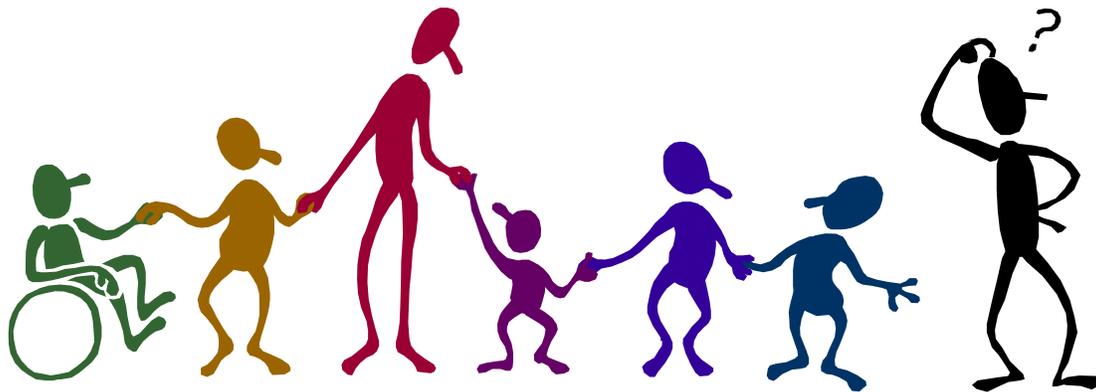


# LOS ANGELES HARBOR COLLEGE MATRICULATION SERVICES

## Student Worker Training Manual



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# ROLE OF THE STUDENT WORKER

## *Role description:*

Your role as a student worker is vital to the college because you are an employee as well as a public relations/marketing representative for the college. “You may be in a position to have as much personal interaction with fellow students as anyone representing your college. You must also be aware of the serious responsibility you are taking on. Your personal desire to assist others, combined with the skills you learn, have potential for bringing about many positive changes in those you assist.”<sup>1</sup>

As a student worker you are expected to comply with workplace rules and policies of the LACCD as well as provide good customer service to the students, faculty, and staff of the college. Your role as a student worker will involve dealing with people who come from other cultural backgrounds and with disabilities.

## 1. COMMUNICATION SKILLS

### *Etiquette in the workplace:*

Etiquette means rules and manners established in a workplace. As a public relations/marketing representative your role is to behave and act professionally at all times. You are expected to maintain a well-groomed appearance and wear appropriate office attire.

### *Dress appropriately:*

Take your cues on dress from your co-workers. If these cues are ambiguous, ask your supervisor. If in doubt, dress at a level above your present job, rather than below.

### *Illness:*

If you are sick, call in. Failure to communicate promptly with your supervisor and/or personnel department about your absence may result in your being fired.

### *Behavior and rules in the workplace:*

As a public relations/marketing representative of the college, you are required to behave according to the workplace rules. These rules include the following:

- Keep your assigned workplace schedule.
- Watch your tone of voice at the workplace. (Remember other employees can be distracted by a loud tone of voice.)
- The first priority is to serve the public. (Be courteous and sensitive.)

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<sup>1</sup> Ender, S., McCaffery, S., Miller, T. (1983) *Students Helping Students*. Georgia: Student Development Associates. Pg. 13

- Present a positive attitude when dealing with the public. (Good attitude conveys concern and interest in people.)
- Respect other employees. (Remember other coworkers are trying to do their job too.)
- Do not involve yourself in workplace gossip.
- Refrain from bringing headphones, radios, cell phones, CD players, etc. to your workplace. (Remember your workplace should project a professional image to the public you serve.)
- Avoid socializing with your personal friends at your workplace. (If you engage in personal conversations at your workplace, other people might be disturbed and may get the impression you are not committed to your job.)
- Avoid eating at your workplace. (Eating is acceptable during your break time and away from your workstation.)
- Be prompt and acknowledge the public who need your services. (The public deserves your attention and good service.)
- Be courteous and patient when answering the phone. (Ask thorough questions before referring phone calls. Good referrals are important.)
- Be on time every day. Sign your timesheet reflecting your start and ending hours each day. Do not have another person do this for you. If there is an emergency, which detains you, call in to let your supervisor know where you are and how long it will be before you arrive.
- Good working relations with supervisors and coworkers are very important. Getting to know who they are and what they want can make work more enjoyable and productive. If you are criticized, do not take it personally. Most criticism is designed to improve your job performance, and you will improve in proportion to your willingness to learn from others. Avoid the need to compare your work against that of your peers. You cannot control how others work or behave.

As a new employee, it is important that you abide by the rules and customs of the college. You want to keep your job, but you also want to impress your employer with your ability to learn your job well, fit in, and contribute to the college. To do this, you must “learn and follow the rules.” How well you do this will determine if you will be kept on, and whether you will get pay raises, in the future.

### ***Cultural Sensitivity:***

As a student worker at this college, you will have the opportunity to work with and provide service to people from various cultures and ethnic groups. You’ll also find that the multicultural world will affect you in every job that you will have. If you are able to accept and work with people and their differences, you will have a big advantage over those who cannot.

The workforce and the college community employ and serve people from different age groups who are in different stages of life, as well as people who are labeled different (also called

disabled). Accepting this diversity and treating people of all ages and life stages equally carries as much weight as tolerating and respecting different ethnicities.

***Verbal and non-verbal behavior:***

As a student worker, your job involves constant interaction with the public. At times, you may encounter individuals who are upset, angry, confused, or lost, among other feelings. This means that your observation and listening skills are key areas you may need to develop in order to work effectively at your job. The verbal and non-verbal cues you receive from the people you serve will guide you to identify how best to help them. Remember the following two rules: 1) It's NOT always what they say, but **HOW** they say it. 2) It's NOT always what they say but what they **DON'T** say.

Follow the following guidelines below to ensure you are "in tune" with the individuals you serve:

1. Treat each person you serve with respect and as an individual.
2. Listen to their every word, their tone of voice and for the message they want to convey.
3. Make it a habit of clarifying questions asked of you if the message was unclear. Don't assume you know what they want.
4. Facial expressions and body movements can usually provide you with hints about their feelings of satisfaction or dissatisfaction with something or someone. Facial expressions to be mindful of are lip tightening or loosening, and flushing. Pupils may dilate or contract with emotion. People also tend to cross their arms and or legs when they are bothered or upset.
5. When a change in pitch, volume, or speech rate occurs, it will also be reflected in eye contact or body language.
6. Remember the newspaper reporter framework of who, what, where, when, and why which can assist you in finding out the solution or answer to a question.
7. Be empathetic. This means you view a person from their frame of reference. Can you hear, see, or feel from their world?
8. People are satisfied customers if they feel they have been heard. Your non-verbal body language can demonstrate you are listening and interested in assisting them. Make eye contact, a simple nod of the head shows you are acknowledging that you have heard what was said.
9. By restating what you have heard you can check on the accuracy of your listening.
10. Trust your instincts. You may find that your own life experiences will help you in understanding the best way to provide valuable service to the public. How do you like to be treated when you are seeking help or service?

## 2. STUDENT WORKERS

### *Duties:*

#### **Sign in students for Drop In counseling and make counseling appointments at the counter.**

1. Greet every person that comes to the counter “Welcome to L.A. Harbor College” How may I help you? Direct students, faculty, staff and general public to the appropriate locations.
2. If student cannot sign in at the Appointment Center to talk to a Drop In counselor because he/she does not have an ID number, give them this link to find it out [www.lahc.edu/student-services/idnumbers.htm](http://www.lahc.edu/student-services/idnumbers.htm) (Or direct the student to Admissions and Records Office to get one).
3. If the student must see a Drop In counselor, but does not want to apply for admissions, do the following:
  - Hit F9 to give a SG number (SARS GRID) to the student.
  - Make sure to input the last name, first name, and middle initial, birthday and contact number.
  - Ask student to take a seat and let him/her know that the counselor will call them.
  - To return to the 88- ID number hit F7. See SARS appointment procedure in Appendix.

#### **To make a counseling appointment, ask the students the following:**

1. Are they new, returning, or continuing students?
2. If new, they need to apply for admissions to the college to get an ID number to make a counseling appointment
3. If they are returning or continuing students, they need their new student ID number. If they do not remember the ID No. they can find out at: [www.lahc.edu/student-services/idnumbers.htm](http://www.lahc.edu/student-services/idnumbers.htm)
4. When making the appointment, you need to ask the following questions to the student: (Or make sure to ask all the questions in SARS).  
If a student is returning, ask When did you last attend?  
Continuing/returning student educational goal:  
Associate Degree, Transfer to CSU/UC  
Certificate, Honors Program  
Major  
Have you made an appointment before?  
List transcripts from other schools that are on file at Harbor?  
Are you a veteran?  
Do you need a Veteran’s Education Plan form filled out? If yes, **give student one hour appointment**  
Have you been placed on Probation?  
Have you received a dismissal letter? If yes, **give student one hour appointment**
5. Give an appointment reminder to the student with the correct date, time, and name of the counselor.
6. Keep the counters and workstation clean (schedule one worker per week to clean and dust).
7. Keep the Information Desk organized by posting current flyers, announcements, etc. at the counter.
8. File counselors’ notes and SEP’s
9. Maintain organizers stacked with current forms, catalogs, schedules, etc...

### ***Ways to lose your job:***

All companies/organizations value certain qualities in workers over other qualities and have a set of rules or guidelines (whether written or unwritten) which govern employee behavior, dress, and attitude. Getting hired is only the first step. Research shows that newly hired employees lose their jobs within the first few days or weeks because they failed to follow written or unwritten rules. In the words of personnel directors, common causes of being fired are the following:

1. "Late to work three days in a row."
2. "Did not show up for two days and did not call in."
3. "Wasn't interested in the job."
4. "Never really learned the job and never asked questions."
5. "Spent all his time talking about cars with his buddy, so I had to fire both of them."
6. "Couldn't get along with her supervisor or co-workers and used bad language."
7. "Made private telephone calls and after being warned, had her boyfriend call her at work a couple of times a day."
8. "Only wanted to do part of the job. Not interested in progressing to the technician's level where the need was greatest."
9. "When his mistakes were pointed out to him, he got mad instead of learning to correct them."

### ***Other ways to lose your job:***

1. Use of the college computers to do online homework.
2. Logging on to the internet for online shopping or personal research.
3. Use of cell phones during office hours.
4. Eating at your desk is definitely not allowed.

## 4. WHAT DO EMPLOYERS EXPECT OF ME AS AN EMPLOYEE?

### *They expect me to:*

- Come to work every day ... on time.
- Solve problems.
- Follow directions.
- Focus on quality.
- Read, write & calculate well.
- Be honest, dependable & cooperative.
- Take responsibility.
- Communicate well.
- Practice good grooming.
- Be drug free.
- Keep a positive attitude.

Hinds Community College [www.hindscc.edu](http://www.hindscc.edu)

## 5. DEALING WITH DIFFICULT PEOPLE

When dealing with the public, staff, faculty, and students there will be times which can be very difficult and unmanageable. Remember that your position requires a lot of patience and understanding. Our job is to provide good services no matter what. To do a good job, sometimes we have to deal with other factors that are unknown. When you encounter an uncomfortable interaction or a difficult client/customer/student, do not try to take them on yourself. You can always refer them to your immediate supervisor or to your mentor.

### *Techniques:*

- Listening Skills:

Apply your listening skills whether it is on the phone or in person  
(If client/customer/student is loud, try to lower your own tone of voice and explain to them that you will do your best to help them.)

On the telephone, if you think that the situation is becoming unmanageable and you are pushed to the point where you can not deal with the person, very politely tell them they will be put on hold and that your supervisor will take care of them. If in person, very politely tell them you will call your supervisor.

### *Referrals:*

- Mentor
- Immediate supervisor
- Dean in charge, etc.

## 6. TIME MANAGEMENT

Time is an important commodity in our society. For some, “Time is money.” For others, being “On time” has become an end in itself. We must be efficient with our time and manipulate time to our advantage. Balancing work, college, and a social life, is a difficult task for the college student; therefore it is important that you start managing your time right away and benefit from it.

For people who balance a school and work schedule it is even more important to practice good time management techniques to succeed in both places.

**Consider using the following techniques:**

### *Prioritization*

- To do list
- Monthly calendar
- Weekly time management schedule

## 7. STRESS MANAGEMENT

### *Definitions:*

#### **Stress:**

The rate of all the wear and tear caused by life. It is the body’s response to any demand.

#### **Negative Stressor:**

Any stimulus or situation that drains our energy in unproductive ways.

#### **Positive Stress:**

Any stimulus or situation that enhances our productive energy

#### **Stress:**

Individual stress overload.

### *Techniques for reducing stress:*

- Exercise
- Deep breathing
- Meditation/prayer

### *Wellness:*

Wellness is a set of conditions which allows one to maintain a mental/physical balance within his/her environment and allows him/her to live up to his/her potential. The totality of the conditions allows one to maintain a mind/body state which incorporates major parameters of nutrition, physical fitness, stress management and emotional stability. Be aware that a well

balanced diet is paramount to function in school, work, and home. An exercise program should be part of your everyday lifestyle to maintain a healthy body and mind.

***Costs of stress:***

Employees with stress related symptoms typically have:

- Two to four times the absentee rate
- Six times the accidents
- Three times the utilization of sickness and accident benefits
- Mental disorders 10 to 15 years earlier

**Also...**

- Individual production is hindered.
- Research indicates for every \$1 invested in wellness/stress reduction programs \$3 are returned.
- Many businesses lose up to \$20 billion annually due to premature death related to stress.
- Stress related disability pensions for the L.A.P.D will cost the city \$100 million in the next 30 years.

## **8. CAMPUS RESOURCES**

A student worker must have a firm grasp of available campus resources and their appropriate uses. In addition to knowledge of resources, it is important that as a staff member you learn how to direct students to these resources effectively.

Many students in college are not familiar with the resources available to assist them with their personal concerns. Without knowledge, students will be unable to take advantage of these resources. Another problem with campus resources is the misinformation and rumors which circulate about services on the campus. The rumors include speculations of what they do or do not provide or what they can or cannot do. As a staff member, you must be prepared to refer students to appropriate services based upon their needs. These services can include academic, personal, physical or combinations of these important concerns.

***When to refer students:***

Beginning helpers find it difficult to determine when to refer a student to a resource. With experience, your judgments will come more easily. As a general rule, when in doubt, refer the student to a more qualified resource. "Trying to help a student in an area where you have minimal knowledge or experience can be more detrimental than helpful. Your supervisor or experienced staff person can determine whether or not to refer a student and where the most appropriate place is."<sup>2</sup>

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<sup>2</sup> Ibid, Pg. 121-122

### ***How to refer:***

1. Explain in a clear and open manner why you feel it desirable or necessary to refer the student.
2. Explain fully the services that can be obtained from the resource or person you are recommending.
3. Personalize the experience by giving the student the name of the contact person to ask for. You may also need to provide a phone number or address if the person is at an off campus location.
4. Ask the student to contact you or return to see you if they need additional help or another referral source.
5. The more knowledge you possess about the purpose and function of the various offices, the more effective you will be in helping students obtain needed help.<sup>3</sup>

### **As part of your training**

You will be asked to:

- Meet with staff members of the various resource departments on campus
- Tour the facilities

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<sup>3</sup> Ibid, Pg. 121-122

## **BIBLIOGRAPHY**

Aschieris, R. and Hallberg, E., "Making the Dean's List," Ombudsman Press, Inc 1999.

Enders, McCaffrey, S., Miller, T. "Students Helping Students." Georgia: Student Development Associates.

# Appendix

## STUDENT WORKER JOB APPLICATION

1. Name \_\_\_\_\_ Student ID # \_\_\_\_ - \_\_\_\_ - \_\_\_\_\_
2. Address \_\_\_\_\_  
\_\_\_\_\_
3. Phone Number: Day \_\_\_\_\_ Evening \_\_\_\_\_
4. How many hours a week can you work? \_\_\_\_\_
5. Do you have reliable transportation to get to work? \_\_\_\_\_
6. Can you operate a computer? \_\_\_\_\_ What kind: \_\_\_\_\_
7. Can you type? \_\_\_\_\_ If yes, how many words per minute: \_\_\_\_\_
8. How many units are you enrolled in? \_\_\_\_\_ (Minimum-12 Units)
9. Have you ever worked at L.A. Harbor College? \_\_\_\_\_  
If yes, what office? \_\_\_\_\_  
Who was your supervisor? \_\_\_\_\_
10. Have you had telephone experience? \_\_\_\_\_  
If yes, what were you required to say when you answered the phone? \_\_\_\_\_  
\_\_\_\_\_
11. Can you work in the evenings? \_\_\_\_\_
12. If you are hired when will you be able to report for work? \_\_\_\_\_
13. How many semesters/quarters of college have you completed? \_\_\_\_\_
14. What is your major? \_\_\_\_\_
15. On the back of this sheet, please list your previous work experience?
16. On the attached sheet, list your weekly available hours to work?

## SCHEDULE

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8-9					
9-10					
10-11					
11-12					
12-1					
1-2					
2-3					
3-4					
4-5					
5-6					
6-7					
7-8					



## TIME MANAGEMENT

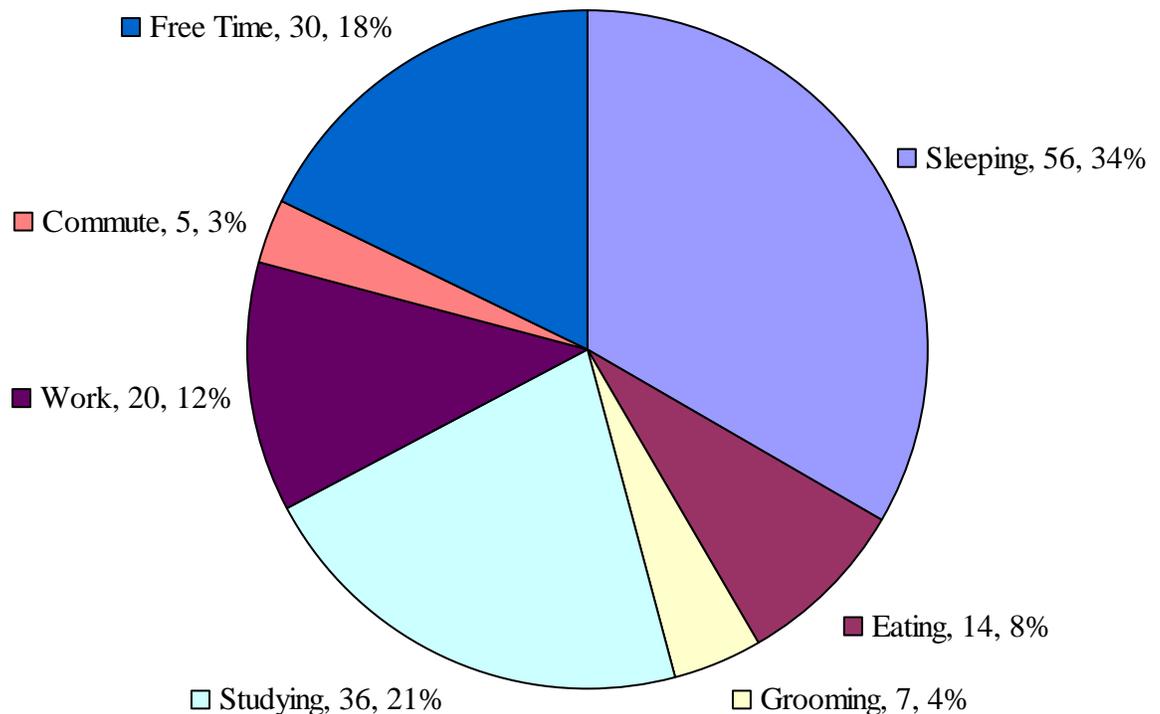
1 unit = 1 hour of class time per week  
 12 units = 12 hours of class time per week

1 unit = 2 hours of study time  
 12 units (full time load) = 24 hours of study time per week

Time spent in class (12 units)	=	12
Time spent studying (12 units)	=	+24
Total time required for class & study time		= 36

Hours in a week:		168
8 hours a day for sleeping	-	56
2 hours a day for eating	-	14
1 hour a day for grooming	-	7
Total time available for school, work and play		91

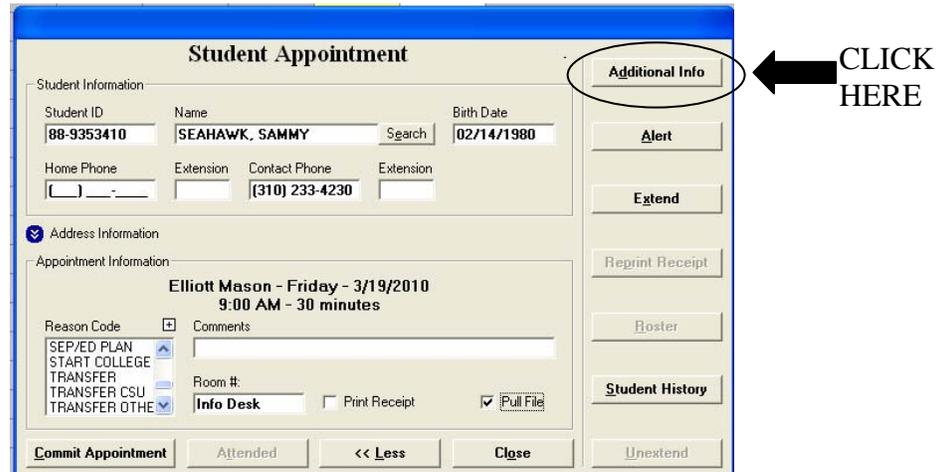
Total time remaining for school, work and play		91
Study time for 12 units (full time load)	-	36
Work time per week	-	20
Commute time per week	-	5
Total free time available		30



## SARS APPOINTMENT PROCEDURE

When scheduling appointments make sure the student's information is correct and up to date, including:

- Student ID
- Name (Last, First)
- Birth Date
- Contact Phone



The screenshot shows the 'Student Appointment' form. The 'Additional Info' button is circled in red, and a black arrow points to it from the text 'CLICK HERE'. The form contains the following information:

**Student Information**

Student ID	Name	Birth Date
88-9353410	SEAHAWK, SAMMY	02/14/1980

**Address Information**

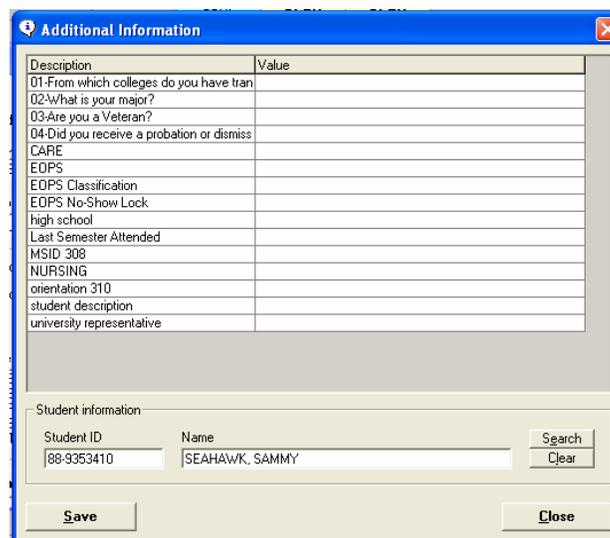
**Appointment Information**

Elliott Mason - Friday - 3/19/2010  
9:00 AM - 30 minutes

Reason Code: SEP/ED PLAN  
Comments: [Empty]  
Room #: Info Desk  
Print Receipt: [Unchecked]  
Pull File: [Checked]

Buttons: Commit Appointment, Attended, << Less, Close, Unextend, Alert, Extend, Reprint Receipt, Roster, Student History.

Also click the “Additional Information” button and fill out the required information.



The 'Additional Information' dialog box contains the following table:

Description	Value
01-From which colleges do you have tran	
02-What is your major?	
03-Are you a Veteran?	
04-Did you receive a probation or dismiss	
CARE	
EOPS	
EOPS Classification	
EOPS No-Show Lock	
high school	
Last Semester Attended	
MSID 308	
NURSING	
orientation 310	
student description	
university representative	

**Student information**

Student ID	Name	Search
88-9353410	SEAHAWK, SAMMY	Clear

Buttons: Save, Close

It is very important that **every appointment** scheduled has this information. It takes only a minute, but saves the staff and counselors a lot of time.

- Is the student a Veteran?
- Have they attended other colleges?
- What is their major?
- Have they received a probation or dismissal letter?



## SWINE FLU



### **SYMPTOMS:**

Fever (100 degrees Fahrenheit or more)

Aches

Chills

Tiredness

Sudden symptoms

### **PREVENTION:**

- Assuring adequate and thorough **HANDWASHING** and use of alcohol based hand cleansers (in the absence of proper hand washing facilities).
- Avoiding contact with ill persons.
- Cover nose and mouth with a tissue upon coughing and sneezing followed by proper disposal of the tissue.
- Avoiding the urge to touch nose, mouth and eyes in general.
- Stay at home from work and/or school upon onset and for the duration of symptoms.
- Pursue medical evaluation at earliest onset of symptoms.
- Maintenance of a 3 to 6 foot perimeter around a coughing patient.