THE OHIO STATE UNIVERSITY

Supporting Student Workers:

Navigating the FWS Job Board and Best Practices for Managing Student Employees

Agenda

- An Overview of Student Employment
- Recruiting Student Workers
- Federal Work-Study Job Board
- Onboarding and Training
- Student Worker Development
- Rewards and Recognition

Student Employment

- 62% of students are employed.

- Benefits include career exploration and preparation, learning and increased engagement, which leads to increased retention.

- Undergraduate Admissions is reliant on student workers.

Moore, J.V., & Rago, M. (2009). The impact of employment on student engagement: Results from the National Survey of Student Engagement. In B. Perozzi (Ed.), *Enhancing Student Learning Through College Employment* (pp. 87-108). Bloomington, IN: Association of College Unions International.

What is Federal Work-Study?

Student perspective

- A form of need-based federal financial aid, like federal grants and subsidized loans.

- Unlike scholarships, grants or loans, FWS does not pay toward a student's statement of account directly.

- Student works a restricted amount of hours for FWS-approved employers, earning a bi-weekly paycheck that may be used for indirect educational expenses.

Employer perspective

- A budgetary resource for additional student employment positions that would not otherwise be possible.

Federal Work-Study at Ohio State

- **Fun Fact:** Out of 45,000 undergraduates on the Columbus campus, approximately 15,000 work on campus
  - Approx. 2,000 have been awarded FWS on COLS campus, 3,000 if include regional campuses.
  - Each student awarded **$1500 per semester** ($3000 NYY)
  - There are more FWS job openings than FWS students.

- **Job Location and Development** (JLD) is a component of FWS designed to help all currently enrolled students, regardless of need, access employment opportunities off campus.

- **Community Service** FWS positions can be on-campus if the service provided is for the general public. Many of these positions are off-campus with nonprofit agencies.

Federal Work-Study Eligibility

- To be paid with FWS funds, a student must:
  - Be enrolled at least half time
  - Work a maximum of 20 hours a week/40 hours pay period
  - Cannot work during scheduled class times
  - Be meeting federal financial aid requirements (SAP)

- Eligibility requirements are listed in the FWS On-Campus Employee Manual, downloadable at SFA.OSU.EDU/Jobs/Employers

Best Practices for Recruiting at Ohio State

- Buckeye Careers
- SFA job boards
- Student organizations
- Student Involvement Fair
- Ads (Ohio Union, The Lantern, CABS)
- Targeted email campaigns
- Federal work-study rosters
- Social media
- Info sessions
- Coordination across units

"I love my job. Telecounseling has taught me how to have **meaningful conversations** with others, something I was not capable of before."

— Ericka

How Students Find Our Positions

- Current or former students who have had the role
- Direct email
- Outreach from professional staff members

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How Students Find a FWS Job

Hunt for job
- Log on to job board
- Search by Job ID, keyword, department

Print Job Referral Form
- Auto-populates important info from post
- Use contact info from form to set up interview

Interview
- Bring job referral form to interview
- Leave form with hiring manager after interview
- Wish student luck!

Hired!
- If hired, hiring manager submits form to HR
- HR/supervisor will walk student through hiring procedure

Other Things to Consider

- Student employment website
- Bank of essays, interview questions and selection activities
- Student wage comparison

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FEDERAL WORK-STUDY JOB BOARD

Online Resources

- ## SFA.OSU.EDU/jobs
  - o Info for students and departments
  - o Job board portals
  - o Job aids

ONBOARDING AND TRAINING

Student Employee Guide

- Organizational chart and mission statement
- Types of student roles
- Competencies and expectations
- Processes and procedures
- Professionalism
- FERPA / Confidentiality
- Admissions timelines
- SAS Building and Ohio Union policies
- Memorandum of Understanding

Student Employee Competencies

- Problem Solving and Critical Thinking
- Self-awareness and Self-management
- Interpersonal Development
- Communication

Best Practices for Training Student Workers

- Keep different styles of learning in mind (visual, verbal, physical, social, solitary)

- Avoid information overload and break it up – students have short attention spans!

- Consider gamification to keep things interactive and engaging

- Incorporate shadowing other student workers and, when possible, peer mentors

- Build community early with your favorite icebreakers ☺

Why Cross Training?

- To better understand how work is connected
- To perform similar job functions
- To align messaging, communication strategy and storytelling
- To address staffing issues

STUDENT WORKER DEVELOPMENT

Why Should We Focus on the *Learning* in Employment?

"Students are most successful in *seamless environments* where they can make connections between classroom and out of classroom experiences."

– George D. Kuh

Kuh, G.D. (1996). Guiding Principles for Creating Seamless Learning Environment for Undergraduates. *Journal of College Student Development, 37(2)*, pp. 135-148.

Student Employment as a High-Impact Activity

- Most students work at some point.

- Employment can be related positively to engagement with the institution, not a "distraction" from academic pursuits.

- Work can be high-impact with some additional structure from supervisors.

Guided **R**eflection **O**n **W**ork

- Trademarked by the University of Iowa and used by permission at Ohio State

- Pre-assessment in October

- Intentional 1:1 and small group conversations between student employees and their supervisors about the connections between skills learned at work, in the classroom and to future career plans (fall and spring)

- Post-assessment in April

GROW Conversations

- What are you learning here that is helping you with your academics?

- Can you apply what you are learning in class here at work? How?

- How do you think this job is helping you develop as a person?

- Can you give me a couple examples of things you've learned here that you think you'll use in your chosen profession?

GROW Results: Students Were More Likely to Report

- Their supervisor helped them make connections between work and life as a student.

- They could see connections between work and coursework.

- Their job contributed positively to:
  - Time management
  - Oral communication skills
  - Critical thinking
  - Working with diverse colleagues
  - Understanding different work styles and strengths

- Positive outcomes of employment *other* than money

GROW Results: Positive Outcomes of Employment

- "Please describe one specific way your work as a student employee has positively influenced your experience at Ohio State."

- Themes (most to least frequently mentioned):
  - Great coworkers
  - Understanding campus resources
  - Networking
  - Building a community
  - Support from professional staff and supervisors
  - Enhancing skills learned in the classroom

What About YOU?

- When students make connections to the workplace, they are more *invested*.

- Invested employees:
  - Do better work
  - Feel more committed and responsible to you and their work

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FEEDBACK AND COACHING

Guidelines for Giving Constructive Feedback

- Be direct and sincere.

- Avoid "need to" and "yes, but" phrases.

- Express appreciation in positive situations and concern in negative ones.

- Give feedback person-to-person and ASAP.

- Consider giving negative feedback ASAR.

- State observations, not interpretations.

- Use constructive feedback regularly.

How Students Want to Be Recognized

- Free food
- Social events outside the office
- Appreciation events within their own smaller teams

Recognizing Our Student Employees

- Milestone awards
- Student Employee of the Month
- Fall appreciation event
- End of the year celebrations
- Senior gifts
- Team-specific rewards and incentives programs

QUESTIONS?

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