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Introduction

The Student Employment guide is a collection of resources that provide general guidance to managers of student employees here at BYU-Idaho, and directs them to helpful resources. It outlines managerial principles and general HR guidance. The guide is not comprehensive, nor is it the final word on policy or procedure. If you have any questions, or are dealing with a serious or difficult situation, do not hesitate to contact Student Employment for further clarification and recommendations. Email studentemployment@byui.edu or call 208.496.1712.

The goal of the Student Employment Consultant team is to help managers embody the vision of the university by building their capability as teachers in the workplace. They offer student lead trainings, help implement the student leadership model, Leadership Pattern trainings, help with workday, new manager trainings, assessments of student employee engagement, and other types of support. They can be reached at seconsultants@byui.edu or at 208.496.1712.
Create a Detailed Job Description
Creating a detailed job description is the first step in the interviewing process. When a manager documents their expectations and the qualifications for the job, candidates with the necessary skills stand out. When the right people are hired there will be less turnover and higher job satisfaction within the department. Specific skills and talents that are required for the job should be clearly defined going into interviews. A template for creating a job description can be found here under “Other Resources.”

What to Ask
Asking the right questions helps a hiring manager determine whether a student will be a good fit in their organization. An effective interview includes a mix of the following:

• Open-ended questions
  ◦ Tell me about yourself
  ◦ Why do you want this job?
  ◦ What have you learned from the jobs you have held?
• Behavior based questions
  ◦ Give me an example of a time when…
  ◦ How did you?
  ◦ What did you?
  ◦ Tell me about a time when…
• Situation based questions
  ◦ What would you do in this situation?

• Competency-based questions
  ◦ Typing test
  ◦ Computer skills test
  ◦ Electronic circuitry test

What Not to Ask
Discriminatory interview questions are prohibited by the Equal Employment Opportunity Act, which protects job applicants and employees from discrimination. Examples of illegal interview questions include:

• Are you married?
• Are you pregnant?
• Do you plan on having children?
• How old are you?
• Are you from around here?
• Where do your parents live?
• Do you have any disabilities?
• Do you have any health problems or take any medication?
• Is your husband employed? Where?

Avoiding questions like these protects both the manager and the university from being accused of discrimination in the hiring process. An employee’s qualifications should not be based on age, race, gender, marital status, academic performance, or other personal information.

FERPA Compliance
The Family Education Rights and Privacy Act (FERPA) is meant to give students control over the release of their academic information. Even if a manager has access to a student’s grades or GPA, university policy does not permit the use of this information for employment purposes unless the student themselves provide it. Any access that is given to academic information is only to be used for academic purposes. Using academic information for any employment purposes is a violation of FERPA, unless authorized by Student Records and Registration. More information regarding FERPA and protected information can be found here.

Example: A professor is hiring a new Teacher’s Assistant for one of his classes. He wants someone who received a high grade in his class.
A student applies for the job, and the professor recalls the grade this student received because he was the one who entered it into the system. He is satisfied with the grade they received, and hires them. This is acceptable under FERPA.

**Example:** An employee with access to the academic system checks the grades of a potential hire. They notice the student earned poor grades the previous semester and wonders if they will be able to balance school and work. Accessing and using academic information in this way is a violation of FERPA.

**Equal Employment Opportunity Act**
This policy protects employees and potential hires from unlawful discrimination. BYU-Idaho will not tolerate discrimination based upon race, color, sex, age, national origin, religion, pregnancy, or disability. More information about the Equal Employment Opportunity Policy can be found [here](#) at the top of the “Employment Policies and Procedures” page.

**Example:** A manager interviews an international student with a strong accent. The manager assumes that people from the student’s country of origin are not hard workers, and she decides not to hire him based on this preconception. This is discrimination.

**Example:** The manager of an all-male team interviews a qualified female candidate. He does not hire her because he is worried about disrupting the culture of his team with a female employee. This is discrimination.

**Example:** A forty-year-old student applies for a job where he would be working primarily with younger students. Although he is qualified, the manager does not hire him because she is worried about him fitting in with the younger students. This is discrimination.

**Example:** A manager shows a preference for job applicants who served their missions in the same place he did, regardless of their qualifications. This is a non-merit based hiring preference, and BYU-Idaho “does not allow consideration of illegal and irrelevant, non-merit factors in any personnel decision.”

**Near Relative Policy**
Full time university employees may not work in the same department as a near relative who is a full time employee. The university does not hire employees into positions that fall under a near relative’s scope of control. Student employees may be hired into peer roles with near relatives, provided there is special instruction from supervisors, approval of line management through the Near Relative Exception Request form, and no overlap in scope of control duties. While this is permissible, it is strongly discouraged because it limits the related employees’ leadership opportunities and could potentially create preventable conflict in the workplace. The Near Relative Exception Request form can be found [here](#) under “Other Resources”. The Near Relative policy can be found in its entirety [here](#) under “Employment Guidelines.”

**Example:** A student applies for a position that would put her in a peer position with her sister who works in the same department. The hiring manager has a serious conversation with each sister outlining workplace expectations and professionalism, and informs them that neither of them will be given leadership over each other, and consequently may be limited in their advancement opportunities. It is then up to the student to decide whether she wants to work with those limitations. She chooses to work in another department where she will not be faced with these limitations.

**Example:** A student employee is being considered for a leadership position. He is knowledgeable and qualified, but he would be given timekeeping responsibilities over his first cousin who works in the same department. This disqualifies him from being considered for the position and illustrates how hiring near relatives into peer roles can restrict the growth of the individuals and the department.
Outside Organizations’ Requests
Some BYU-Idaho students receive support and aid through external organizations that are not officially affiliated with the university. Some of these organizations have contacted BYUI managers requesting that jobs be guaranteed for the students they sponsor. Managers are under no obligation to guarantee jobs for these students or give them any special consideration for employment. If you are contacted by these organizations, or feel any kind of pressure from these organizations when making hiring decisions, contact Zach Hoskin in Student Employment: 208.496.1717 or hoskinz@byui.edu

Interviewing Resources
Additional resources, tips, sample questions, and best practices for interviewing can be found here.

Hiring a Student Employee

Creating a Job Requisition in Workday
Creating a Job Requisition in Workday is the first step in hiring a student employee. To create a job requisition, have an accurate job description and the cost center of the position available. Once a job requisition has been created in Workday, it will appear on the job board. A step by step tutorial for creating a job requisition can be found here.

Job Board
After a Job Requisition is created, the supervisor has the ability to post that job and hire students through the student employment Job Board, which can be found here. Managers have the option to either post the job so that students can apply for the position, or they can choose to “direct hire” a student, skipping the application process if they already have a student in mind. Tutorials on navigating the job board can be found here.

Onboarding
Once a manager has hired a student employee on the job board, the student will need to come in to the Human Resources Office (Kimball 226) to complete the onboarding process before they begin working. They will need to have acceptable forms of identification, their I-Number, and about 30 minutes to complete their paperwork. The list of acceptable forms of ID can be found here for domestic students and here for international students. Students who have previously worked on campus will need to repeat the onboarding process if either 1) there has been a year or more break in employment with BYU-Idaho or 2) they were originally hired before December 2015, and have any break in employment.

Notice: The HR office will be moving the onboarding process at the beginning of each semester in order to accommodate more students. Direct them to MC 368/369 if they are hired within the following dates:

Fall 2018: September 13th-19th 2018
Winter 2019: January 4th-9th 2019
Spring 2019: April 18th-24th 2019

Privacy Training
All newly hired Student Employees are required to complete a short privacy training on their own when they are hired. If they do not complete this training, they may have trouble accessing Workday or their BYUI account. Also, if a student employee needs any amount of special access to campus systems, they cannot be granted this access until their privacy training has been completed. The privacy training can be found here under “Online Trainings.” If a student has trouble accessing Workday, direct them here first. If the employee has worked on campus before, they will only need to redo their privacy training if there was a break in employment of a year or longer.
Setting Expectations

Setting Expectations
Student employees should have a clear understanding of what is expected of them at work, and why it is expected of them. This should start with the hiring process. Expectations and job descriptions should be clear and specific. Setting expectations starts in interviews. The expectations a manager sets should further the mission of the university, and guide students to become better representatives of BYU-Idaho. Managers are strongly encouraged to keep expectations in writing as a reference for themselves and students to refer to if necessary. Discipline and performance management are easier to resolve when expectations are clear. A template for setting expectations for your department (i.e. professionalism, attendance, dress etc.) can be found here under “Other Resources.”

On a student employee’s first day of work…
Ensure that they understand the expectations of the university and the department they are working in. It is best to establish these kinds of expectations as early as possible to prevent future misunderstandings. Providing training on the goals and expectations of the department for new hires as early in their employment as possible will set them up for success as they move forward. It is easier to establish behavior than it is to correct behavior.

Example: A manager notices that when student employees do homework at work, it compromises the quality of department services. She decides to create a “no homework” policy as a result. She holds a meeting to establish this new policy where she explains why it is being implemented, and what she expects from her employees who are providing customer service. She then ensures that all new hires are made aware of the policy on or before their first day of work. These are best practices when setting expectations.

Example: A recently hired student employee has been doing homework on the job. The department that hired this student does not have a “no homework” policy in writing, and no one can remember if the student was informed of the policy when they were first hired. The student is disciplined and files a complaint with Human Resources. It is difficult to resolve the situation because it is the manager’s word against the student’s. This example illustrates why it is important to have expectations in writing and have a process for training new hires on university and department policy.

Social Media
When creating a department social media page, refer to the University Relations Department’s guidelines here.

Shaving Exceptions
On-campus employers are not obligated to honor university-issued shaving exceptions. Departments are free to establish whether they will recognize exceptions, or require all male students to shave as a separate department policy. The practice agreed upon must be consistent throughout the entire department.

Example: A student who works in customer service is issued a shaving exception. His manager decides to honor the exception, but he requires the student to wear a name badge stating that he has been issued a shaving exception to ensure that customers know he is in line with the honor code.
Developing Student Employees

Professional Mentors
Over 70% of all on-campus employees are student employees. Part of the university’s mission and culture involves student employees being utilized in a way that benefits both the individual students, and the university. Managers of student employees have the unique opportunity to help students have a positive work experience that compliments their education and prepares them to enter the workforce. In the BYU-Idaho employment structure, student managers are considered professional mentors who provide guidance and experience that will benefit student employees’ future careers. However, motivating and managing student employees can be challenging at times. Resources on managing a team effectively can be found here or on the Human Resources “Training and Development” page.

The Leadership Pattern
The Leadership Pattern is a training approved by the First Presidency to help church employees become disciple leaders in the workplace. Giving students tools that enable them to become disciple leaders is part of the mission of BYU-Idaho. As a manager, having student employees with these attributes will further not only your team’s goals, but those of the university as well. To implement the Leadership Pattern with your team, contact the Student Employment Consultant team at seconsultants@byui.edu.

Managing Student Performance

The following section details a suggested process for working with a student employee who is not meeting expectations.

“I can make a promise to you: if we treat them, and that may awaken a hope in them that they would have a softer heart. It may not happen every time, and it may not last. But it will happen often, and sometimes it will last. And all of them will at least remember that you believed in the best in them - their inheritance as children of God.”
-Henry B. Eyring
To Draw Closer to God: A Collection of Discourses

When Students Are Not Meeting Expectations
When a student is not meeting clearly defined expectations, there are best practices to ensure that the student is given growth opportunities without sacrificing department efficiency. Before addressing performance problems, it is best to ensure that the student has all the training, guidance, and resources they need to do their job. Managers should engage in self-reflection first to ensure that they have provided the student the right tools to succeed before they begin discipline procedures.

“When you expect low, you’re going to get low. If you expect high, you’re going to get high. . . . What we have to do is establish in our organizations where we work that ‘everybody’s going to get better here.’ . . . We, as a team, are going to do better.”
-Elder Don R. Clarke
The Leadership Pattern, ‘Build Capability’
Crucial Conversations and One-on-Ones

If a student is failing to meet expectations, it is best to first remind the student of the expectations that are in place. The first step in disciplining a student employee is to discuss their performance face to face. Ask the student what they hope to gain from their campus work experience and how you can help them reach those goals. Discuss short term goals they can make that will help them be successful in their current position. In some cases, the student may be better suited for a different job within the department that is more in line with their strengths. During these interactions, managers should keep their role as mentors in mind. Resources for having difficult conversations and improving communication as a manager can be found here under “Personal Development”.

Example: At a recent student employment round table, a manager shared her experience with a student employee who was failing to meet department expectations. She considered terminating him, but decided to talk to him about his performance first. The student had not realized that his poor performance had been noticed or was affecting the quality of the department’s work. After their conversation, his work improved drastically and he became one of her most reliable, hardworking employees.

Example: A student is performing poorly at her job. She is often late, makes phone calls during work hours, and seems absentminded.

Although the manager’s first instinct is to let her go immediately, he invites her in to talk about her performance. In this meeting, she tells him that she is struggling with a serious health issue. The manager decides to keep her on his team and modify her responsibilities to allow her more flexibility and lessen the pressure of her job in a way that does not lessen the value of her overall work.

Following Up

Sending an email that summarizes the conversation/one on one that addressed a student’s performance will help the manager document their efforts to help the student employee. Including the student’s goals in that follow up email will give them something to work towards and make professional growth a more positive experience. It will also help prevent he said/she said situations that are difficult to resolve.

Written Warning

If a student’s performance continues to fall short of expectations after verbal warnings have been given and efforts have been made to collaborate with the student to improve their performance, it is a best practice to send a written warning, both for documentation and as a last effort before terminating the student. Feel free to reach out to the Human Resources office with any questions or for additional support. A written warning template can be found here under “Other Resources”.

Serious Situations

If a student’s poor performance involves violations of privacy, theft, safety policy violations, sexual misconduct, or other serious infractions, the situation requires immediate attention. It is best to involve line management and Human Resources as soon as such an issue arises. Immediate action protects victims and prevents further illegal activity. In the event of a serious situation, contact Zach Hoskin in Student Employment. (Email: hoskinz@byui.edu Phone: 208.496.1717)
Best Practices
Although departments are free to establish their own policies and procedures as long as they fall within the general policies of the university, it is strongly recommended that managers and department heads research the best possible practices before implementing a rule or procedure. Best practices include:

• One-on-ones
• Implementing student leads
• Thorough training of all new employees
• Setting clear expectations
• Following up on expectations in person and in writing before pursuing discipline.

• Appropriate team building exercises
• Other ideas:
  - Choose a new employee to spotlight each month. Have each employee answer a few questions about themselves and post the answers somewhere conspicuous in the office so employees can get to know each other better.
  - Make a compliment box where employees can write compliments to each other, and hand them out at the end of the month/week.
  - Some type of community service together as a meaningful team building activity.
  - The university has resources for group activities through the Activities department (including the ropes course and other outdoor activities). Contact them for ideas.
  - Completing the Leadership Pattern training, a resource that teaches church employees to lead like the savior, with your team it can be a great way to unify and build morale.

Practices to Avoid
There are employment practices that open up the employee and employer to greater risk. Although they may seem effective, they are not considered best practices. Practices to avoid include:

• “Three strikes, you’re out” policies: Three strikes policies create legal and safety risks within a department. It is difficult to define them clearly and implement them consistently. They allow for mistakes to not be addressed beyond giving a “strike.” They imply that the first two mistakes have no consequences, and can legally imply that the manager is agreeing to a contract. This can give the student cause to sue if they are fired before they reach three strikes. When managing student employees, it is important to fully address mistakes and come up with solutions at the time of the mistake. This reduces turnover and elevates the employment experience for both students and managers.

Example: A manager implements a three strikes policy. He gives new student hires a written explanation of the policy. A student who has not been particularly attentive to their work all semester makes a large error that costs the department a substantial amount of money. The manager makes the decision to let the student go. The student contests the manager’s decision because it was technically her first “strike”. The student may have grounds to sue the university because they did not honor their three strikes policy. This example illustrates the risk associated with three strikes policies and why they are not considered a best practice.

• Inappropriate team building exercises: While team building exercises can improve communication and the overall employee experience, some exercises may be inappropriate, increase legal and safety risks, and make student employees uncomfortable. Avoid team building
exercises that involve turning off all of the lights, encourage physical contact, or require an overnight stay. Here are some things to keep in mind when choosing team building activities:

◦ Don’t choose activities that might violate people’s dignity, privacy, or personal space. Something people enjoy with close friends isn’t always appropriate for the workplace.

◦ Realize that what’s fun for some people is miserable for others. This especially includes athletic activities and public performances.

◦ A top complaint about team-building exercises is that they have no bearing on how people spend their time the other 364 days of the year, so think about whether the activity really relates to the work people are there to do.

◦ If the team-building is meant to fix a communication or morale problem, it’s probably not the right solution. Those issues require management to step in and take action. (From “The 10 Most Horrifying Team Building Exercises” https://www.quickbase.com/blog/the-10-most-horrifying-team-building-exercises)

Example: Hoping to boost department morale, managers decide to do the “human pyramid” exercise with their teams. Several employees express discomfort, but the managers press them to do the activity anyway. These students feel as though their personal space was violated during the exercise and they involve Human Resources. This situation could have been avoided if the managers had researched more effective team building exercises, or addressed the students’ concerns at the time.

Important Policies

BYU-Idaho Policies Overview
While managers have some latitude in setting workplace expectations for their individual departments, these expectations should be in harmony with overarching university policies.

The Honor Code
The BYU-Idaho Honor code details a standard of dress and conduct that is required of all BYU-Idaho employees and students. Living the Honor Code facilitates an environment that invites the spirit to dwell both on campus and with individuals. Managers’ individual department policies should be in harmony with the Honor Code’s standards of dress and conduct. It is the responsibility of campus employees and managers to report any Honor Code violations that they personally observe, or encourage students to report Honor Code violations they become aware of. The Honor Code can be found in its entirety here.

Example: A student employee comes to their manager with a video posted on social media of another student employee smoking. The manager reports the student to the honor code office immediately. The student may be ineligible for campus employment while they are being investigated.

Safety Policies
BYU-Idaho is committed to providing a safe work environment for its employees. Compliance with the university’s safety policies will ensure that student employees are safe and avoid accidents and injuries. A complete compilation of BYU-Idaho’s safety policies can be found here.
Scheduling

Scheduling employees can be a time-consuming and challenging task for managers. Students have classes and other important activities that turn navigating the daily work schedule into a daunting venture. Below are a few ideas that some managers have applied and found successful within their organizations:

*Note: These are suggestions based on scheduling practices of existing BYU-Idaho organizations. These suggestions may not be applicable in all circumstances.*

**Schedule Structure**

**Fixed Shift**
Organize employees according to designated shifts, hiring only those who can fill available time slots. (This is ideal in situations where an employee must be present at a certain time, or at all times, throughout the day)

**Open Shift**
Organize employees according to designated shifts, giving them the flexibility to choose their own times. A final review is then conducted by the manager to ensure that everyone has a time that works for them and the organization. (This can be helpful because it reduces the time spent organizing schedules and gives employees a healthy sense of autonomy).

**Flextime**
Allow employees the flexibility to come and go at their own discretion, placing a requirement only on the number of hours worked in a week. (This is generally ideal in situations where the employee works independently and a specified shift in not necessary).

**Practices**
Implement a Department Facebook Group

- Use a department Facebook Group where employees can ask others to fill in for them. The group is comprised and can be monitored by supervisors and their employees alike. Each member of the group will receive a notification when someone asks for time off, and can then negotiate with the employee to fill in for or alternate shifts for the designated time.

- Hire On-Call Employees

  - Have employees with flexible schedules work on-call/filler shifts.

- Ask for All Available Times

  - Have each employee sign up for multiple shifts in case their first pick is not possible.

- Under-Schedule Employees

  - Allow some room between the budgeted time an employee may work and the actual time he/she is scheduled to work. This will give them the ability to work fewer or more hours if needed, without having to worry about exceeding their allotted hours.

- Take Special Care
Students may feel distressed if they are asked to work at a time that is less than ideal for their personal schedule. Take special care to work with employees so they maintain their desire to enhance their work and grow personally, while finding a balance in their responsibilities outside of work. For information regarding the quantity of hours a student may work, see the Student Employment Policy [here](#) under “Professional Development.”
Time and Compensation

Approving Time
All time worked by student employees must be approved the Monday before payday at noon. A 2018 Bi-Weekly pay schedule can be found here under “Other Resources.” A tutorial for approving time in Workday can be found here under “Organizational Changes”. If a manager’s team is large, student leads can take on extra roles and approve time in Workday To learn more about implementing student leads, contact the Student Employment Consultant team at seconsultants@byui.edu.

Hours of Work
Student employees may not exceed 1300 hours of work per academic year. This is to ensure that student employees remain under the Affordable Care Act’s (ACA) hour threshold for non-benefited employees. According to the student employment policy, “Managers are permitted to increase a student’s working hours to over 20 hours per week, as long as the student’s work requirements do not interfere with academic progress, the student stays below the 1,300 hour maximum” and the student only has one job on-campus. This relates specifically to domestic students, see section below for international student guidelines. For more information on student employee hours, refer to the Student Employment policy on hours here. It can be found under the “Professional Development” heading.

International Students Working Hours
International Students may not work over 20 hours a week when they are on track, or while they are taking 12 or more credits. For more information, refer to the student employment policy here http://www2.byui.edu/Policies/policy2_11.htm

Changing Compensation
There is an approved pay range for student employees which can be found here under “Other Resources.” Managers are free to change a student’s compensation within that range. Outside of that range, line management approval is required. More information and a step by step tutorial for changing compensation in Workday can be found here under “Organizational Changes.”

Ending a Student’s Job

Employment at Will Policy
This policy guarantees both employers and employees the right to end employment at any time for any nondiscriminatory reason. The policy can be found in its entirety here under “Employment Guidelines.”

Voluntary Terminations
In accordance with BYU-Idaho’s At-Will Employment policy, student employees may end their employment at any time, without notice. While departments may request a courtesy notice, students are not required to give one.

Involuntary Terminations
If a student employee is consistently failing to meet clearly set expectations, it may be grounds for termination. BYU-Idaho is an at-will employer, giving managers the ability to terminate employees at their discretion. It is best to approach involuntary terminations on a case by case basis, and work with the student and Human Resources before making a decision. For more information on disciplining and discharging a student employee, see the Managing Student
Performance section.

**Ending a Job in Workday**
A step by step tutorial for ending a student’s job in Workday can be found [here](#) under “Termination Process.” Make sure a reason for termination is entered for data tracking purposes.

**Workday Tutorials**

Tutorials for all the Workday processes listed in this section can be found [here](#).

**Approving Time**

**Changing Business Title**
When an employee switches roles within your organization, use this tutorial to change their business title.

**Compensation Change**

**Create a Job Requisition**
The first step when hiring a student employee

**End Additional Job**
If a student employee has two jobs in Workday, use this tutorial to end the second job.

**Hire a Student Employee**
Hiring a student employee in the Job Board

**Job Board Tips**

**Move Workers**
How to move workers within your organization, place them under different leads, etc.

**Switch Primary Job**
How to make a student employee’s position within your organization their primary job

**Terminations**

**Ending a students’ job**

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**Policy Links**

- ACA (Affordable Care Act)
- Employment at Will Policy
- Equal Employment Opportunity
- Honor Code
- Near Relative Policy
- Safety Policies
- Sexual Misconduct/Title IX