

## **Policies, Procedures and Responsibilities**

The mission is to serve our customers, students and potential students, faculty and staff, and the policies described below are designed to help us maintain a high level of performance and professionalism in our service. For instance, policies regarding such areas as punctuality and attendance are meant to help us insure that assistance is available to students when they need it. We also feel that these policies are valuable to you as student employees. Not only do they help to clarify job performance expectations, but they also serve as a set of guidelines for your professional development as you prepare for a position in your chosen career.

### **Commitment**

When accepting a position you are asked to carefully consider your academic load and personal time needs. It is essential that you are willing to give a full term commitment and that you not accept more work hours than you can reasonably handle in relationship to your academic load and personal needs. If, at the start of a new term, you are hired to work during a particular set of hours, we ask that you make every effort to keep those hours open for work as you drop and add classes. If your schedule drastically changes, there is a possibility we will be unable to retain you. Should you find yourself experiencing problems with your schedule or anticipate having to resign, please talk with your supervisor immediately.

Except in emergencies, you should try to give at least a two-week notice before resigning and a one-week notice before making major schedule changes.

### **Attendance**

You are expected to adhere to your regularly scheduled work hours. This means arranging for reliable child care if applicable and making every effort to schedule personal appointments during non-working hours. If you must arrange to be absent from work, please make your request at least two full working days in advance of your anticipated absence. In an emergency, you should contact your supervisor as early as possible to notify him/her of the reason for your absence. If your supervisor is not available, please leave a message for him/her and with the department. Frequent emergencies should not arise and would indicate a need to reexamine your commitment to your responsibilities.

### **Punctuality**

You are expected to begin and end work at your scheduled times. If you anticipate being late, please notify your supervisor and/or the department, giving them some idea of when you plan to arrive. If your supervisor is not available, please leave a message for him/her. Excessive tardiness puts an unfair burden on your co-workers and interrupts the smooth delivery of services; therefore, it will not be tolerated.

## **Time Sheet Procedure**

You are required to record hours on a time sheet when reporting to and leaving work since pay is based on the hours reported on the time sheet. You will be shown the location for time sheets during training – **IT IS YOUR RESPONSIBILITY TO RECORD YOUR WORK HOURS EACH WORKING DAY AND TO SIGN AND DATE YOUR TIME SHEET.** Please record times in accordance with Financial Aid guidelines as provided by your supervisor. Use good judgment in rounding up or down. Unless you have been asked to sign in early, sign in only at the time you are scheduled to begin work and sign out again before you leave. You are the only person who is allowed to sign in your hours. Please do not ask other employees to clock in or out for you, and if you fail to record worked hours or to sign your time sheet, you will not be paid for those hours in that pay period.

## **Lunch/Dinner and Rest Breaks**

Short breaks do not need to be recorded on your time sheet. Please make every effort to take break times when your assistance is not needed. Always notify your supervisor when you are leaving to take a break, and begin and end break periods punctually.

If you are working for more than 5 consecutive hours, you may have one scheduled 30-minute meal break. If you are working 8 or more consecutive hours you must schedule at least a 30-minute break. Please begin and end this break time punctually and record it as unpaid time on your time sheet.

## **Dress Code**

Because you represent the department, the college, and work with customers, you are encouraged to be conscientious about your personal hygiene and appearance. You are asked to dress neatly and modestly during work hours. You should discuss appropriate options with your supervisor. In general, midriffs, tank tops, muscle shirts, open shirts, low cut blouses, tattered or excessively tight pants, and shorts that are higher than mid-thigh length are not acceptable articles of dress.

## **Customer Service**

As an employee, you are expected to maintain a professional manner with all customers. This means that you should treat all customers equally and that you should show no favoritism to those whom you may know on a more personal level. Encourage your friends not to visit with you during your working hours.

One of Edison's student core values includes respect for individual differences. While your attitude toward students should be positive and friendly, your approach should be professional. You should review the student handbook for prohibited behaviors.

## **Professionalism**

You are encouraged to maintain a positive and professional attitude. While working do not forget that other students will view you as a role model. If you are working during a slow period and your supervisor has not assigned you additional duties, you may engage in your own studying. Playing computer games and surfing the Net are not professional activities during working hours. Personal cell phones should not be used during working hours.

As a department/college representative, you are also discouraged from talking negatively with students about your professors or classes. In addition, you should be sensitive to the attitudes and opinions of other students or other employees.

Confidentiality regarding students' identity, grades and progress is of utmost importance. Insert: STUDENT DEVELOPMENT DRAFT. Information and/or concerns about students or other employees should be shared only in the privacy of your supervisor's office.

## **Employee/Supervisor Communication**

You are encouraged to work with your supervisor in maintaining an open and positive relationship with each other. Feel free to talk openly with your supervisor about your needs and concerns both as an employee and as a student. In addition, you should keep your supervisor regularly apprised of your progress and the course of your work. If you are dissatisfied with any aspect of your work or have questions, you are encouraged to address these concerns with your supervisor. Not only is your supervisor the most reliable source of information concerning policy, she/he is your expedient source for problem solving.

Likewise, if you observe a student engaging in questionable or unethical behavior, notify a supervisor immediately. If one is not available, make a brief written record of the time, the observed behavior and the student's name if you know it.

Your supervisor will conduct with you a "Work-Study Evaluation" at least once a year. This evaluation will become a part of your permanent employee file. A copy of this form can be found at the back of this manual.

## **Phone Use**

Please keep your cell phone turned **off** during your work period. You may use the office phone if need be; however, we ask you to keep calls short so that these business phone lines are not tied up. Also no long distance calls may be made without a supervisor's permission.

If you have a responsibility for answering the phone, use proper phone etiquette. Answer as "Edison Community College"; identify yourself and your desk and ask how you can be of assistance. Always be polite and helpful; if you experience difficulty with a caller or you are unable to answer a question, refer them to the appropriate supervisor. If a supervisor is not available, take a complete message including the caller's name, phone number, date, time and reason for the call and inform the caller that someone will return the call as soon as possible.

## **Food and Drink**

Policies on food and drink vary by department. Generally, beverage containers should be covered and food should not be consumed around equipment especially computers.

## **The “Be” Attitudes**

1. Be proactive. Make a friendly offer of assistance to any student who appears to need help. If they do not require your particular expertise, refer them to another staff member who may be able to help them.
2. Be welcoming. Establish an initial rapport with students; learn a little about who they are. Respect and encourage their efforts.
3. Be knowledgeable. Familiarize yourself with the services and resources provided by the department.
4. Be credible. Admit when you don't know an answer and model strategies for finding information. Ask questions and use available reference resources.
5. Be professional. Model good student behaviors at all times. Study during down times, do not gossip or engage in aimless pursuits. Maintain a professional distance in conversations with students; do not make negative comments about Edison Community College staff or faculty.
6. Be comfortable. Use humor to diffuse tense situations. Listen and respond empathetically to student concerns. Be sensitive to cultural differences and possible student anxiety. Do not judge or evaluate.
7. Be patient. Listen and ask questions.
8. Be honest. Communicate clearly.
9. Be encouraging. Maintain a positive attitude.
10. Be yourself. Share your enthusiasm for learning and the frustrations you may have experienced as a student.

## HANDLING ANGER

Some students come for assistance although their manner still resists your attempts to help. They may be:

- \* sullen
- \* passive
- \* hostile
- \* disinterested
- \* defensive
- \* angry

Avoid responding by:

- \* Adding a sarcastic comment. Don't fuel the fire.
- \* Challenging the person. Even if the student is wrong and you're right, don't push the issue to prove it. The goal is to help solve the problem.
- \* Participating in fault finding. You can let them vent their frustration, but don't join in and add to their anger
- \* Taking complaints personally. Keep in mind that the complaint is usually not against you personally and that it is human to make mistakes.

Try these 6 easy steps:

1. Listen with interest. Make responses that show you are listening such as; "I see," "I understand," or "I appreciate your problem."
2. Put yourself in their place. Empathize. Be patient.
3. Ask questions and listen to responses.
4. Suggest alternatives and answers to their concerns. Be tactful and helpful.
5. Ask the student what they have done or can do to help resolve the problem.
6. Explain policies and procedures. If you are not sure, ask your supervisor.

\*\* If a person is abusive, quietly reassert yourself. Offer to be helpful, but don't tolerate abuse. If the student is so angry they abuse you, seek help from another staff member or your supervisor.

## EDISON COMMUNITY COLLEGE

### Core Values

- \* **Communication Skills:**
  1. Writing
  2. Speaking and Listening
  3. Computer Literacy
  
- \* **Ethics:**
  - Examples – Confidentiality
  - Cheating
  - Copyright issues (plagiarism)
  
- \* **Critical Thinking:**
  - Cognitive activities that go beyond memorization
  
- \* **Cultural Diversity:**
  - Awareness
  - Understanding
  - Respect for individual difference
  
- \* **Inquiry:**
  - Acquiring information
  
- \* **Interpersonal Skills:**
  - Working with others

WORK-STUDY EVALUATION

STUDENT'S NAME: \_\_\_\_\_

SUPERVISOR'S NAME: \_\_\_\_\_

JOB ASSIGNMENT: \_\_\_\_\_

PUNCTULIATY (Meeting assigned times of work)

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LATE OR MISSES OFTEN	LATE OR MISSES OCCASIONALLY	SATISFACTORY	EXCELLENT
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0 1 2 3 4 5 6 7 8 9 10

DEPENDABILITY (Completion of assigned work and duties)

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REQUIRES CLOSE SUPERVISION	SATISFACTORY	SELDOM NEEDS CHECKING	HIGHLY RELIABLE
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0 1 2 3 4 5 6 7 8 9 10

INITIATIVE (Motivation)

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INDIFFERENT	NEEDS PUSHING	ADEQUATE	ABOVE AVERAGE	HIGH MOTIVATED
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0 1 2 3 4 5 6 7 8 9 10

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PERSONALITY (Courtesy and general impression given others)

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VERY POOR	INDIFFERENT	SATISFACTORY	GOOD	EXCELLENT
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0 1 2 3 4 5 6 7 8 9 10

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## 24 WAYS TO BETTER COMMUNICATION

From time to time it is well to review some of the principles of good communication. The following statements summarize suggestions that have appeared in various journals and books. The list will remind people of communication principles that sometimes get submerged in the day-to-day routine.

1. If there is one thing more important than any other to good communication, it is self-knowledge. To get better acquainted with yourself, take 15 to 20 minutes in quiet each day to reflect upon yourself, and your relationship to your fellow people.
2. What is said and done, day-to-day is the most important part of communicating in any situation. Intellectual honesty, living what is said, acting cooperation as well as talking about it, are essential to developing good communication within an organization.
3. No matter what we say or how we say it, no one else gets quite the meaning we intend from the words we use. By the same token, we never get quite the meaning anyone else intends.
4. One of the biggest obstacles to communication is our tendency to evaluate, to pass judgment on, to agree or disagree with statements before we find out what is meant.
5. Another important obstacle is our feeling that we have to defend our ego by defending what we have said.
6. When listening, look for what the speaker intends, not just at what he or she says.
7. When talking, think in terms of the total impression you create, not just of the words used.
8. When talking, consider every indication of the listener's response, not just whether he or she understands the instructions or directions.
9. Ask more questions, to see whether your listeners have understood what is intended. Have your instructions repeated, "to see if I've said what I meant." Check for understanding at the time of talking.
10. Misunderstandings are inevitable, and therefore the kind of atmosphere needs to be created that will encourage people to ask questions when they don't fully understand.
11. Where difficulties have arisen, try to keep the talking centered on the problem rather than on personalities.
12. Remember, as the other person sees the situation, he or she is probably right.

## What Is Your Center???

### **Friend centered**

(Friends are important but if you base your identity on having friends, being accepted, or being popular, you may find yourself compromising your standards or changing them every weekend to accommodate your friends.)

### **Stuff centered**

(There is nothing wrong with accomplishing and enjoying our stuff, but we should never center our lives on things, which in the end have no lasting value. Our confidence needs to come from within, not from without, from the quality of our hearts, not the quantity of things we own. Remember the saying, "If who I am is what I have and what I have is lost, then who am I?"

### **Boyfriend/girlfriend centered** (creates instability and dependence on others)

(The more you center your life on someone, the more unattractive you become to that person. Your security comes from that person and from within. This makes you very depended upon that person and usually people want someone who doesn't need that for security. These kinds of couples are always worried about their relationship and often break up, get back together, break up, etc.)

### **School centered** (GPA, Teacher approval, parent approval.)

(Our education is vital to our future and should be a top priority, but class rank, GPA, etc. cannot take over our lives. School centered teens often forget that the real purpose of school is to learn. You can still learn well while maintaining a healthy balance of life. Thank goodness our worth isn't measured in our GPA.

### **Parent centered** (They know you need independence but you or they may not want the independence.)

(Sometimes parents do not give us the approval we deserve. Basing our image of ourselves on just our parents is letting someone else control who we are. We must learn to decide for ourselves who we are. This has some of the same pitfalls as friends centered or boyfriend/girlfriend centered.)

### **Self centered/work centered/sport centered**

(We have to be careful not to let a passion for something become the basis for our entire existence.)

(1,3,4 & 5 all are basing our impression of ourselves on others.)

### **Principled centered** (Principles are based on morals.)

(By centering our lives on principles we have security because correct principles do not change or react. They give us guidance to map our decisions. When we fail to follow them, there are natural consequences, so if you choose not to follow them, you are also choosing to live with the consequences. You have power over yourself and your actions. These give us the knowledge to know that what we are doing is right or wrong and the courage to do what is right.)