

Recommended Training for Student Employees within Student Affairs

University of Wisconsin – Whitewater

Integrity Training Committee

Jill Mallin mallinj@uww.edu
Chris Hollar hollarc@uww.edu
Kim Simes simesk@uww.edu
Kim Clarksen clarksek@uww.edu

Outline for Training Student Employees

- I. Welcome the group to our training session. Introduce yourself and the plan for your time together.
- II. **OPTIONAL:** Facilitate a quick and easy “get to know you” game (this is helpful if the group is more than 3 people). Suggested activities include:
 - a. Continuums are nice to start with
 - i. Line up by date of birth - then go around the circle and have people say their name, date of birth and their major.
 - ii. Line up alphabetically by last name (first name, middle name) – then go around the circle saying your name first, where you come from and your favorite TV show.
 - b. “I like People”
 - i. Have people stand in a circle and use a pen, pencil, or piece of paper to mark their spot. One person is in the center of the circle. Have them say their name and the group responds “Hi Joe.” Then Joe says something that tells a little about him, such as: “I like people who travel.” Everyone who likes to travel needs to leave their space and needs to move to another space that is vacated (they cannot move one spot over although they will try). Typically a new person ends up in the center of the circle and you continue as you began. If you have individual who utilizes a wheelchair or assistive walking device, to keep everyone at the same speed have any ambulatory people hop with two feet together in order to level the playing field.
 - c. Name Juggle – have about 5 to 6 objects that can be thrown and caught (and won’t harm anyone – e.g. stress balls, roll of tape, glue stick). Throw a ball across the circle (saying the person’s name prior to throwing the ball). You can also infuse “thank you” into catching the ball. They throw it to someone else saying their name prior to throwing the ball. The person who just threw the ball takes a knee (puts their head down). The last person standing who receives the ball throws it back to the facilitator who started the game. Then you do the same rotation a second time to make sure people have it. Then start a third time adding in more objects to throw. To screw people up, you can reverse the rotation and start with the person who threw it to you.
- III. Have people come back together and hand out the Student Employee Handbook (if your department has one) for people to walk through. If your department does not have a handbook, this outline can be used to facilitate your discussion. It is recommended that all students (regardless of whether they are new or returning) participate in this training.
- IV. Give an overview of the services your office provides
 - a. This will vary from office to office
 - b. Could be brainstormed by directors

- V. Discuss the primary roles your employees will play
 - a. Could be brainstormed by directors – Power point exists (“Primary roles”)
 - b. Walk through each section asking if people have clarifying questions
 - i. Power point slides exist for administrative responsibilities, such as front desk etiquette

- VI. **OPTIONAL:** This is a good time to take a break and do an experiential activity with your group. This experience is used to help build sensitivity within the employees and who they will be working with. It could also be facilitated by someone else in your office if you are not comfortable doing so. Some options are:
 - a. To have a trust walk. Blindfold half the group and have the other half lead them around the floor. Have the leaders share everything they are seeing through their eyes.
 - b. Make an Ice Cream/Sherbet Sundae – only half of the group is able to use their limbs. Have the other half pair up and ask for everything they need to get their ice cream sundae the way they want it and fed to them. Then have the group switch places.

- VII. **OPTIONAL:** discuss connecting with students with disabilities
 - a. Treat others as you would like to be treated
 - b. Students with disabilities are all different
 - c. Student’s wheelchair is part of who they are
 - d. How to connect with individuals who are non-verbal

- VIII. Integrity, confidentiality and ethics: Supervisors are encouraged to go through this section themselves prior to employee orientation in order to get a sense of what topics may need to be addressed to prepare your employees to answer the scenario questions.
 - a. The first six slides from Power point about work responsibilities as intro (slides 1-6 of “Your Individual work responsibilities”)
 - b. Show the first screen of the integrity training website (<http://www.uww.edu/staffair/integrity.php>), along with half-sheet templates with instructions about how to access the site (found at the bottom of this outline)
 - c. Supervisor would then need to go through the detailed instructions about how to log on to the site and what the student needs to complete on the site (i.e., must finish the quiz within the next five days)
 - d. Supervisor will get notified as their students complete the training (students will click on “email your results” which will send an email to their supervisor). The documentation will then be placed in each student’s file.
 - e. If the student scores below the passing score, the supervisor will have a discussion with the employee about the quiz

- IX. Learning outcomes
 - a. Power point exists with the basic definitions of each area in which the student will be evaluated

- X. You are in the home stretch and finish up by discussing conditions of employment. Power point slides exist for most of these (slides 7-14 of “Your Individual work responsibilities”). HR document exists in Word form for some of these (can be printed out for distribution to student employees if desired).
 - a. Work Scheduling
 - b. Prohibited Conduct
 - c. Abuse of Property
 - d. Personal Actions and Appearance
 - e. Excused/Unexcused Absences
 - f. Notification of Continued employment
 - g. Termination of an Appointment
 - h. Grievance Procedure

- XI. Discuss briefly any additional trainings people may need to take for specific job areas. This is office-specific.
 - a. Online Sexual Harassment Form
 - b. UW-W Information Systems Compliance Form
 - c. Student Employment Information Form
 - d. Job Descriptions

- XII. Ask again if people have any questions. If there are no questions have them sign the Student Employment Agreement stating that they have gone over the handbook and will be held accountable for all information held within. A template exists for use with slight modifications for each office.

Instructions for Accessing the Integrity Webinar

- Begin by navigating to: <http://www.uww.edu/staffair/integrity.php>
- You will be prompted to log in using your username and password.
- Then you will be presented with a number of screens discussing the importance of personal and professional integrity.
- Next, you will begin the quiz. Here you will view several real-life scenarios that a student employee might face while working in a Student Affairs office. Each scenario has three questions attached; please respond with the most correct answer.
- You need to achieve an 80% in order to receive a passing score.
- Upon accomplishing this task, you will need to enter the following email address: (INSERT THE APPROPRIATE PERSON'S EMAIL ADDRESS HERE). An email will then be sent to your supervisor, documenting your passing score.
 - Keep in mind, however, that *each* time you have to re-take the quiz because you did *not* achieve a passing score, these scores are also recorded and will be included in the email your supervisor receives.
- Your supervisor must receive an email confirming your passing score by (INSERT YOUR DEADLINE HERE)

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