

Supervisor's Guide To the LifeWorks Program

(Last updated: June 13, 2024)

1. Introduction

LifeWorks is the student employment component of the Center for Personal and Professional Development. The policies included in this guide apply to all faculty and staff members who supervise student employees.

1.1 Why Does the Program Exist?

The LifeWorks program was founded on two essential principles. Martha Berry recognized the need for a workforce to build and operate the schools due to financial constraints, and she believed that work was a powerful character builder, essential for preparing students for successful and meaningful lives after graduation.

Today, students are integral to campus operations, outnumbering faculty and staff by nearly 6 to 1. We believe meaningful work is crucial to student success, developing career-ready individuals by educating the Head, Heart, and Hands.

The Role of Supervisors

As supervisors, you play a pivotal role in this mission. By serving as mentors and guides, you help shape the future of our students, ensuring they are well-prepared for their careers and lives beyond graduation. **All supervisors work together to develop career-ready students through meaningful work experiences.**

Definition of Meaningful Work

At Berry College, meaningful work creates a sense of purpose and accomplishment, contributing to personal fulfillment and the greater Berry community. It connects students to something larger, motivating and inspiring them to do their best. Meaningful work involves understanding the value they bring and finding opportunities where their efforts truly matter.

Components of Meaningful Work for Student Employees

To ensure that work is meaningful, supervisors should focus on three key components:

- 1. Clear Responsibilities & Goals:** Ensure student employees have defined tasks and responsibilities that contribute value, with specific goals and measurable outcomes.
- 2. Intentional Development:** Provide structured opportunities and support systems for students to enhance their professional skills, with clear expectations for performance and growth.
- 3. Consistent Engagement:** Engage students primarily in job tasks or professional development activities during work hours, avoiding distractions like personal phone use or unrelated activities.

A Journey Toward Career Readiness

Our LifeWorks program, aligned with the National Association of Colleges and Employers (NACE) competencies, ensures students gain real-world personal and professional development experiences. These competencies include critical thinking, verbal/written communication, teamwork/collaboration, leadership, technological skills, professionalism/work ethics, equity/inclusion, and self and career development.

The Perfect Balance

Supervisors and the Center for Personal and Professional Development at Berry structure student responsibilities and development along a tiered system using the NACE competencies. **Entry**-Jobs are task-oriented and focused on professionalism, communication, and teamwork. **Intermediate**-Jobs come with increased responsibilities, such as supervising and managing projects. **Advanced**-Jobs involve significant project ownership and independent work. **Pre-Professional** Jobs are leadership positions with minimal supervision, mentoring others, and excelling in all NACE competencies.

Supervisor Action Items

To effectively support the LifeWorks program, supervisors should:

- **Mentor and Guide:** Serve as role models, providing support and guidance.
- **Set Clear Expectations:** Define tasks, goals, and outcomes.
- **Encourage Professional Growth:** Offer development opportunities and feedback.
- **Foster Engagement:** Ensure students remain focused on job-related tasks.

By fulfilling these roles, supervisors help ensure the success of our students and the effectiveness of the LifeWorks program. **Your commitment to mentoring and developing student employees is crucial in preparing them for their future careers.**

1.2 How Does the Program Fit into Berry's Mission?

Berry's mission includes providing "lessons gained from worthwhile work well done." To accomplish this, the LifeWorks program has several objectives.

Promote Employment Experiences as an Integral Part of the Educational Experience

LifeWorks provides practical experiences in students' areas of interest. For example, pre-vet students can gain practical experience by working at the Dairy or the Equine Center, business students may have responsibilities at the museum or in the guest cottages, and biology majors often perform undergraduate research. Additionally, we develop soft skills valued by employers, such as teamwork, critical thinking, and problem solving.

Entrust Students with Significant Responsibilities

On many campuses, student employees perform only mundane tasks, such as filing, answering phones, shredding documents, and running errands. Although it's sometimes necessary for our students to perform these tasks, we also believe they should have the opportunity to take on more significant responsibilities so they can develop high-level skills needed for success after graduation.

Accomplish Departmental Missions

While we want our students to learn new skills and develop their leadership abilities, we also understand that each department has to get the work done. We depend on our students to accomplish everyday tasks such as mowing the grass, serving food, answering phone calls, and shredding and filing papers. We also use our more experienced students to accomplish special projects that yield significant time savings. Delegating these projects to students not only helps us but also gives them hands-on experience which will serve them well after they graduate.

2 Position Classification System

LifeWorks roles are categorized into one of four job classifications. The goal is for students to advance from lower to higher levels, taking on jobs with increased responsibility and significance. Students must perform satisfactorily at one level before moving up to the next or must be able to demonstrate successful performance in comparable off-campus employment.

When creating a job in the Job/Timesheet system, supervisors should use the table below to place the job into the appropriate job classification and provide a detailed job description. When hiring students into a job, supervisors must ensure students have met the hiring criteria. For example, a supervisor should not hire an incoming freshman into a Pre-Professional position. Prior to approving the hire, the LifeWorks Operations Office will check the student's work history. Supervisors can submit a request to waive the criteria, especially if the student has appropriate off-campus experiences.

Job Classifications

1. Entry

- **Description:** Task-oriented. Students learn basic work skills.
- **Supervisor Role:** 100% managing work.
- **Entry Criteria:** Students in this classification are typically assigned simple tasks and require close supervision. First-time student employees, especially incoming freshmen, are usually placed in Entry positions. Exceptions can be made for upperclassmen and transfer students with appropriate off-campus work experiences.

2. Intermediate

- **Description:** Experienced, project-oriented. Students learn project management and more advanced work skills.
- **Supervisor Role:** 75% managing / 25% mentoring.
- **Entry Criteria:** Students at this classification have performed successfully in the Entry position for at least one term. They have developing skills and do not require 100% supervision. Supervisors of Intermediate students should be shifting from being a “boss” to being a “mentor.”

3. Advanced

- **Description:** Supervisory, project management. Students have the skills to supervise other students and manage major projects.
- **Supervisor Role:** 50% managing / 50% mentoring.
- **Entry Criteria:** Student supervisors or advanced undergraduate researchers occupy Advanced positions. To qualify for this level, students must have performed successfully at an Intermediate job classification for at least one term (does not apply to elected positions). Supervisors are responsible for mentoring Advanced students, teaching them how to effectively manage and motivate other students.

4. Pre-Professional

- **Description:** Departmental management. Students have the skills to supervise other students and can manage most activities of and represent a department to other on-campus entities.
- **Supervisor Role:** 25% managing / 75% mentoring.
- **Entry Criteria:** Students at the Pre-Professional job classification direct the activities of a department with minimal supervisor oversight and often represent the department to other departments or agencies. To qualify for this job classification, students must have performed successfully in the Advanced job classification for one term (does not apply to elected positions).

By adhering to this classification system, supervisors can ensure that student employees are placed in roles that match their skill levels and developmental needs, fostering a productive and growth-oriented work environment.

3. Learning Outcomes

The LifeWorks program at Berry College is designed to achieve specific learning outcomes that prepare students for successful careers and lifelong personal development. As a supervisor in the LifeWorks program, understanding and promoting these outcomes are essential to guiding student employees effectively.

Core Learning Outcomes:

1. **Professional Skill Development:**
 - **Objective:** To equip students with the necessary skills and competencies valued in professional settings.
 - **Implementation:** Provide structured opportunities for students to develop and refine skills such as critical thinking, communication (both verbal and written), teamwork, leadership, technological proficiency, and professionalism.
 - **Measurement:** Assess student progress through performance evaluations, project outcomes, and feedback mechanisms.
2. **Career Readiness:**
 - **Objective:** To enhance students' readiness for the transition from academic life to the workforce.
 - **Implementation:** Offer experiences that simulate real-world challenges and responsibilities, aligning with National Association of Colleges and Employers (NACE) competencies.
 - **Measurement:** Evaluate students' readiness based on their ability to apply learned skills in practical settings, demonstrate initiative, and adapt to professional environments.
3. **Personal Growth and Reflection:**
 - **Objective:** To foster personal growth and self-awareness in students.
 - **Implementation:** Encourage students to reflect on their experiences, identify strengths and areas for improvement, and set personal and professional development goals.
 - **Measurement:** Promote self-assessment and reflection through structured reflection exercises, discussions with supervisors, and participation in career development workshops.
4. **Contribution to Community and Campus:**
 - **Objective:** To instill a sense of responsibility and contribution to the broader community.
 - **Implementation:** Engage students in projects and roles that contribute meaningfully to departmental and campus-wide goals.
 - **Measurement:** Assess the impact of students' contributions on departmental objectives and the overall campus community through feedback from peers, supervisors, and stakeholders.

Career Development Focus:

The LifeWorks program places a strong emphasis on career development, aiming to prepare students not only for immediate job responsibilities but also for long-term career success:

- **Career Exploration and Preparation:**
 - Students are encouraged to explore a variety of roles within the LifeWorks program that align with their academic interests and career aspirations.

- Supervisors play a key role in mentoring students towards understanding their career goals and acquiring relevant skills through practical work experiences.
- **Skill Enhancement and Application:**
 - Opportunities within the LifeWorks program are structured to enhance students' professional skills, ensuring they are equipped with competencies sought after by employers.
 - Students are challenged to apply theoretical knowledge gained in the classroom to real-world scenarios, fostering a deeper understanding and mastery of their discipline.
- **Networking and Professional Development:**
 - Students have access to networking opportunities, career counseling, and workshops aimed at enhancing their professional presence and readiness for the job market.
 - Supervisors facilitate connections with industry professionals and alumni to broaden students' professional networks and mentorship opportunities.

4. Supervising, Teaching, and Mentoring Students

At Berry College, the role of supervisors extends beyond overseeing tasks; it involves actively teaching and mentoring students to foster their professional growth and development. This approach distinguishes our program by ensuring that student employees not only gain valuable work experience but also acquire essential skills and competencies that prepare them for successful careers.

4.1 Setting Expectations

Setting clear expectations from the outset is crucial for student success and organizational effectiveness:

- **Initial Meetings:** Supervisors should schedule an initial meeting with new hires to discuss job expectations, responsibilities, and workplace rules. This meeting also covers job-specific skills, dress code, and workplace safety protocols.

4.2 Giving Feedback

Regular and constructive feedback is essential for student development throughout their tenure:

- **Informal Feedback:** Encourage frequent verbal feedback, emphasizing positive reinforcement and improvement opportunities.
- **Formal Feedback:** Provide written feedback through formal evaluations to acknowledge exceptional performance or address areas needing improvement. Documented feedback should be shared with students for their records and development.

4.3 Fostering Growth

Supervisors play a pivotal role in nurturing student growth and readiness for future challenges:

- **Progressive Responsibility:** Gradually increase student responsibilities to challenge them beyond their comfort zones. This approach helps cultivate leadership skills and prepares students for broader professional roles.

4.4 Developing Resumes

Preparing students for their post-graduation careers is integral to the LifeWorks program:

- **Resume Development:** Ensure every student graduates with a polished resume highlighting skills acquired at Berry College. Encourage students to visit the Career Development Center annually for resume updates and career counseling.

4.5 Discipline for Performance Issues

Addressing performance issues promptly and constructively maintains a positive work environment and supports student development:

- **Verbal Counseling:** Initiate discussions to clarify expectations and areas of improvement.
- **Formal Counseling:** If issues persist, provide written counseling outlining performance deficiencies and potential consequences. Involve students in creating improvement plans.
- **Termination:** As a last resort, consider termination for unresolved performance issues, consulting with the LifeWorks Office as necessary, and ensuring due process is followed.

4.6 Addressing Egregious Misconduct

Serious misconduct requires immediate action to uphold program integrity and student safety:

- **Reporting and Consequences:** Promptly report any egregious misconduct to the Director of LifeWorks Operations. Examples include actions causing harm, theft, fraud, or endangerment.
- **Consequences:** Depending on the severity, consequences may include demotion, termination, probation, or dismissal from the LifeWorks Program, following established protocols and student rights.

4.7 Continuous Improvement

Regularly evaluate and refine supervisory practices to enhance the student experience and program effectiveness:

- **Feedback and Adaptation:** Solicit feedback from students and colleagues to improve mentoring and teaching strategies.
- **Professional Development:** Participate in ongoing training to stay current on best practices in student supervision and leadership.

5. Hiring and Terminating Students

The LifeWorks program at Berry College ensures systematic and fair procedures for hiring and terminating student employees, fostering a structured approach that aligns with academic and operational needs.

5.1 Creating and Approving Work Positions

Supervisors initiate new positions using the Job/Timesheet software, subject to approval by the LifeWorks Operations Office. For system training needs, supervisors should coordinate with the LifeWorks Operations Office.

- **Job Description Accuracy:** Supervisors are responsible for ensuring job listings accurately detail job responsibilities and qualifications, aligning with designated job levels.

5.2 Assignment and Eligibility of Incoming Students

Incoming students are assigned their initial positions based on their skills, preferences, and departmental requirements by the LifeWorks Operations Office.

- **Initial Job Assignments:** Incoming, first-time students are initially assigned to Entry job classifications.
- **Transfer Students:** Incoming transfer students may be placed in higher job classifications based on prior experience.
- **Notification Requirement:** Supervisors must notify the LifeWorks Operations Office before hiring an incoming student.

5.3 Employment Eligibility and Documentation

Only current Berry students are eligible for hire as student employees, subject to specific documentation and procedural requirements:

- **Required Forms:** Prior to commencing work, students must submit G-4 and W-4 tax forms, along with the I-9 Employment Eligibility form to the HR office. Proper documentation proving eligibility to work in the U.S. is mandatory, such as a Driver's License and Social Security Card or other approved forms.

- **International Students:** In addition to standard forms, international students must present specific visa-related documents and employment authorization from the federal government's E-verify system.
- **Confidentiality Agreement:** All student employees must sign a Confidentiality Statement at the LifeWorks Operations Office before starting work.

5.4 Summer Employment and Special Cases

Special considerations apply to summer employment and specific student categories:

- **Summer Eligibility:** Incoming students may work in the summer preceding their first academic term if certain conditions are met, including attendance at orientation and residence life guidelines.
- **Transient Students:** Transient students may work during academic blocks when enrolled at Berry, aligned with their course schedules.
- **Faculty and Staff Dependents:** Dependents of faculty and staff may work as student employees under specific guidelines but cannot work under the direct supervision of their parents.

5.5 Job Advertisement and Recruiting

All open positions are advertised on Handshake, ensuring transparency and accessibility to all students.

- **Job Visibility:** Supervisors are responsible for accurately describing job titles and responsibilities in job postings.

5.6 Terminating Student Employees

Supervisors use the Job/Timesheet system to manage terminations:

- **Process:** Notify the LifeWorks Operations Office promptly when a student leaves a position before the designated end date to process termination in the system effectively.

6. Work Hours Policies

6.1 Academic Year

Although participation in the program is a unique and important feature of a Berry education, students have other responsibilities. To ensure they have time to meet the demands of the classroom and other student activities, we have established limits on the number of hours students may work during the academic year. **These limits apply to the student, not just to one job.** Limits do not apply during Finals Week, Winter Break, or Spring Break during which students can work up to 40 hours per week.

6.1.1 First-year students can work up to 20 hours per 2-week pay period, with the exception of Gate and LifeWorks Scholars who can work up to 24 hours per 2-week pay period.

6.1.2 Upperclass students can work up to 24 hours per 2-week pay period, with the exception of Gate and LifeWorks Scholars who can work up to 32 hours per 2-week pay period.

6.1.3 Graduate assistants can work up to 40 hours per 2-week pay period.

6.1.4 Bonner Scholars are not allowed to participate in the program during their freshman year.

6.1.4 Only supervisors can request an increase to a student's work hour limit.

6.1.5 Supervisors wanting approval for a student to work more than the standard limits must get approval from their vice president. Requests must include a justification based on the needs of the workplace and not on a student's desire to work more or a student's financial need.

6.1.6 Since many students work more than one job, supervisors should not assume they can assign the maximum number of hours. Supervisors should ask students about any additional jobs and the hours they plan to work

6.1.7 Students working in our Community and Industry positions have the option to work up to 40 hours per 2-week pay period.

6.2 Summer Workload Limits

Students can work up to 40 hours per week during the summer without prior approval.

6.2.1 In rare instances, a supervisor may allow a student to work overtime (more than 40 hours per week). Since students are paid 1.5 times their normal salary for any overtime work, supervisors should only allow students to work overtime when such work is absolutely necessary to accomplish the departmental mission. The LifeWorks Operations Office monitors overtime earnings for summer employees and may ask for justification if the earnings appear excessive.

6.2.2 International students cannot work more than 40 hours per week during the summer under any circumstances.

7 Pay Policies

Although the state and federal minimum wage is \$7.25 per hour, Berry's student pay ranges from \$9.25 to \$11.50 per hour.

7.1 Pay Rates

The table below depicts pay rates for each level.

Level		Pay Rate
Entry	●	\$9.25 per hour
Intermediate	◆	\$9.50 per hour
Advanced	◆◆	\$10.25 per hour
Pre- Professional	◆◆◆	\$11.50 per hour

7.1.1 Students working in some positions are paid a stipend in lieu of receiving hourly pay. The LifeWorks Operations Office and affected department directors determine the stipend amounts.

7.1.3 Academic Graduate Assistants are paid \$11.50 per hour. Only vice presidents can approve new graduate assistant positions. Athletics Graduate Assistants are paid a stipend set by the Athletic Director.

7.2 Timesheet Submission and Approval

Students submit and work supervisors approve timesheets on-line using the TimesheetX software.

7.2.1 The person electronically approving a timesheet in the TimesheetX system **must** be listed in the system as either the primary or secondary supervisor.

7.2.2 Students cannot approve timesheets.

7.2.3 Students must submit and supervisors must approve timesheets prior to deadlines published by the LifeWorks Operations Office. Normally student timesheets are due no later than 1PM on the Monday following a pay period, and supervisor approvals are due no later than 10AM on the Tuesday following a pay period.

7.2.4 The Business Office issues student paychecks/direct deposits on the Friday following a pay period. Students reporting problems with pay (non-receipt, incorrect amount, etc.) should e-mail payroll@berry.edu.

7.2.5 If a work supervisor approves a timesheet after the supervisor deadline the student may visit the Business Office to receive a cash advance equal to the earnings for the pay period.

7.2.6 Students working in hourly positions submit all time during which they worked.

7.2.7 Students working in stipend positions, submit a single hour for each week they work.

7.3 Student Back Pay

Occasionally, students are not paid the wages due them. This usually happens for three reasons. First, the timesheets may not have been approved and/or submitted on time. Procedures for paying back pay in this situation are described above in Section 7.2.5. The following sections describe procedures for two additional situations: 1) the student never submitted time and 2) the student's pay rate was incorrect.

7.3.1 If a student fails to submit time worked for a previous pay period, the student can open the timesheet for the pay period in question, input hours worked, and submit to the supervisor for approval. Once approved by the supervisor, the student will receive pay for the "old" pay period on the next pay date.

7.3.2 Students should NEVER add time worked in one pay period into a timesheet for another pay period. In addition to being legally questionable, such an action could cause the student to pay higher taxes and possibly, especially during the summer, to be erroneously paid for overtime work.

7.4 Half-Days Off During July

If the president authorizes half-days off on Fridays during July, supervisors are encouraged to allow students to work unsupervised on Friday afternoons. Students **are not** allowed to log hours and receive pay unless they actually work.

8 Workplace Policies

The following sections cover general workplace policies on safety, vehicle use, workers compensation, non-discrimination and harassment, sexual misconduct, attire, working with students with disabilities, use of students for personal business, and information/data security.

8.1 Safety

Our students deserve our best efforts to ensure their safety. Each department must determine appropriate safety measures and training requirements. Supervisors must teach students how to use potentially dangerous equipment or perform potentially dangerous operations. A student should never be asked to work with dangerous equipment or perform a dangerous task until that student has received appropriate training, has demonstrated the necessary ability, and the supervisor is

confident the student can work safely with the equipment or on the task. Training should take place during orientation and should be refreshed from time-to-time during the work term. Supervisors should observe less experienced students to ensure they are adhering to safety policies and occasionally observe more experienced students to ensure they are not cutting corners. In addition to teaching our students safe work practices, it is imperative that supervisors document safety training. In today's legal environment, undocumented training is considered training that did not happen.

8.2 Vehicle Use

Student employees must follow Berry's vehicle use policies. Contact Purchasing at ext. 1729 for details on adding your student(s) to Berry's liability insurance policy. All students using Berry-owned vehicles or being asked to perform Berry work using their personal vehicles must have a valid driver's license. All students must follow traffic laws while driving on the job. All students must wear seatbelts when driving or riding on the job. Finally, students are not allowed to ride in the back beds of Berry's pickup trucks or on wagons being pulled by Berry trucks (yes, we've seen it). Students driving Berry golf carts must also obey all traffic laws.

8.3 Accidents and Workers Compensation

If a student is injured on the job, he/she or the supervisor should report the injury to the Human Resources office as soon as possible. Human Resources will work with Berry's insurance provider to determine if Workers Compensation applies. Supervisors are responsible for ensuring students receive appropriate medical attention. If a student is injured, supervisors should call Redmond Worksite Response at 706-295-2000.

8.4 Non-discrimination and Harassment

Berry College provides equal employment opportunity to qualified individuals regardless of race, color, religion, sex, national origin, age, physical or mental handicap, veteran status, and/or whether or not they are disabled veterans. Harassment on the basis of race, color, religion, sex, national origin, age, physical or mental handicap, veteran status, and/or disability is prohibited and will not be tolerated.

8.5 Sexual Misconduct

Student employees are subject to and protected by established sexual harassment laws and policies. Berry College will neither condone nor tolerate any form of sexual harassment. Sexual harassment is defined as "unwelcome sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature where: 1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; 2) submission to or rejection of such conduct by an individual is used as a basis for employment decisions affecting such individual, or 3) such conduct has the purpose or effect of unreasonably

interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.”

8.5.1 Supervisors who learn of potential sexual misconduct involving a student worker must contact a Title IX official.

8.6 Attire

Departments have latitude to set dress codes based on the location and type of work performed. All departmental dress codes, however, should prohibit clothing that is unnecessarily revealing or considered a safety hazard (e.g. wearing sandals while operating a lawn mower).

8.7 Students with Disabilities

Supervisors should ensure all job descriptions accurately list any physical requirements necessary to perform a job. If a supervisor feels that a student's disability may preclude the student from a job, the supervisor must contact the LifeWorks Operation Office for guidance on possible means to accommodate the student by working with our office of accessibility resources. A supervisor should **never** terminate or attempt to reassign duties to a student with suspected or actual disabilities without approval from the Director of LifeWorks Operations.

8.8 Using Students for Personal Business

Student employees are limited to performing duties directly related to the mission of the assigned department. Supervisors cannot require students to perform non-work related, personal services for supervisors, other Berry employees, or other students. Prohibited personal services include but are not limited to duties such as: 1) driving supervisors, Berry employees, or other students to doctor's appointments, haircut appointments, etc. or on personal errands. 2) driving the dependents of supervisors, Berry employees, or other students to or from appointments, school, home, etc. 3) delivering or picking up personal items for supervisors, Berry employees, or other students.

8.9 Information and Data Security

Students may have access to sensitive data during the course of their duties. Supervisors must ensure students maintain confidentiality of personal data and sensitive institutional Berry information. Although all students sign a confidentiality statement when they complete their I-9 paperwork, supervisors are encouraged to develop customized statements tailored to the requirements of the specific student job.