



Rollins College

Student Employee Handbook

A Guide for Current and Future Student Employees

Rollins
CENTER FOR CAREER
& LIFE PLANNING

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Welcome to Rollins Student Employment!

The Rollins Student Employment Office, a branch of the Center for Career and Life Planning, provides resources for Rollins students and supervisors concerning all matters of student employment. We are dedicated to helping students find meaningful on-campus jobs and ensuring that students maximize the value of their employment experiences. We believe that having an on-campus job helps students become more involved with the Rollins community, provides valuable work experience, helps build transferable skills, and habits that will benefit future career options. Moreover, on-campus jobs provide financial rewards.

We recommend that students review this handbook prior to and throughout their employment experience so they may learn more about the Rollins student employment experience and relevant policies, expectations, and strategies on maximizing the benefits of working on-campus.

If you have any questions or need further information, please stop by the Center for Career & Life Planning located on the first floor of the Kathleen W. Rollins Hall, or contact us at (407) 646-2195. You may also email us at studentjobs@rollins.edu or check out our website (www.rollins.edu/studentjobs). We look forward to working and learning with you!

Rollins College Student Employment Mission

Develop student employees and their supervisors by creating meaningful employment experiences through job exploration, professional training, mentorship opportunities, and the invitation to reflect, assess, and actively enhance their learning.

Rollins College Mission and Guiding Principles

Rollins College educates students for global citizenship and responsible leadership, empowering graduates to pursue meaningful lives and productive careers. We are committed to the liberal arts and guided by its values and ideals. Our guiding principles are excellence, innovation, and community.

Rollins History

Founded in 1885 by New England Congregationalists who sought to bring their style of liberal arts education to the Florida frontier, Rollins is the oldest recognized college in the state of Florida. Today more than 1,800 undergraduate students enjoy our small classes, personal interaction with an outstanding faculty, and a lush, 70-acre campus along the shores of Lake Virginia.

At Rollins, education is learning through application. Our students explore a variety of ways of thinking and doing in the course of making connections between the theoretical and the pragmatic, the campus and the world. We are dedicated to scholarship, academic achievement, creative accomplishment, cultural enrichment, social responsibility, and environmental stewardship. We value excellence in teaching and rigorous, transformative education in a healthy, responsive, and inclusive environment.

We are proud of Rollins' history of excellence, and prouder still of the generations of students who shaped—and continue to shape—that history.



Rollins College Service Excellence

All staff members at Rollins are responsible for modeling the following service philosophy in order to provide consistently excellent service. Student employees will be held to the same Rollins service standards as they represent the Rollins community to our internal and external customers.

Our Service Philosophy

Together, we inspire purposeful lives through distinctive, engaged learning and exceptional service.

Our Service Standards

Responsive

- Innovative, resourceful and timely
- Approachable and open-minded
- Solution-oriented
- Personalized and caring
- Balancing individual and institutional needs

Respectful

- Friendly, courteous and considerate
- Exhibiting care and compassion when serving others
- Valuing different ideas and perspectives
- Treating others with dignity

Collaborative

- Effective at communicating within and outside of our immediate work groups
- Working together to accomplish departmental and institutional goals
- Demonstrating teamwork across boundaries
- Supporting others in what they do
- Keeping our eye on the big picture

Competent

- Thorough knowledge of job and institutional mission
- Effective, efficient, and reliable performance
- Proficient in meeting student and customer needs
- Ability to align our efforts with departmental and institutional goals
- Ongoing commitment to excellence, innovation and continuous improvement

Visit [Service Excellence](#) page to learn more our service commitment.

Types of Student Employment and their Requirements

Eligibility and Job Types:

In order to be eligible for student employment, you must be a registered student and currently enrolled at Rollins during the regular Fall or spring term, whichever is applicable. In order to be eligible for continuing employment during summer session you need to have taken courses in the preceding spring and be accepted for classes in the following fall semester.

There are **4 types** of on-campus employment at Rollins: *Federal Work-Study*, *Frueauff*, and *Department-Funded*, and *Graduate Assistant* roles. The majority of on-campus jobs are paid on an hourly basis, with payments being distributed according to [the biweekly schedule](#).

Federal Work-Study Positions:

Federal Work-Study (FWS) is a federally funded financial aid program awarded to students based on their eligibility determined by the [Free Application for Federal Student Aid](#) (FAFSA) along with other financial aid criteria. **Upon their hire**, eligible students are awarded a specific amount, and the federal government subsidizes the wages to the employer. Rollins Work-Study student employees **must** engage in the following **career development requirements** during their employment:

- Completion of *Initial Goal Setting Reflection* (by **9/30 or within two weeks of employment**)
- Completion of *End of the Year Learning Self-Evaluation* (by **March 31**)
- Completion of *Resume Review appointment* with CCLP (by **March 31**)
- Completion of *Supervisor Student Learning Evaluation* (by **April 10**)

Frueauff Positions:

Frueauff student positions are funded through the **Charles A. Frueauff Foundation Student Employment Fund**. International students as well as work-study eligible domestic students may apply to these positions. Frueauff student employees **must** engage in the following **career development requirements** during their employment:

- Attend **2 CCLP led or approved events/workshops** *per semester*
- Have **1 CCLP contact** (*Fall check in, appointment, document review, etc.*) *per semester*
- Completion of *Initial Goal Setting Reflection* (by **9/30 or within two weeks of employment**)
- Participation in sharing learning experience for the *Annual Frueauff Report* (by **February 15**)
- Completion of *End of the Year Learning Self-Evaluation* (by **March 31**)
- Completion of CCLP appointments (by **March 31**):
 - *Resume Review appointment & Update*
 - *LinkedIn Profile Review & Update*
 - *Mock Interview*
- Completion of *Supervisor Student Learning Evaluation* (by **April 10**)

Department Funded Positions:

Students without federal funding can find jobs in an array of departments. Rollins departments pay in full for these students' wages. All Rollins students are eligible to apply for these positions.

Graduate Assistantships:

Graduate Assistantship (GA) positions vary widely depending on the needs of the hiring department. Some pay an hourly rate, while others provide annual stipends. Please check the both Rollins job posting [website](#), and/or [Handshake](#) for GA postings and their individual characteristics.

Benefits of On-Campus Jobs and How to Find a Job?

Benefits of On-Campus Employment

- Getting paid!
- Gaining important work experience.
- Fostering working relationships and networking professionally.
- Working within a position that also is flexible with your class schedule.
- Increasing your current level of skills and knowledge.

Testimonial of on-campus employment experiences:

- [Alumni & Student Employee Testimonies](#)
- [Working on Campus Fun Video](#)
- [Real Work Experience Right on Campus](#)

Finding a Job On-Campus

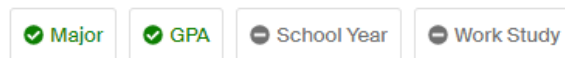
Finding an on-campus job is as easy as 1-2-3!

I. Explore Handshake Listings

Login to [Handshake](#) using your Rollins email address and password. Click on **Jobs** & select **On-Campus** as the main search filter. New positions will be posted daily starting in **July**, and continue throughout the school year. **Tip:** *Marking Rollins College as a “favorite” company will ensure that you receive live posting updates.*

Be mindful about reading the job descriptions and especially the eligibility criteria so that you focus your application efforts on jobs for which you meet qualifications (see info about on job types). Applications of ineligible students will be **declined** and will **not** be considered. **Tip:** Review the *preference boxes* listed on the top of the job posting. Green checked boxes indicate employer/job preference match, while the grayed boxes indicate ineligibility. See image below:

You match some of Rollins College's preferences



Employers are less likely to interview you if your school year doesn't match their preferences.

II. Apply

Click the **Apply** button and upload/attach the posting-specific required documents (resume, cover letter, class schedule, etc.). Be sure to use the [CCLP guides](#) if you need help enhancing your application materials, and click **Submit Application** to finalize the application process.

III. Next Steps. Check Your Email

You will receive an email notification confirming your submission. Make sure to keep an eye on your email and phone for possible requests for interviews. It may be a few weeks before you hear back about your application as departments have many applications to review. Remember, the more you apply, the higher your chances of being hired!

Note: Your application will be **DECLINED** without an email confirming the status change when: 1. You are not eligible to serve in the role you've applied to, 2. you accept an offer to serve in a *Work Study* or a *Frueauff* position (since you may only serve in one such role at a time).

Once Hired: Required Documents and Forms

Upon hire, students must visit the Center for Career & Life Planning to complete new hire paperwork and procedures. Information about onboarding steps and individual forms is available on the **New Hire Paperwork** section within our [website](#).

Note: *Domestic students* (US citizens and residents) are required to complete their new hire forms only once during their college career. *International students* are required to update their tax information annually, and connect with CCLP regarding status, visa, and related updates frequently.

Applicable Forms for Domestic Students

- [Student Employment Application](#)
- [I-9 Form](#) - **To be completed both electronically (via Truescreen) and in person by visiting the Center for Career & Life Planning, or by meeting with your supervisors.** Employee **must bring original, unexpired ID documents** from the list attached to the I-9 form. Bring **either one document from List A, or a combination** of one document from List B and one from List C. *Copies are not acceptable.*
- [W-4 Form](#)
- **Employee Pay Selection Form** - Be ready to list account and routing/aba transit numbers.
- **Title IX Course** - All student employees **must complete** the "**Sexual Harassment - Staff to Staff**" course accessible via [OKTA](#), through *VECTOR SafeColleges Student Training* app (extra training, under the course library, the Human Resources tile).

Applicable Forms for International (F1 & J1) Students

- [International Step by Step Onboarding Checklist](#). Be sure to bring the following documents to your initial New Hire Meeting with CCLP:
 - I-20 form(s)—or form DS2019 (for J1 students)
 - Passport with your Visa
 - Copy of [I-94](#) and [Travel History](#) retrieved from [DHS website](#)
- [Student Employment Application](#)
- [I-9 Form](#) - **To be completed both electronically (via Truescreen) and in person by visiting the Center for Career & Life Planning, or by meeting with your supervisors.** Employee **must bring original, unexpired ID documents** from the [list of acceptable documents](#), which could include forms I-20 or DS2019, Passport, and DHS issued [I-94](#) and [Travel History](#) forms.
- **Employee Pay Selection Form** - Be ready to list account and routing/aba transit numbers.
- **Title IX Course** - All student employees **must complete** the "**Sexual Harassment - Staff to Staff**" course accessible via [OKTA](#), through *VECTOR SafeColleges Student Training* app (extra training, under the course library, the Human Resources tile).

NOTE: Depending on the position, the College may perform *criminal background checks* as well as *driving history checks* (MVRs) for student employees. Typical roles that require background checks are: Resident Assistant, House Manager, and Hall Director and Hall Assistant Director. Typical roles that require MVRs include positions with the Business Services, Post Office, Theatre, and Alumni Engagement offices. Review the job posting information for additional position related requirements.

Primary Student Employee Expectations

- Bring your best self to work. Be collaborative, respectful, and stay engaged and curious about learning and developing new skills.
- Report to work at your scheduled start time, notifying your supervisor when you arrive. Call if you will be late. If you are unable to report to work, notify your supervisor at least 30 minutes prior to your start time or as soon as possible.
- If your schedule changes, notify your immediate supervisor. Departments understand that projects and exams may occasionally conflict with your work schedule, and they will be as accommodating as possible, but your supervisor needs to know your schedule.
- Dress appropriately for an office setting. For example, do not wear low cut, midriff or halter-tops; low cut jeans, see through clothing, very short shorts, short skirts or hats during work hours. Regular jeans are acceptable for most departments. If you are unsure about appropriate dress, ask your supervisor.
- **Work hours are to be used for department work only.** Do not use phones or computers for personal use. Do not invite friends to visit. **Do not do homework or study during work hours.**
- Attend to duties as assigned by your supervisor(s). If assigned work is complete, check with your supervisor for the next project. You may be asked to work on projects that involve other areas pertaining to the department.
- Ensure that your workstation is clean, orderly and maintains a professional appearance at all times.
- If you experience a work-related problem, attempt to resolve it by approaching your immediate supervisor first. Many problems may be resolved on an informal basis. If you are unable to resolve the issue after meeting with your supervisor, or if you need guidance on addressing the issue, please contact the Assistant Director for Student Employment at studentjobs@rollins.edu or 407-646-2195.

Essential Student Employment Information



Work Hours, Schedules, and FWS Limitations

Students typically work between 8-16 hours per week. One's workload depends on the student's availability as well as the departments' need. Student employees and their supervisors should connect and review both academic and work schedule to ensure both student and department needs are taken into account when agreeing on a best schedule.

The rules below must be adhered throughout the employment experience. Students:

- **May not** work during scheduled class times and may not be excused from class in order to work on campus.
- **May not** work more than a total of **20 hours per week** (cumulative) while classes are in session (including the week of finals).
- **May work** up to 37.5 - 40 hours per week during official academic break periods (as defined by the College's Academic Calendar) when classes are not in session (excluding the weeks of finals), provided they are registered for 8 undergraduate hours.

If you working in a *Work-Study* or *Frueauff* position, the more hours you work, the faster you will earn your award. **Max award earnings depend on the individual student employee financial aid profile.** **Annual max earnings** for work study and Frueauff employees are **\$3000** and **\$3500** respectively.

Note: Once you reach the level of your work-study/Frueauff award for the semester/year, you may be required to cease working, and/or be transferred to a department-funded role (assuming funding availability). *Individual students and their respective supervisors are responsible for monitoring earnings and ensuring that they do not exceed the amount of FWS awarded.*

Additional Hourly Engagements to Note:

- **House Managers (HMs)** assume a **10 hour/week** work schedule
- **Assistant Hall Directors** assume a **15 hour/week** work schedule
- **Residential Assistants (RAs)** assume a **12 hour/week** work schedule
- **Admission Diplomats/Tour Guides** assume each tour to be **1 hour** in length
- **Note Takers** assume a **15 min/week per assigned class**, dedicated time to upload notes
- **Graduate Assistants** generally work a **20 hour/week** work schedule

Fair Labor Standards Act (FLSA)

Once an employer/employee relationship has been established between a student employee and his/her department, the employee is to be compensated for all hours actually worked. The FLSA, as amended, prohibits employers from accepting voluntary services from any paid employee. A student cannot participate in a preliminary training period without pay.

Conflicts and Complaints

If conflicts arise between student employees and their employers, the employing unit shall make every effort to satisfactorily resolve the issue. Unresolved complaints arising from employment or termination issues may be directed to the Student Employment Team at CCLP—studentjobs@rollins.edu, or 407-646-2195.

Reappointment

A student employee is not guaranteed continued employment from one semester to the next. The supervisor may end the appointment at any time (see Termination Section below).

Leaves

Student employees are not eligible for paid leaves such as vacation, paid holidays, disability leave, funeral leave, sick leave or jury duty. However, these are considered reasons for excused absences when coordinated through the supervisor. Such leaves are without pay.

Workers' Compensation

Student employees are protected under the State of Florida Workers' Compensation Act for injuries or illnesses arising out of and in the course of their employment. Workers' Compensation is a broader coverage than group health insurance. If the injury/illness is accepted as a covered injury/illness, Workers' Compensation pays the doctor, hospital and prescription drug bills connected with the injury or illness.

The employee must notify the supervisor of the injury or illness as soon as possible. The supervisor must report the incident to Campus Safety, Human Resources, and Student Employment within 24 hours. Visit [HR's policies site](#) for [reporting procedures](#).

Terminations

Student employees may be terminated at any time. Examples of reasons for terminations include but are not limited to:

- Recurring unauthorized and unexcused absences;
- Refusal to do work assigned, or refusal to work properly assigned time periods;
- Recurring dress code issues;
- Intentionally falsifying entry of hours worked on time records;
- Inability to perform tasks required by the nature of the job after completion of a reasonable training period;
- Violations of the Student Code of Conduct which occur in connection with student employment;

- Violation of the College policy concerning the Privacy Act in giving out confidential information from student records.

Note: If you are terminated from your work- study position **for cause** (see: reasons listed above), your work-study award may be cancelled. This means that you would not be eligible for a new work-study position until the following year.



Additional Rollins College Policies

Students, who are employed by the College through student employment, while classified primarily as students, have **additional rights and responsibilities** as employees of the College. Please take some time to review the policies below.

Nondiscrimination Policy Statement

It is the policy of Rollins College not to discriminate on the basis of sex, disability, race, age, religion, color, national or ethnic origin, ancestry, marital status, veteran status, sexual orientation, gender identity, gender expression, genetic information, physical characteristics, or any other category protected by federal, state, or local law, in its educational programs, admissions policies, financial aid, employment, or other school administered programs. Review [Policy HR7700](#) for more information.

Rehabilitation Act of 1973 & Americans with Disabilities Act

Rollins College is committed to providing equal access to its academic, social, and employment opportunities to all qualified persons with disabilities. While upholding this commitment, Rollins will also maintain the high standards of achievement and excellence, which are essential to the integrity of the College's programs and services. In advancing these aims, the College will ensure that its policies, practices and procedures conform to Federal and state statutes and regulations. Review [Policy HR7535](#) for more information.

Sexual and Gender-Based Harassment and Related Misconduct

This Policy prohibits all forms of discrimination and harassment based on the following protected statuses; sex, gender, gender identity, gender expression, and sexual orientation. It therefore prohibits sexual harassment, misconduct, and violence in various forms, which by definition involve conduct of a sexual nature and are prohibited forms of sexual or gender-based harassment. This Policy further prohibits Stalking and Interpersonal Violence, which need not be based on an individual's protected status. Finally, this Policy prohibits Complicity for knowingly assisting in an act that violates this Policy, and Retaliation against an individual because of their good faith participation in the reporting, investigation, or adjudication of violations under this Policy. Rollins students and employees who violate this Policy may face disciplinary action up to and including suspension and dismissal or termination of employment. Review [Policy K11014](#) for more information.

Sexual Harassment Policy Statement

Rollins College prohibits harassment of any kind, including sexual harassment. Rollins College promotes a cooperative work and academic environment in which there exists mutual respect for all College students, faculty, and staff. Sexual harassment is inconsistent with this objective and contrary to the College policy of equal employment and academic opportunity without regard to age, sex, sexual orientation, gender identity or expression, alienage or citizenship, religion, race, color, national or ethnic origin, disability, and veteran or marital status. Sexual harassment is illegal under Federal, State, and City laws, and will not be tolerated within the College. Review [Policy HR7450](#) for more information.

Family Educational Rights & Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. While working on-campus student employees may have access to student records which contain individually identifiable information. The disclosure of this information is prohibited by the Family Educational Rights and Privacy Act of 1974 (FERPA). In addition, students may have access to other confidential college records. Disclosing the information in these records to any unauthorized person could subject me to disciplinary review including termination and referral to the Office of Community Standards & Responsibility. Review [FERPA policy](#) and [FERPA FAQs](#) for more information.



Key Skills and Important Information

- Telephone Service Skills
- A Service Guide for Dealing with Difficult Situations
- The Art of E-Mail: Finding the Proper Etiquette for Electric Communication
- General Rules of Etiquette for Communicating with Persons with Disabilities
- Five Steps to Service Recovery
- Additional Resources

Telephone Service Skills

As representatives of both Rollins and a particular department, student employees should possess good communication and people skills. Student employees should be able to provide effective service to customers over the telephone, as well as provide accurate and timely messages to the different members of their department. Unfortunately, there will be times when an upset or angry customer calls. Your ability to deal with such situations will be invaluable both personally and professionally. Below are some principles and tips for good telephone service:

Quality service means—

- Providing timely service.
- Recognizing that the success of the organization partially depends on good telephone service.
- Practicing good telephone skills.

Telephone basics—

- Answer with as few rings as possible.
- Screen the caller tactfully.
- Ask permission before placing a caller on hold. For example: "I need to speak to an HR representative about that form. Could you hold for a moment?"
- Double check that the caller is on hold before discussing his/her needs with a co-worker.

While on the phone—

- Maintain a high voice level so that the caller can hear you clearly.
- Speak in a clear pace.
- Greet the caller respectfully, if the caller's name is hard to pronounce, use ma'am or sir.
- Identify your organization first, and yourself second.
- Offer to assist the caller.
- Recognize the caller's needs- if in doubt; repeat the request back for confirmation.
- End the call after finding a solution *or* with the promise of a follow-up with the information requested.
- Explain to the caller that you will be transferring him or her *before* doing so. Also, provide the phone number of the office to which you are transferring the caller.
- When taking messages, write down the caller's name, phone number, day and time they called and brief description of their needs.
- Do not eat or drink while on the phone.
- Vary tone and inflection accordingly; i.e., change inflection for questions, be calming when sympathy is needed.
- Be sure the caller feels that you are on his or her side.
- Don't be afraid to ask questions.
- Explain what you are doing/what needs to be done in a patient and clear manner.

A Service Guide for Dealing with Difficult Situations

Dealing with a difficult customer is the nightmare of all customer service providers. Whether the customer is rude, angry, or confused, there is always a way to prevent an unnecessary scene. The six guidelines described below can be used to prevent or avoid the sticky situations.

✓ Let the Customer Vent

The first step towards resolving a difficult situation with a customer is to let the individual express himself or herself. It is important that the customer feels that you are interested and aware of their needs.

- Don't interrupt.
- Don't take the customer's frustrations personally.
- Do nod your head to let the customer know that you are listening.
- Do affirm your attention with "uh-huh" every now and then.
- Do maintain eye contact.

✓ Avoid Getting Trapped in a Negative Filter

It is always important for you to appear interested in helping the customer. For this reason, you must be careful not to create a negative opinion of the customer based on your interpretations of his/her actions, which will only foster greater obstacles in your working relationship.

- Filters are often found in the form of name-calling; i.e., jerk, stupid, etc.
- Filters are contagious. If one staff member shares negative comments about a customer, another staff member will be mindful of the comment and approach the patient with her guard up, and thus the negative opinion has infected another person.
- To overcome the negative filters that we sometimes assign to a customer, we need to ask, "What does this customer need and how can I provide it?" The filter slides into the background and we are able to focus on the situation.

✓ Express Empathy to the Customer

Once a customer has vented, it is always wise to make a brief empathetic statement to convey your understanding of the customer's frustration and situation. Empathy requires you to appreciate and understand another person's feelings, while not necessarily agreeing with them. Agreeing with the customer, on the other hand, shows sympathy. For example:

- Empathetic phrases show understanding: "I see what you mean by that." Empathy means being able to apologize for the situation.
- Your tone of voice should reflect understanding. In other words, do not approach the customer with "I am sorry" in your best impression of Scrooge, the grumpy old man.

✓ **Begin Active Problem Solving**

At this point in the conversation, you, as the customer service provider, should be taking a more active role in resolving the customer's situation.

- Gather any additional information that you may need. Don't interrupt, but bridge your needs to the customer's concerns with an empathetic statement and a question as soon as the customer takes a breath (and they must).
- Use a reflection technique to check the facts: repeat in your own words the concerns of the customer to affirm your understanding of the situation.

✓ **Mutually Agree on a Solution**

- If you need a moment to do some behind the scenes research, make sure the customer understands why.
- Don't promise what you can't deliver.
- After you and the customer both feel you understand the situation, discuss what needs to be done and explain the steps you will take to implement the resolution.

✓ **Follow Up**

- If you want to score some BIG points with your customers, do a follow up.
- Check to make sure that you mutually agreed upon solution worked, by telephone, email or letter.

✓ **Red Flags for Losing Control**

- Tight neck and shoulders.
- Headaches.
- Dreading the ring of the telephone.
- Raising your voice unnecessarily.
- Grinding your teeth.



Five Steps to Service Recovery

There is a proven path that leads your customer from a negative impression to customer satisfaction.

Five steps to take:

1. **Acknowledge the problem.** Make sure the customer knows you have heard and understood his or her concern.
2. **Apologize.** Say, “I’m sorry that...” immediately to diffuse customer annoyance and demonstrate that you’re on the same side.
3. **Problem solve.** Look for creative ways to remedy the problem, remembering that the goal is customer satisfaction, not staff convenience.
4. **Communicate and make amends.** Share your solution with the customer, gain agreement and offer to “make it up” to the customer if possible.
5. **Implement and follow-up.** Solve the problem, keep your promises and check to be sure the customer is now satisfied.



The Art of E-Mail: The Proper Etiquette for E- Communication

When using email as a primary mode of communication remember that E-mail:

- Can lead to misunderstandings, as the writer is not present to help the reader interpret its meaning.
- Is not the most secure method of communication.
- Is insufficient for relating major company policy changes.
- Is not appropriate for handling issues between co-workers.
- Is not used to convey emergency information—which should be related by phone or in person.

Manage your time by managing your inbox:

- Reply immediately when possible.
- Forward the message to the appropriate person.
- Once you have replied, or if the message is junk, delete it from your inbox.
- If the message contains important conversation references, numbers, etc., save it to a knowledge folder, RShare, etc. so that you have immediate access to it when necessary.

Create Electronic Rapport:

- Body language and tone of voice have a lasting impact on our audience. When you are working through e-mail, there are fewer opportunities for your audience to understand your intentions/background/etc. Make the most of your language!
- Backtrack key words and language. When responding via e-mail, use the terminology established by the sender.
- Use sensory language. Instead of using terms familiar to the business world, such as “think” or “recall”, use phrases that bring in your senses, which will create a greater rapport between you and your audience. Examples:
 - Visual (I see your point of view).
 - Auditory (I hear what you are saying).
 - Feeling (I feel your pain).

Compose G.R.E.A.T. E-mails:

- G-Goal.
- What is the purpose of the e-mail?
- Will the reader understand the issue?
- R-Relevant facts.
- Did you provide enough up front information?
- Are there any details the reader may not have?
- E-Emotional tone- what moods have you set for the e-mail? Friendly, angry, etc.
- A-Action- Have you made a specific request that can be satisfied?
- T-Timeframe- Have you alerted the reader of a due date for your requested task to be completed?

Test Your E-mail Etiquette:

To: actng.mny@lpa.com
From: peterrut@lpa.com
Re: screw up
CC: Jackie.colr@lpa.com; Steve.bladr@lpa.com; Molly.daut@lpa.com; Aron.sn@lpa.com

I submitted my expense report last week and I stil don't have a check back :-{

I always have problems receiving my checks on time! I know that you have cutoff times and I usually make them, so I don't know what is happening?

I sthere any way that you could notify people when you don't process their reports on time? CAN YOU CLARIFY EXACTLY HOW YOUR PROCESS WORKS?- as well as review the policy that you regarding cutting checks after standard cut off times? I'd like to get my check Fedexed to me by tomorrow. I realize that TNSTAAFL but there might be a better way to handle this!!! How do you process chekcs for direct deposti? Do you have the same cut off times? Can you process last week's expense report and get it into my Wells Fargo Account as soon as possible? I really don't want to have to wait an extra week on this if at all possible. Please advise. Please don't just give me the typical RTFM accounting response.

Read the e-mail above and then try and identify some of the mistakes that you see.

Mistake #1:

The sender does not choose an effective title for the e-mail that alerts the reader about the contents of the e-mail.

Mistake #2:

The sender does not have a friendly, appropriate greeting.

Mistake #3:

The sender uses abbreviations not commonly used or understood.

Mistake#4:

The sender unnecessarily sends the message to four other people who will probably have no impact on the problem.

Mistake #5:

There is sloppy grammar, spelling and punctuation.

Mistake #6:

The sender gives off an angry vibe by writing in all capital letters.

Mistake #7:

There is no end greeting or close off to the e-mail.

Mistake #8:

The run-on sentences, repeated points and poor organization make the e-mail very difficult to read.

Mistake #9:

The sender has a very unfriendly and accusing tone.

Mistake #10:

The sender does not pinpoint exactly what is desired from the reader. This creates misunderstanding and will prompt more bad feelings.



Etiquette: Interacting with People with Disabilities

- ✓ When talking with a person with a disability, speak directly to that person rather than to a companion or sign language interpreter.
- ✓ When introduced to a person with a disability it is appropriate to shake hands. People with limited hand use or who wear an artificial limb can usually shake hands. Shaking hands with the left hand is an acceptable greeting.
- ✓ When meeting a person with a visual impairment, always identify yourself and others who may be with you. When you are conversing in a group, remember to identify the person to whom you are speaking.
- ✓ If you offer assistance, wait until the offer is accepted. Then listen to and ask for instructions.
- ✓ Treat adults as adults and address people who have disabilities by their first names only when extending the same familiarity to all others.
- ✓ Leaning or hanging on a person's wheelchair is similar to leaning or hanging on a person and is generally considered inappropriate. The chair is part of the personal body space of the person who uses it.
- ✓ Listen attentively when you are talking with a person who has difficulty speaking. Be patient and wait for the person to finish, rather than correcting or speaking for the person. If necessary, ask short questions that require short answers, a nod or shake of the head. Never pretend to understand if you are having difficulty doing so. Instead, repeat what you have understood and allow the person to respond. The response will clue you in and guide your understanding.
- ✓ When speaking with a person in a wheelchair or a person who uses crutches, place yourself at eye level in front of the person to facilitate the conversation.
- ✓ To get the attention of a person who is hearing impaired, tap the person on the shoulder or wave your hand. Look directly at the person and speak clearly, slowly, and expressively to determine if the person can read your lips. Not all people with a hearing impediment can read lips. For those who do not read lips, be sensitive to their needs by placing yourself so that you face the light source and keep hands, and food away from your mouth when speaking.
- ✓ Relax. Don't be embarrassed if you happen to use accepted, common expressions such as "See you later" or "Did you hear about this" that seems to relate to a persons' disability.

Specific Disabilities

Hearing impairments

- Face the person when you are speaking.
- Don't chew gum, smoke, bite a pencil, or cover your mouth while talking – it makes speech difficult to understand.
- Rephrase sentences or substitute words rather than repeating yourself again and again.
- Speak clearly and at normal voice level.
- Communicate in writing, if necessary.
- Move away from noisy areas or the source of noise - loud air conditioning, loud music, TV etc.
- Get the hearing impaired person's attention and let your face be in full view before talking.

Visual Impairments

- Be descriptive. You may have to help orient people with visual impairments and let them know what's coming up. If they are walking, tell them if they have to step up or step down, let them know if the door is to their right or left, and warn them of possible hazards.
- Offer to read written information for a person with a visual impairment, when appropriate.
- If you are asked to guide a person with a visual impairment, offer your arm instead of grabbing his or hers.

Speech Impairments

- Listen patiently. Don't complete sentences for the person unless he looks to you for help.
- Don't pretend you understand what a person with a speech disability says just to be polite.
- Ask the person to write down a word if you're not sure what she is saying.

Mobility Impairments

- Try sitting or crouching down to the approximate height of people in wheelchairs or scooters when you talk to them. Grab a chair to sit in if possible.
- Don't lean on a person's wheelchair unless you have his or her permission-it's their personal space.
- Be aware of what is accessible and not accessible to people in wheelchairs.
- Give a push only when asked.
- Move away from counters, if not accessible.

Learning Disabilities

- Don't assume the person is not listening just because you are getting no verbal or visual feedback. Ask her whether he or she understands or agrees.
- Don't assume you have to explain everything to people with learning disabilities. They do not necessarily have a problem with general comprehension. Offer to read written material aloud, when necessary.

Student Employee Appreciation & Recognition

I. National Student Employee Appreciation Week

Each year, the National Student Employment Association (NSEA) declares a week in April to celebrate the contributions and accomplishments made by student employees. During this week, the Center for Career & Life Planning sponsors a series of appreciation events & collaborates with supervisors across campus to express gratitude for the many contributions student employees bring to the College.

All students are invited to partake in the week's activities which offer fun, comradery, good food, new learning, and great prizes! In addition, participation counts as work time, so you won't miss out on your earnings.



II. Student Employee of the Year

April is the time to recognize high achieving student employees for their outstanding service and contribution to Rollins. In early spring, supervisors are encouraged to nominate student employees whom they feel warrant particular recognition for their performance on the job. Student Employee of the Year is announced in April, during the Student Achievement Award Ceremony. Additional recognitions include:

- Student Employee of the Year receives a \$100.00 gift card, a plaque, and a personalized congratulatory letter signed by the President.
- All nominees receive a personalized congratulatory letter signed by the President.
- All students are invited to attend the Award ceremony alongside their supervisors.

III. Supervisor of the Year

May is the time to recognize Rollins Staff members for their dedication to the Rollins community. During the month of March, student employees are encouraged to nominate their supervisors for the **Supervisor of the Year** award, extended to an exceptional mentor who consistently demonstrates a high degree of support to students' personal, academic, and professional development. Supervisor of the Year is announced in late May, during the Staff Award Luncheon.

- Supervisor of the Year receives a \$100 gift card and an award trophy.
- All nominees are notified of the nomination and invited to attend the Luncheon.

Additional Student Employee Resources

- [Explore On-Campus Jobs—Student Info](#)
- [Explore On-Campus Jobs—Supervisor Info](#)
- [Center for Career & Life Planning ALL Resources](#)
- [Handshake Access & Databases](#)
- [Pay Information and Pay Schedule](#)
 - [Guide Video to Utilizing TimeClock Plus WebClock](#)
- [All Rollins Human Resources Policies](#)
- [Financial Aid FAQs](#)
- [Accessibility Services](#)
- [Rollins Campus Safety](#)
- [Office of Title IX](#)
- [Student & Family Care](#)
- [Wellness Center](#)
- [Olin Library](#)

Questions or concerns?

Contact the Student Employment Team at studentjobs@rollins.edu, or

407-646-2195