	<i>It can be a stretch goal, but it can't be a vision that is never accomplishable</i>
	<i>It's a goal – not a vision statement</i>
	<i>Do you have the authority or ability to influence those with the authority to make it happen?</i>
<u>Relevant/ Realistic</u>	<i>It needs to tie in with the overall strategic goals</i>
	<i>Some acronyms use realistic instead of relevant</i>
<u>Time-Bound</u>	<i>It needs to have time parameters</i>
	<i>Realistic amount of time to accomplish the task</i>
	<i>Must have a closure period to measure to assess progress</i>

1. What is an example of a goal?

SMART goal examples

- a. SA in Human Resources: To digitize two drawers of paper I-9 documents in the next 30 days.
- b. SA in Warehouse Logistics: During your 31st to 60th day of employment you should be able to inbound and deliver, without help, 90% of all items received using the handheld device and Trackpad software.
- c. SA in eCore Help Desk: Continue to ensure high quality of tickets in and out of the Help Desk by reading through tickets and approving ticket drafts within 5 minutes of being submitted, culminating in an average user-satisfaction survey of at least 9.9 each month.
- d. SA in Catering: On your 31st-60th day of employment, you will complete a catering order from and pack the cart with all the supplies and equipment for the event.
- e. [Student Practice Exercise](#)

2. Set a SMART Goal

- [Develop a reachable goal for the next 30 days](#) add student name and supervisor email to form fields
- Discuss how to break the goal down into steps

- This goal will be reviewed at the end of the 30 days

Week 6 Checklist

Date	
	Provide Personality Assessment
	Parallel goal and personality results

Week 6 Checklist In Depth - Team Player Dynamics

1. Have the student take the following assessment
2. Talk over the GOAL with personality results
 - a. [Color Personality](#) - 5-10 min test
 - b. If it applies use the personality results to understand how other team members relate to this employee and vice versa

Week 7 Checklist

Date	
	Review SMART goal progress, plan for the next SMART goal

Week 7 Checklist In Depth - Goal Tracking

1. Review first goal in progress thus far. If necessary, break it down further into steps for the next 2 weeks.
2. Begin thinking about a second goal to be completed next week.

Week 8 Checklist

Date	
	Review SMART goals
	Guide in setting 2nd set of short term goals to complete by Day 90
	Informal evaluation of student employee
	Evaluation of supervisor by student

Week 8 Checklist In Depth - 2nd Goal Setting and Feedback

1. Evaluate 1st set of goals

- Created at the end of the first 30 days, completed at the end of 60 days (Were they reached?) - find and add form

2. Setting 2nd set of short term goals, complete at the end of 90 days (end of training program)

- Reach further for more lofty goals
- [Develop a reachable goal for the next 30 days](#)

3. Survey/Feedback (see below)

Informal Review/Feedback

While it is a good idea to give performance feedback as often as possible, at the end of the first 60 days the Supervisor should give tips and coaching guidance that includes:

- Feedback should be encouraging and constructive. Remember to show appreciation for good performance. Discuss how progress is tracked and offer suggestions and resources if needed in preparation for formal 60 day review.
- First goal review. Is it done? Why or why not? What could be done differently for the next goal?
- Review of the student employee's job description. This is to remind the employee of the main objective for their position.
- Ask for employee feedback on how their first few weeks went. What did they enjoy the most/least?
- Discuss any tasks that may be added or removed in the next 30 days.
- Try to give your employee more responsibilities that will boost their resume in their field. All jobs can have transferable skills. Help the employee see how they can apply these skills in the future.
- Expectations:
 - What expectations does the employee have now that they have had a chance to learn the job?
 - Does the supervisor have any new expectations of the employee for the next 30 days?
- Discuss future performance goals and objectives. What is the student learning in class that they can apply here at work?
- Find out what motivates the employee to increase chances of retaining the employee.
- Training plans for the next 30 days.
 - What training does the employee feel they need more time on?
 - If new tasks are being introduced, assign or schedule associated training.
- What should be changed about the position? Ask for the employee's perspective.

Optional Form:

If the supervisor prefers to have a more formal 30 day review, the below form can be used.

Feedback - First 60-day Training Results

When possible, feedback should be encouraging and constructive. Remember to Show appreciation for good performance. Discuss how progress is tracked and offer suggestions and resources if needed.

General Feedback:

Quality:

Productivity:

Strengths:

Goals and attainment plan:

Opportunities for Improvement & Follow-up Training Plan:

Student Employee Signature & Date: _____

Supervisor Signature & Date: _____

UWG Student Supervisor Evaluation

We are committed to providing students with the best training experience possible, so we welcome our students' comments. Please fill out this questionnaire with open and honest feedback, Thank you.

PLEASE RATE THE QUALITY OF THE TRAINING YOU HAVE RECEIVED THUS FAR.

Disappointing 1 2 3 4 5 Exceptional

WAS THE INFORMATION PRESENTED IN A WAY THAT MADE IT EASY FOR YOU TO RETAIN?

Disappointing 1 2 3 4 5 Exceptional

I KNOW WHO TO CONTACT FOR QUESTIONS ABOUT MY JOB DUTIES?

Relevant? Yes | No

Informative? Yes | No

Efficient? Yes | No

I HAVE A THOROUGH UNDERSTANDING OF WHAT IS EXPECTED OF ME IN MY ROLE

Disappointing 1 2 3 4 5 Exceptional

I FEEL LIKE I HAVE ALL THE TOOLS AND RESOURCES TO PERFORM MY JOB SUCCESSFULLY

Disappointing 1 2 3 4 5 Exceptional

I HAVE A THOROUGH UNDERSTANDING OF HOW AND WHEN TO USE VERBAL AND NONVERBAL COMMUNICATION

Disappointing 1 2 3 4 5 Exceptional

HAVE YOU FOUND A MENTOR IN YOUR DEPARTMENT? HOW HAS THEIR MENTORSHIP AFFECTED YOUR WORK?

Disappointing 1 2 3 4 5 Exceptional

HOW MUCH DO YOU FEEL YOU HAVE GROWN AS A RESULT OF THESE (90 DAYS OF TRAINING)?

Disappointing 1 2 3 4 5 Exceptional

DO YOU FEEL THE TRAINING YOU RECEIVED WAS INFORMATIVE?

Yes | No

DO YOU FEEL VALUED AT WORK?

Yes | No

WHY OR WHY NOT?

WHAT'S ONE THING WE COULD HAVE DONE DIFFERENTLY TO IMPROVE YOUR TRAINING EXPERIENCE IN THESE LAST 30 DAYS OF TRAINING?

WHAT IS THE BIGGEST CHALLENGE YOU'VE FACED SO FAR?

IS THERE ANYTHING YOU WISH YOU HAD BEEN TOLD?

Please share any additional comments or suggestions.

Days 61-90 (Month Three) Student Employee Training

Summary:

Days 61-90 consist of training on communication, business and emotional intelligence.

Competitiveness is key to this period of time. We want student employees to be great not just in their current role but when they transition to the next phase. We have a chance to engage and give experiences that will allow them to stand out to future employers. We also want to build the emotional side of their wellness framework for a happier and more productive future.

Week 9 Checklist

Date	
	Discuss mentors and the importance of having a mentor
	Tailor the student experience

Week 9 Checklist In Depth

Mentors and Growth

1. Mentor

- Help your Student Employee understand the importance of a mentor and how to get a mentor.
 - Use [the link](#) to access more information about mentors and tips for selecting one.
 - Students can utilize the [Alumni Mentor Program](#) to find an alumni mentor.

2. Student Employee Advancement

- In many of the student jobs on campus there is room for growth and professional development. Some departments have student leads who are responsible for the supervision of other student workers, others have higher technical positions which allow for upward mobility of pay and skill set knowledge.
- Identify student workers who are in a position that you may be interested in and ask them if you could shadow them for a day to better understand what their job tasks are. While doing this talk with them about the knowledge, skills, and training they needed to get that promotion. Also, talk to them about training which may have better prepared them to do their job. A successful leader learns from the knowledge gaps of others so that they do not have to make the same mistakes.

- Talk to your direct supervisor about taking on more responsibility and leadership roles. While this may start out small, like responsibility for a minor project, as confidence in your leadership, and abilities, grows, so will the amount of responsibility you have.
- Do a “deep dive” into training within your employment area. Research professional organizations and the certifications and training they offer. Many of these professional organizations offer student memberships and have professionals willing to help you further your opportunities. Once you have a list of trainings do the following:
 - Organize them from shortest to longest to complete.
 - Next place the free, or cheaper, ones at the top.
 - The list should be in order of shortest and cheapest training at the top and longest and most expensive at the bottom of the list.
 - Talk to your supervisor to see if you can begin to take anytime during the week to work on professional development. Even if it is an hour, this will assist with your training goals.
- Write a roadmap, with estimated dates, of how you can get from your current position to the one you desire.

Tailoring the Student Experience Guide

Use this guide to help tailor the student’s experience.

1. What field is the student worker receiving their degree in?
2. What are their current career goals or plans once they graduate?
3. What is their current role within the department?
4. What are tasks, or jobs, within the department, or current role, which could begin to align with their future goals?
5. Are there training opportunities internally or externally that would benefit them?
6. How many hours a week can their schedule be adjusted to allow for this training time?
7. Are there professional organizations, or on-campus groups, which could assist them with their career development?
8. Is there a person or department on campus who is within their desired field and who would be willing to assist them with developing a career roadmap?

Week 10 Checklist

Date	
	Review verbal and nonverbal communication skills

Week 10 In-Depth - Verbal and Nonverbal Communication

Review the following subjects and see how far the student has come

- **Non-Verbal Communication**
 - Use the 7% rule
 - People only remember about 7% of what you say, but they remember 93% of how you made them feel through your tone of voice and body language
 - Body Language
 - Be mindful of what you do during communication
 - Make eye-contact
 - Smile
 - Be relaxed - avoid arm crossing
 - Be attentive and have a seat if necessary and engage in active listening
 - Tone
 - Be mindful of the tone of your voice
 - Record yourself speaking to a friend or family member and listen to your tone
 - Think about the message you are sending when you speak with the tone of voice you use
 - Use a softer voice to not sound aggressive
 - Smile when you speak!
- **Communicating**
 - SBAR Communication Technique
 - S - Situation
 - Provide a brief description of the situation. Be concise and succinct.
 - B - Background
 - Give pertinent history of the situation. Ask if the receiver of the information is familiar with the topic.
 - A - Assessment
 - Summarize the facts of the situation.
 - Be specific.
 - R - Recommendation
 - What are you recommending (asking for)?
 - What needs to happen next?
 - **Phone - TAIDET**

- Be aware of your tone
- Be sure to introduce yourself on the phone and be clear in what your needs are
- If taking a message, be sure to take the other's full name, department, and a callback number
- Be respectful of time
- **Email**
 - When sending an email, keep it brief
 - Watch tone - would you say in person what you are writing?
 - Use appropriate signature at the bottom of your email
 - Respond to questions in a timely manner
- **Person-to-Person**
 - Use active listening
 - Be silent - listen to what the other person is saying without interrupting and without thinking ahead of what you will say - be in the moment
 - Make eye contact
 - Avoid defensive responses - this will lead to conflict

Week 11 Checklist

Date	
	Review professional and business etiquette
	Review customer service skills, teamwork and conflict resolution

Week 11 In Depth - Professional and Business Etiquette

- **Professional & Business Etiquette**
 - **Interpersonal Relationships**
 - **Addressing Leadership**
 - Follow the chain of command
 - Ask open-ended questions
 - Seek feedback and ask for clarity
 - Use appropriate salutations
 - **Small Talk**
 - Be aware of inappropriate conversations in the workplace
 - Avoid sharing personal information at work
 - Notify leadership should a conversation ever make you feel uncomfortable
 - **Code-Switching**
 - Be aware of the language and tone you use in your personal life compared to the language and tone you use in the work environment
- **Business Etiquette**
 - Social Behavior
 - Image and University vs. Department Expectations
 - **Customer Service**
 - Good customer service skills
 - How can you continue to improve on your customer service
 - **Teamwork**
 - What working as a team means
 - **Conflict Resolution**
 - Protocols for Peers, Supervisors, and Customers

Week 12 Checklist

Date	
	Final formal student employee evaluation
	Final evaluation of supervisor by student
	Award student employee 30-60-90 Wolf Pack Training Certificate of Completion

Week 12 In Depth

Award student employee their certificate of completion
[30-60-90 Wolf Pack Training Certificate of Completion](#)

Fill out the formal Evaluation for the student employee. You will receive an email with your answers after you submit the Google Form.

Student Employee Evaluation Form: <https://forms.gle/ibvoSF7MTE8GVJk58>

UWG Student Supervisor Evaluation

We are committed to providing students with the best training experience possible, so we welcome our students' comments. Please fill out this questionnaire with open and honest feedback. Thank you.

PLEASE RATE THE QUALITY OF THE TRAINING YOU HAVE RECEIVED THUS FAR.

Disappointing 1 2 3 4 5 Exceptional

WAS THE INFORMATION PRESENTED IN A WAY THAT MADE IT EASY FOR YOU TO RETAIN?

Disappointing 1 2 3 4 5 Exceptional

I KNOW WHO TO CONTACT FOR QUESTIONS ABOUT MY JOB DUTIES?

Relevant? Yes | No

Informative? Yes | No

Efficient? Yes | No

I HAVE A THOROUGH UNDERSTANDING OF WHAT IS EXPECTED OF ME IN MY ROLE

Disappointing 1 2 3 4 5 Exceptional

I FEEL LIKE I HAVE ALL THE TOOLS AND RESOURCES TO PERFORM MY JOB SUCCESSFULLY

Disappointing 1 2 3 4 5 Exceptional

I HAVE A THOROUGH UNDERSTANDING OF HOW AND WHEN TO USE VERBAL AND NONVERBAL COMMUNICATION

Disappointing 1 2 3 4 5 Exceptional

HAVE YOU FOUND A MENTOR IN YOUR DEPARTMENT? HOW HAS THEIR MENTORSHIP AFFECTED YOUR WORK?

Disappointing 1 2 3 4 5 Exceptional

HOW MUCH DO YOU FEEL YOU HAVE GROWN AS A RESULT OF THESE (90 DAYS OF TRAINING)?

Disappointing 1 2 3 4 5 Exceptional

DO YOU FEEL THE TRAINING YOU RECEIVED WAS INFORMATIVE?

Yes | No

DO YOU FEEL VALUED AT WORK?

Yes | No

WHY OR WHY NOT?

WHAT'S ONE THING WE COULD HAVE DONE DIFFERENTLY TO IMPROVE YOUR TRAINING EXPERIENCE IN THESE LAST 30 DAYS OF TRAINING?

WHAT IS THE BIGGEST CHALLENGE YOU'VE FACED SO FAR?

IS THERE ANYTHING YOU WISH YOU HAD BEEN TOLD?

Please share any additional comments or suggestions.

Campus Resources

Prevent the pass-off! There are many different resources available on campus available for students, faculty, and staff. This is a quick reference guide listing those resources so each supervisor can easily direct other employees to the correct information or location in order to resolve their problem. UWG has an [online knowledge base](#) to find helpful resources as well as the resources below.

Momentum Center

westga.edu/momentum-center, 678-839-6140

From enrollment services to advisers, from financial aid to billing and payment specialists, from accessibility services to career services, the center has solutions to most any need and answer to any question a student may have. The Momentum Center offers these services to students in one place instead of having to visit many different departments on campus.

The Momentum can provide assistance in-person or email job aid information for the following:

- How to update personal information
- How to sign in to OneLogin
- How to view your Wolf Watch
- How to view your holds
- How to apply for graduation
-

The Momentum Center **can NOT** assist with:

- Housing and Residence Life and Lock Out Charges – First Floor of East Commons
- ITS assistance – Library First Floor (SITS)
- BankMobile– Auxiliary Services
- Meal plans – Auxiliary Services
- Student ID's – Auxiliary Services

The Momentum Center can provide assistance in-person from the Front Desk, over the phone, or through the chat bot on the Momentum Center website for the following services:

Academic Transition Programs

- Questions about First-Year Seminar (XIDS courses)
- Help with CourseDen
- Transfer student support
- Help to find academic support resources

Advising

- Help with declaring a major

- Help build your schedule
- Help with adding/dropping/withdrawing from a course
- Discussions about how to graduate on time

Center for Academic Success

- Peer tutoring
- Academic coaching
- Drop-in tutoring
- Supplemental instruction
- Organizations can schedule interactive workshops on topics they request
- Helps students with study tips

Computer Lab Help

- Navigating banweb
- Class registration
- Printing your schedule
- Ordering a transcript
- Accepting loans
- Uploading financial aid documents
- Printing your bill

Financial Aid

- Help with FAFSA verification questions
- Questions about loans, scholarships, and grants
- Help understanding Federal Work-Study eligibility

Registrar

- Help with class registration
- Discussing enrollment dates and deadlines
- Making a transcript request
- Help to submit a FERPA
- Help to request a Certification of Enrollment

Student Account and Billing Services

- Questions about tuition, fees, and charges
- Questions about refunds
- Questions about short term loans
- Help printing your student bill or locating it in Banweb

- Takes electronic payments for student balances (cash and checks payments taken at the Bursar's office in Aycock Hall)

UWG Cares

westga.edu/campus-life/uwg-cares/

If you or someone you know is in a distressing situation, support is available for you through UWG Cares. You will find helpful resources on a variety of issues including:

- Safety concerns (personal or for the welfare of someone in the UWG community)
- Medical concerns
- Multicultural, psychological, and personal issues
- Interpersonal conflict both in workplace and amongst students

Accessibility Services

westga.edu/student-services/counseling/accessibility-services, 678-839-6428, Row Hall 123

College of Art, Culture, and Scientific Inquiry (CACSI)

westga.edu/academics/art-culture-science, TLC 3226, 678-839-5450

Department of Anthropology, Psychology, and Sociology

westga.edu/academics/art-culture-science/anthro-psych-soc, Melson Hall 123C, 678-839-6505

Department of Art, History, and Philosophy

westga.edu/academics/art-culture-science/art-history-philosophy, Gunn Hall B101, 678-839-6521

Department of English, Film, Languages, and Performing Arts

westga.edu/academics/art-culture-science/english-film-lang-arts, Martha Munro 204A, 678-839-4700

Department of Computing and Mathematics

westga.edu/cam, TLC 2200, 678-839-6485

Department of Natural Sciences

westga.edu/academics/art-culture-science/natural-sciences, Callaway Annex 148, 678-839-6479

Biology

westga.edu/biology, Biology Building, 678-839-6547

Chemistry

westga.edu/chemistry, TLC Room 2122, 678-839-6024

Geography

westga.edu/geography, Callaway Building Room 148, 678-839-6479

Geology

westga.edu/geology, Callaway Room 152, 678-839-4055

Physics

westga.edu/physics, Boyd Building - Room 208, 678-839-6485

College of Education

westga.edu/academics/education, College of Education Ed Center, 678-839-6570

Department of Educational Technology and Foundations

westga.edu/academics/education/etf, 678-839-5259

Literacy and Special Education

westga.edu/academics/education/lse, 678-839-6179

Department of Sport Management, Wellness, and Physical Education

westga.edu/academics/education/smwpe, 678-839-6530

Counseling, Higher Education, and Speech-Language Pathology

westga.edu/academics/education/cspc, 678-839-6567

Leadership, Research, and School Improvement

westga.edu/academics/education/lrsi, 678-839-2463

Early Childhood through Secondary Education

westga.edu/academics/education/ecse, 678-839-6559

Richards College of Business

westga.edu/academics/business, Roy Richards Sr. Hall, 678-839-6467

Accounting & Finance

westga.edu/academics/business/accounting-finance, 678-839-4810

Department of Economics

westga.edu/academics/business/economics, 678-839-4770

Management and Management Information Systems (MIS)

westga.edu/academics/business/management, 678-839-4824

Marketing

westga.edu/academics/business/marketing, 678-839-5019

University College

westga.edu/academics/university-college, TLC 3234, 678-839-4948

Department of General Education

westga.edu/academics/university-college/general-education, TLC 3103, 678-839-5348

Center for Interdisciplinary Studies

westga.edu/academics/university-college/ids, Callaway 253, 678-839-4070

Department of Student Success

westga.edu/academics/university-college/student-success, University Community Center, 678-839-6280

Department of Civic Engagement and Public Service

westga.edu/academics/university-college/civic-engagement-public-service, Pafford 240, 678-839-5199

Civic Impact and Leadership

westga.edu/academics/university-college/civic_impact_and_leadership,

Department of Multicultural Achievement

westga.edu/academics/university-college/dma, Row Hall East Wing, 678-839-5400

University College Dean's Office

westga.edu/academics/university-college/university-college-deans-office, TLC 3231, 678-839-5190

Tanner Health System School of Nursing

westga.edu/academics/nursing, School of Nursing Building, 678-839-6552

Honors College

westga.edu/academics/honors, Wagner Honors House, 678-839-6636

Graduate School

westga.edu/academics/gradstudies, Mandeville Hall, 678-839-1394

UWG Newnan

westga.edu/newnan, UWG Newnan Center,

School of Communication, Film, and Media

westga.edu/academics/scfm, Miller Hall 2301, 678-839-6518

Office of the President

westga.edu/president, Sanford Hall, 678-839-6442

Academic Affairs

westga.edu/administration/provost, 678) 839-6445

Administrative Services

westga.edu/administration/administrative-services,

Campus Planning & Facilities

westga.edu/administration/business-and-finance/cpf, Facilities Complex, 678-839-6385

Emergency Management

westga.edu/emergency-management, Row Hall 302, 678-839-3097

Human Resources

westga.edu/hr, Aycock 112, 678-839-6403

Information Technology Services

westga.edu/its, Cobb Hall 2nd Floor, 678-839-6587

Business and Financial Services

westga.edu/administration/business-and-finance, Aycock Hall, 678-839-6410

Student Affairs & Enrollment Management

westga.edu/administration/vpsa, Campus Center Suite 200, 678-839-6423

Admissions

westga.edu/undergraduate-admissions, Murphy Building, 678-839-5600

Career Services

westga.edu/student-services/careerservices, Row Hall West Wing, 3rd floor, 678-839-6431

Center for Adult Learners and Veterans

westga.edu/student-services/calv, Parker Hall 1st Floor, 678-839-5210

Center for Student Involvement and Inclusion

westga.edu/campus-life/csij, Campus Center Room 123, 678-839-6526

Counseling Center

westga.edu/student-services/counseling, Row Hall RM 123, 678-839-6428

Enrollment Services Center

westga.edu/student-services/enrollment-services, Momentum Center, 678-839-6140

New Student Programs

westga.edu/campus-life/nsp, Murphy Building, 678-839-4739

Health Services

westga.edu/student-services/health, Student Health Center, 678-839-6452

Housing and Residence Life

westga.edu/campus-life/housing, Bottom Floor East Commons, 678-839-6426

International Student Admissions & Programs

westga.edu/isap, Mandeville Hall, 678-839-4780

Office of Community Standards

westga.edu/administration/vpsa/ocs, Strozier Hall 211, 678-839-2466

University Recreation

westga.edu/campus-life/urec, Campus Center, 678-839-5500

University Advancement

westga.edu/administration/vpua, Alumni House, 678-839-6447

Academic Testing Center

westga.edu/academics/academic-support/testing, Strozier Complex, 678-839-6435

Office of the University Ombuds

westga.edu/ombuds, 218 Strozier Hall, 678-839-4165

Appendix

Manager Tools:

[OHR Performance Management Checklist for Managers](#) (How to conduct a performance review)

[Strategic Plan](#)

[Divisional/Departmental Structure](#)

[Alarm Code](#)

[Access Control](#)

[UPD](#)

[Wolf Card Office](#)

[DevelopWest](#)

[Mentors](#)

[Tailoring the Student Experience Guide](#)

[Student Employee Advancement Guide](#)

[Certificate of Completion](#)

Employee Tools:

[Campus Resources](#)

[About UWG](#)

[OneLogin Job Aid](#)

[Departments & Offices Directory](#)

[Setting Goals Student Exercise](#)

[Creating a SMART Goal](#)

[Color Personality Test](#)

[Student Program Evaluation](#)

[Student Employee Evaluation Form](#)