



Student Employment Guide


A Comprehensive Guide to Hiring, Onboarding,
Training and Developing Student Staff

Last updated: March 30, 2023

Contents

Executive Summary.....	4
Hiring, Onboarding, Training and Professional Development Checklist- Abridged	5
Hiring.....	5
Application	5
Interview	5
Onboarding	5
Ongoing Professional Development and Performance Management.....	5
Hiring.....	6
Eligibility.....	8
Work Study Eligibility	8
Fall/Winter	8
Spring/Summer	9
Non-Work Study Eligibility	9
Hours by Term.....	10
Fall/Winter Term.....	10
Spring/Summer Term.....	10
Contract Length	10
Renumeration	11
Hiring Practices	12
Unconscious Bias	12
Job Posting Guidelines	14
Job description	14
Interviewing Students	14
Interview Communications.....	15
Accommodations	15
Selecting a candidate	16
Providing Feedback.....	16
Onboarding	17
Training	19
Mandatory Training	19
Mandatory Training offered on Cornerstone	19
Role Specific Training to be considered:.....	19
First Week Training	19

Ongoing Professional Development	20
Mid-Term Training	20
Evaluation	21
Preamble	21
One-on-One Meetings	21
Mid-Term Evaluations.....	21
End of Contract Evaluations.....	21
Works Cited.....	23
Appendices.....	24
Core Competencies Employment Chart	24
Hiring, Onboarding, Training and Professional Development Checklist- Detailed.....	25
When.....	25
Task	25
Outcome	25
Job Posting Template	29
Sample Scripts.....	31
Applied- No Interview	31
Interview Invite Sample:	32
Reference Check Template	33
Position Offer Sample:	34
Candidate Rejection Letter Sample:	35
Sample Rubrics.....	36
Application Rubric.....	36
Interview Rubric.....	37
Sample Behavioural Based Questions	49
Critical Thinking and Problem Solving	49
Personal Reflection/ Professionalism and Self-Management	49
Teamwork	49
Communication.....	49
Conflict Management	50
Equity, Diversity, and Inclusion.....	50
Adaptability and Flexibility	50
Growth Mindset.....	50
Leadership.....	51



Creating a Rubric.....	52
Onboarding Checklist for New Staff	53
Ongoing Performance Management Template.....	54
Mid and End of Term Performance Evaluations.....	55
Instructions for Completing the Performance Evaluation Form	55
Key Responsibilities:	55
Human Skill Development:	55
College Competencies:	55
Areas for Development:.....	55
Overall Comments:	55



Executive Summary

The Student Staff Development project is to create a hiring, onboarding, training, and professional development program that is supportive, growth-minded and promotes career readiness. The vision for student-staff is one where they are provided developmental experiences with a focus on reflection, feedback, growth, and equity, diversity, and inclusion.

Departments and the professional staff leading the hiring, onboarding, training, and professional development of student staff are encouraged to use this guide and associated documents to support their work in supporting students in all aspects of hiring, onboarding, training, and professional development processes. The vision for departments and the professional staff using this program is one where hiring, onboarding, training, and professional development are no longer cumbersome processes, rather developmental processes that allow them to consider strategically what they need from a student-staff role and how it will impact the work of the department.

As you go through this document you will be provided researched and theoretically informed guidance on the hiring, onboarding, training, and professional development of staff. Following the guidance there is a set of appendices that will support your expedition.

Hiring, Onboarding, Training and Professional Development Checklist- Abridged

The below is an abridged checklist of what needs to be considered when hiring, onboarding, training, and developing a student staff.

Hiring	
Application	
	Create job description using the job description template.
	Align competencies of role to the Human Skills Framework.
	Create application rubric.
	Post role to GBCareers and the Experience Record and market the position.
Interview	
	Create interview questions and rubric.
	Convene and update panelists on interview process and questions.
	Send response letters to applicants regarding offer to interview.
	Decide on candidate(s) of hire.
	Email all candidates with decision with feedback.
Onboarding	
	Within the Offer Letter, outline the onboarding and training expectations.
	Create contract on Cornerstone.
	Begin onboarding process.
	Begin training your staff.
Ongoing Professional Development and Performance Management	
	Consult professional development calendar and processes.
	Organize One-on-One weekly check-ins with student staff using Ongoing Performance Management Checklist.
	Conduct Mid-Term Evaluation.
	Conduct End of Contract Evaluation.

Hiring

When beginning the hiring process, consider the role itself and its purpose and outcome for the department, the staff supervising the student, and the student. While it may be argued that our student-staff roles are basic in function and are limited in the impact that they may have on the department and community, consider how the student-staff role can have a larger impact than previously anticipated and presumed:

- If student staff roles were examined and assessed for their impact on the community, and how their frontline interactions impact the business operations of the department, it would then be imperative for the hiring process, the onboarding and training, and the ongoing development of the role to be supported with a robust process to mitigate issues with the role,
- If trust in the capacity of the student staff to complete their role and furthermore, to take on further responsibilities within their role, it would allow for the supervisor and the department to strategically move forward on key projects that may have been set to the side due to supervisor worries regarding the capacity of the student staff,

To accomplish this proposal, departments and supervisors would be prudent to do the following:

- Examine the role and its present impact on the department and complete a strengths, growth, opportunities, and threats exercise of the role,
- Consider what other key responsibilities could be trusted with the student staff member that may have been previously homed with a supervisor and the process to trust the student staff with these responsibilities,


To support this examination exercise departments and supervisors are encouraged to align their student staff roles to a core competency framework to help understand the skills that are requisite for the position. Aligning a role to a core competency framework also provides the opportunity to examine what experiences you may be looking for in a candidate during the application review process, what questions you would want to ask during the interview and then what onboarding, training, and professional development exercises you will want to do with the student during their time with you.

Institutionally, the Human Skills Framework provides a guiding document to skills and a competency framework that can be used by the GBC community. Within your department and your work, you may also find that you have a core competency framework that would be supportive to your work. There are also international core competency frameworks that can support the examination into what skills a position may need to meet or display as an outcome.

Core Competency Frameworks to consider:

- Human Skills Framework- the GBC competency framework.
- acuho-I- provides a guide for Housing and Residence Life student staff competencies that could be applied to roles within your department:
 - <https://www.acuho-i.org/Portals/0/doc/net/acuhoi-competencies-2021.pdf>
- NASPA- provides a guide for professional staff with Student Affairs, that can support the work being done for student staff competencies:
 - https://www.naspa.org/files/dmfile/ACPA_NASPA_Professional_Competerencies_1.pdf

To apply core competencies, consider utilizing the Core Competencies Employment Chart (CCEC) that is in the appendices section. The CCEC is an opportunity review the positions that are within your department, examine the key actions within the role, align those actions to core competencies and examine when those competencies are demonstrated by the student.



We encourage you to consider not only in work experience as a way in which a student can demonstrate their use of the competency, rather consider the hiring process as an opportunity for a student to demonstrate that competency knowledge. This allows you to scaffold competencies and consider what is fundamental to the role is a skill that you want the student to bring to the role and towards mastery of the skill. You are then able to consider what are trainable skills and develop training and performance management that will support that skill development.

For example, if written skills are a role requirement, that can be assessed during the application process as you review the cover letter and resume. If you want to further examine the mastery of that skill you may want to request that the applicant respond to a series of questions that will allow them to reflect on skills needed in the role and demonstrate their writing skills.

Eligibility

The Work Study Program provides students with the opportunity to develop career-specific and human skills through part-time employment on campus. Students must complete a Work Study Program application form with the employer which will then be submitted to the Financial Assistance Office. Students can start work once their Work Study application is approved by the Financial Assistance Office. To access a copy of the Work Study application, email workstudy@georgebrown.ca

Work Study Eligibility

George Brown College's Work Study program enables qualified domestic students to work on campus and have a portion of their wages subsidized by the Student Assistance Fund. The number of positions available depends on budgetary constraints and available positions are offered on a first-come, first-served basis via the Financial Assistance Office. Work Study specifications differ between Fall/Winter and Spring/Summer terms.

Fall/Winter

Work Study pay will be minimum wage for up to 15 hours a week. Work Study funding will cover 90-hours maximum per semester. Any hours above 90 must be covered via departmental budgets. To qualify, the student:

- must be a Canadian citizen or Permanent Resident who has lived in Ontario 12 consecutive months before the beginning of postsecondary studies
- must have a demonstrated financial need (via the Work Study application form)
- must be a full-time student i.e., taking at least 60% of a full-time course load
- must meet the academic progression standards set by the ministry in order that part-time work does not adversely affect studies
- must be in good standing with previous government loans
- must complete a Work Study application form

International students are ineligible. Students receiving Second Career funding are also ineligible.

After completing the application form, please send it to the Financial Assistance Office by email to workstudy@georgebrown.ca, attention Mohamed Nur. Please allow 2 weeks for the application to be processed. The student's application must be approved by our office **BEFORE** they can start working. The manager and supervisor will be notified. The information will also be relayed to Human Resources. An approval letter will be provided to the manager and supervisor, via email, which must then be forwarded to the student. All applications must be submitted by email before the deadline identify by the Financial Assistance Office.

After the Work Study application is approved, in accordance with Human Resources policy, the employer must also complete an online offer of employment to the Work Study student (through Cornerstone website), that the student will need to accept for their assignment to be processed for Payroll. Please note that Payroll will only generate excel timesheets for students whose Employment Agreement has been processed online through Cornerstone.

Students cannot work after their last day of full-time studies. Excel timesheets (provided by Payroll to the managers of Work Study students on a bi-weekly basis) must be completed by supervisors in the divisions and forwarded to workstudy@georgebrown.ca for processing, no later than the deadline posted on the Work Study pay schedule (provided with the approval letter). Students will not be paid beyond the maximum number of hours outlined on the

approval letter. We notify you when the student approaches the maximum hours allowable. If hours are submitted beyond the maximums, the employer must assume the additional pay. Please feel free to contact the Financial Assistance Clerk at workstudy@georgebrown.ca if you have any questions or concerns.

Spring/Summer

Spring/Summer employment can be from May 09, 2022, to August 19, 2022.

Work Study pay will be minimum wage for up to 24 hours a week. Work Study does not have a maximum set of hours for funding coverage. To qualify, the student:

- must be a Canadian citizen or Permanent Resident who has lived in Ontario 12 consecutive months before the beginning of postsecondary studies
- must complete the Work Study Application form.
- must have successfully completed the previous winter semester.
- must have a demonstrated financial need (via the Work Study application form)
- must provide a written statement and signed intent to return to the college in the next fall semester.
- must complete a Work Study application form

International students are ineligible. Students receiving Second Career funding are also ineligible.

Employers must be certain that this work does not contravene the Support Staff Collective Agreement. Refer to Appendix "G" Summer Student Workers in the Agreement. All conditions depend on budget availability and positions may be terminated with two weeks' notice.

After completing the application form, please send it to the Financial Assistance Office by email to workstudy@georgebrown.ca, attention Mohamed Nur. Please allow 2 weeks for the application to be processed. The student's application must be approved by our office BEFORE they can start working. The manager and supervisor will be notified. The information will also be relayed to Human Resources. An approval letter will be provided to the manager and supervisor, via email, which must then be forwarded to the student. All applications must be submitted by email before June 03, 2022.

After the Work Study application is approved, in accordance with Human Resources policy, the employer must also complete an online offer of employment to the Work Study student (through Cornerstone website), that the student will need to accept in order for their assignment to be processed for Payroll. Please note that Payroll will only generate excel time sheets for students whose Employment Agreement has been processed online through Cornerstone. Students cannot work after August 19, 2022. Excel time sheets (provided by Payroll to the managers of Work Study students on a bi-weekly basis) must be completed by supervisors in the divisions and forwarded to workstudy@georgebrown.ca for processing, no later than the deadline posted on the Work Study pay schedule (provided with the approval letter). Students will not be paid beyond the maximum number of hours outlined on the approval letter.

Please feel free to contact the Financial Assistance Clerk at workstudy@georgebrown.ca if you have any questions or concerns.

Non-Work Study Eligibility

To be eligible for employment on Campus, students must:

- Be Domestic or International students with a least 60% of the academic load.
- Be a current George Brown College student.

Hours by Term

Fall/Winter Term

- If student is attending classes during a fall or winter term, they can work up to 24 hours per week.
- Note: Work Study funding is capped at 15 hours per week. Any students working over 15 hours per week would need to be paid from your departmental budget.

Spring/Summer Term

- If student is attending classes during the spring/summer term, they can work up to 15 hours per week.
- If student is not attending classes during spring/summer but plan to return in the fall, they can work up to 24 hours per week.
- Note: Work Study funding is capped at 24 hours per week during the summer.

Contract Length

Tradition dictates that contract lengths for student staff at GBC are 4 months with renewal happening at the conclusion of each semester. A process that was born out of the need to end contracts for staff that are not performing to their optimal and then the ability to remove that staff member from their role.

Offering students eight- or twelve-month contracts that follow the academic year provides developmental opportunities for both the student and benefits to professional staff members/departments. These contract lengths can provide a student the following:

- A sense of security for the student knowing that they may not have to seek employment during or following the December holiday season or at the conclusion of the academic year when the workforce may be flooded with applicants,
- It allows for a more robust training and development cycle that supports student growth as a professional,
- It allows the student to focus on goals in their role and seek the opportunity to actualize larger projects.

It can provide professional staff:

- A reduced amount of time without a staff member should the staff member only stay in their role for four months and move onto a new role,
- The opportunity to develop a more robust set of work for the student staff member, thus providing increased opportunity for skill developing activities,
- The prospect of developing mentoring and coaching skills as a professional staff member,
- Fewer hiring and on-boarding cycles.

This all comes with the continued appreciation that many hiring managers have had to address poor performance with staff and that having a staff member that is not meeting their requirements can cause added stress on a staff member and team. To mitigate this there is a section devoted to managing staff performance.



Remuneration

There are positions available on campus that can be offered based on budgetary availability according to their contract type (Work Study/Non-Work Study). All student wages must be approved by HR . Any payrates over \$15.15 need a description and a rationale for the proposed rate (see Student Job Evaluation form). All descriptions must be submitted to Human Resources (jobevaluation@georgebrown.ca) for rating/compliance.

Pay Dates are bi-weekly and are two weeks in arrears as per the Payroll Schedule available here:
<https://www.georgebrown.ca/gbcommunity/human-resources/pay-tax-leave-reporting>

Hiring Practices

Unconscious Bias

Unconscious biases are defined as:

Unconscious biases are social stereotypes about certain groups of people that individuals form outside their own conscious awareness. Everyone holds unconscious beliefs about various social and identity groups, and these biases stem from one's tendency to organize social worlds by categorizing. (Outreach, 2022)

Broken into sixteen different types of bias, unconscious bias can be pervasive in the hiring of staff. (Xu, 2022)

Affinity Bias

Affinity bias, also known as similarity bias, is the tendency people have connecting with others who share similar interests, experiences, and backgrounds.

Confirmation Bias

Confirmation bias is the inclination to draw conclusions about a situation or person based on your personal desires, beliefs, and prejudices rather than on unbiased merit.

Attribution Bias

Attribution bias is when you assume about the capacity of a person based on an experience that you may have had with them without trying to learn more about them and their experiences.

Conformity Bias

Conformity bias is when we act like those that are around us, even if the actions are outside of our norm.

The Halo Effect

The Halo Effect is the propensity to place someone on a pedestal based on one experience that they have had.

The Horns Effect

The Horns Effect is the tendency when people view another person negatively after learning something unpleasant or negative about them.

The Contrast Effect

The Contrast Effect at its simplest can happen when you review an exceptional application and see the next as a failure or have a phenomenal interview and then see every interview and therefore candidate after as weak.

Gender Bias

Gender bias is the tendency to prefer one gender over another gender.

Ageism

Ageism in the workplace is the tendency to have negative feelings about another person based on their age.

Name Bias

Name Bias is the tendency of certain names and types of names to be preferred over other, typically Anglo, and anglicized names.



Beauty Bias

Beauty Bias is a social behavior where people believe that attractive people are more successful, competent, and qualified.

Height Bias

Height bias or heightism is the tendency to judge a person who is significantly short or tall.

Anchor Bias

Anchor Bias is when someone holds onto an initial, singular piece of information to make decisions.

Nonverbal Bias

Nonverbal Bias is analyzing nonverbal communication attributes such as body language and letting it affect a decision or opinion.

Authority Bias

Authority Bias refers to when an idea or opinion is given more attention or thought to be more accurate because it was provided by an authority figure.

Overconfidence Bias

The Overconfidence Bias refers to a person's tendency to be more confident in their capabilities than they should be.

Job Posting Guidelines

Hiring managers are encouraged to promote the job posting to reach underrepresented groups. Avoid using personal networks to advertise the position; this can result in unfairly privileging those who are in the same circles as the advertiser and shut out those with different circles and backgrounds. Instead, advertise the position(s) via multiple platforms and channels.

All student positions must be posted on GBCareers portal for a minimum of 7 days to ensure adequate time for students to apply. The job posting site can be found here: <https://gbcareers.georgebrown.ca/home.htm>

Also post the opportunity to the GBC Experience Record to market the role and to ensure that the role is recognized on the successful candidates Experience Record.

Avoid jargon, acronyms, and requirements that privilege 'insiders'. Focus on the essential duties of the role, utilizing simple and clear language.

Follow the instructions on the GBCareers and Experience Record sites to add the job posting to the portal.

Job description

Create or update your job description using the Student Employee Job Description Template found at the of this document.

Interviewing Students

All student employment should include an interview, whether via telephone, video conference, or in-person. Interviews should be at least 15-minutes and include questions to best assess the candidate for the position. Best practices include:

- Using a structured interview format,
 - The questions in the interview should be the same for all candidates and be offered in the same order for all candidates,
 - Provide the questions to the applicant as a visual aid. It aids in reminding the applicant of the points that they need to address in the question.
 - It is an opportunity for the applicant to also read the next question while the panelist continues to write their notes,
 - Questions should have a rubric attached to ensure that there is no bias towards a response and that when referring to the candidates in the decision-making process scores will be able to determine the best candidate for the role,
 - A rubric provides the panel with the standards for a response and the key areas that are needed to be discussed. It is a scorecard that establishes the desired skills and experiences for a role, and scores all candidates' interview responses against the same set of job-based criteria,
 - Without a rubric unconscious bias begins to play a role in the hiring process,
 - For support on creating a rubric please see the appendices for assistance,
- Asking competency-based and behavioural questions,
 - These questions seek to learn more about how the applicant will respond to scenarios when they arise in the role.
 - Prior to creating your interview questions, ask, what are the skills that the candidate needs to have to show they will be proficient in their role,
 - We are seeking to hire students and for some, they may not have employment experience, these questions allow a student to think about life situations and how they have addressed them. Remind

students of this when they are responding as they may feel that they need to be able to respond with professional experiences.

- Have multiple interviewers,
 - A panel can reduce errors in judgment and ensures that what is being said by the applicant is being fully heard as crucial aspects of the response may be missed if you are taking notes alone.
 - Meet with the panelist prior to interviews beginning to confirm the following:
 - Everyone knows who will be reading what questions,
 - Everyone understands the rubric,
 - Everyone understands when to prompt a student and when not to as a prompt may provide one applicant more opportunity versus another,
 - Consider the composition of your panel as well, in terms of perspective and representation. A student panelist can be a great way to make the applicant see themselves on the team and reduce stress. If you are providing this learning opportunity to a student staff member, ensure that they do not know the applicant to remove bias,

Interview Communications

When sending out invitations for interviews, include the Student Employee Job Description (as PDF) to students so they have adequate time to prepare for the interview and review the core competencies.

Some points to share include:

- When the interview will take place, and for how long,
- Where the interview is virtually or geographically located, and how to access that space,
- Who will be present during the interview,
- What the structure of the interview might be so that candidates know what to expect,
- Be mindful of barriers that the interview setting might pose, and what the environment can communicate to candidate. It is also recommended to demonstrate a willingness to accommodate.

Accommodations

GBC departments are required to prevent and remove barriers and provide accommodations to all students. It means to provide the most effective process to accommodate student needs.

Some of the accommodations can include:

- Provide job posting document in different formats per request,
- Accommodate the location of the interview per student request,
- Provide the questions in writing before the interview,
- Offer ASL interpreters during the interview per request,

Please be aware of the following resources from the Ontario Human Rights Commission.

Duty to accommodate:

- <http://www.ohrc.on.ca/en/policy-ableism-and-discrimination-based-disability/8-duty-accommodate>
- <http://www.ohrc.on.ca/en/policy-employment-related-medical-information/duty-accommodate>

Policy on ableism and discrimination based on disability:

- <http://www.ohrc.on.ca/en/policy-ableism-and-discrimination-based-disability>



Selecting a candidate

The interview process should include an interview rubric where the panel of interviewers will assess the candidate based on the skills included on the job posting. Please refer to the rubric template at the end of this workbook.

You may also want to connect with references for your top candidate to confirm the experience that another has had with the student. Your reference call is an opportunity to confirm the student's behaviour and capacity to perform at a certain standard. These calls provide an opportunity to gain further insight into the way in which the student may respond to scenarios and shed more light on aspects of the interview where the student did not fully elaborate on their experience.

See the supporting document for references in the appendices section to aid in performing reference calls.

Providing Feedback

It is recommended that non-selected candidates are offered an opportunity to access information on how they can request interview feedback. The hiring manager or a designated person should provide the feedback requested and use specific rubrics or interview tools to reference their performance.

Onboarding

Onboarding a process that begins prior to, happens during, and continues after training begins. Onboarding and training work in tandem but offer different outcomes. Onboarding is the process of bringing a new hire into the community and culture that is their new work home. It provides the community, leadership, and mentorship that are essential to the success of the employee.

Todd Dewett speaks of onboarding as a high priority act that will build commitment from the new hire, it reduces the time that is needed for productivity and increases engagement. (Dewett) Consider how your own experience in the workplace and your successes have been predicated on your excitement and desire to do well in the work that is put before you. If we build that excitement with our student staff, consider how productive and excited they will be with the work that they are going to do. The following outlines the key learning experiences, their outcomes, and a timeline that will support the learning.

Onboarding Action	Outcome	Timeline
Introduction to Office/ Department/ Division	To inform the applicants of the values of the office and to allow them to see themselves in the role,	At interview
Formal Welcome Letter	Welcome to team, Logistics and itinerary for first day, Directions to workplace, Confirmation of remuneration, Policies and benefits, Training Schedule, Employee Evaluation, Share an internal checklist that outlines onboarding, training, professional development etc.,	Upon acceptance to role
Introduction to the team	Virtually- welcome the new team member(s) via email that has the new hire copied to the email	Less than a week before beginning role
HR Requirements	Ensure all paperwork for accepting role is done- which includes all payroll paperwork, Complete institutionally required training,	Immediately following acceptance of role until the end of the first week
Prior to First Day	Determine a student mentor to the hire, Ensure workspace is cleaned and prepared for their arrival with necessary tools for work- laptop/ desktop Welcome gift- if applicable- notebook, pen, etc.	To be done upon acceptance to role
First Day	Welcome event- with food, Acclimate to the space, Learn about the department, Mentor connections, Do administrative work that was not done prior to their first day, Welcome them to their space, One-on-One with supervisor to discuss checklist of onboarding, training, professional development, evaluation, and share what their role means to the greater team and how they are supporting larger projects	First Day
First 90 Days	Confirm that they are attending all onboarding, Regularly check-in and see how they are doing in their role,	Performed during weekly check-ins

	<p>Collect feedback regarding onboarding- qualitative and quantitative,</p> <p>Staggered increase in work responsibilities,</p> <p>Accountability measures and clarity about the goals of their work,</p> <p>By the 3 month point they should be able to work nearly on their own,</p>	
After First 90 Days	<p>Collect data,</p> <p>Correct problematic issues,</p> <p>Seek feedback from the team about the onboarding process and share a postmortem review with the professional team,</p> <p>Seek ways to do better with the onboarding process,</p> <p>Have employees be part of the onboarding process assessment,</p>	<p>To be done during the second half of the contract to seek feedback on the onboarding process and to share results with the staff to seek their feedback</p>

Training

Training is the opportunity for an office, department, and division to build a student's capacity to meet and potentially exceed the core competencies that are associated with a student staff role. While training can take time initially from a role, as demonstrated in the hiring calendar, when deliberately considered it can act as a conduit to success for a student in their role. Getting employee buy-in is key to a successful Learning and Development programs; one way to do so is to solicit employee feedback regularly. (CGS, 2021) The solicitation of feedback and the implementation of that feedback demonstrates to the student involved that their experience matters and that they play a pivotal role in the success of the role.

By adding training experiences strategically throughout the course of the academic year, we are allowing ourselves the time to focus on key learning at the commencement of the role and then further skill and competency acquisition that will further support the student in their role.

Mandatory Training

Student employees are required to complete the following training modules within a reasonable timeframe after their contract begins. Mandatory trainings should be completed during work hours. This can include time during their shifts, or an allotted time just spent on training. This is at the discretion of the hiring manager.

Student employment will also require role-specific training which are scheduled with their supervisor.

All training sessions listed below are offered asynchronously through Cornerstone.

Mandatory Training offered on Cornerstone:


- Working Together: The Code and the AODA - mandatory
- Accessible Customer Service Standards Module - mandatory
- WHMIS 2015- mandatory
- Occupational Health and Safety Awareness for Workers in 4 Steps - mandatory
- Cybersecurity at Work - mandatory
- 4 Seasons of Reconciliation - mandatory

Role Specific Training to be considered:

- Anti-Black Racism Training- Cornerstone
- What Exactly is a Microaggressions- Cornerstone
- Sexual Assault and Sexual Violence Policy- Voice of Pat- Cornerstone
- Human Rights and Discrimination and Harassment Policy- Voice of Pat- Cornerstone
- General Accessibility Requirements Module- Cornerstone
- Online Learning & Online Orientation- offered through Blackboard
- Microsoft Teams/Office, Blackboard, Zoom, streaming tools
- Engaging Your Online Audience
- GBC Digital Resources

First Week Training

In building a first week, or longer training schedule, we build on the competencies noted in the CCEC that are needed in the role. A first week of training provides a student an opportunity to learn about their role, about skills that are key to their role and how those skills will be used in their role. This first training cycle offer the opportunity to engage in



learning with a student and ensure that they are displaying a comprehension of key functions of a role and can tackle their role independently and with minimal support from the supervisor. To see an example of a one week and a two-week training schedule please go to the appendices section.

Ongoing Professional Development

If one goal of this proposal is to build a community of staff that are prepared to enter the workforce and easily acclimate to the professional workforce, the author proposes that there be thought put into ongoing professional development. Examining how weekly team meetings can be used as an opportunity to develop staff and allow them to learn from mentors and professionals in the office. How can a staff meeting pivot from a storytelling experience about the work that is being done, to one where there is strategic learning that will better our staff?

If we look at what we want staff to learn as part of the CCEC, we can then look at priority learning and develop weekly learning experiences that will support the development of our staff.

Mid-Term Training

If you have decided to move to an eight-month contract system, a mid-term training affords you the opportunity to provide a training program in January that would allow you to build on the skills that are needed in the role that will support the development of the student further. It affords you the opportunity to address areas of growth that are common amongst all staff and clarify role specific tasks. It allows you to show you are listening to feedback and addressing issues in the office. Moreover, the training is an opportunity build your team and create further team cohesion.

Evaluation

Preamble

Bringing learning, engagement and performance practices together addresses the three key motivators of mastery- skills development, autonomy- the space and safety to exercise those skills, and purpose- with alignment between company, team, and individual goals. (Hyland, 2021) If we consider that the work that we have done to find the right candidate, the process to train the staff member and the ongoing learning that we have provided we are all part of a great equation to make the best staff possible. While providing learning, we need to consider if that work is working. Are the learning outcomes and the training creating and developing the staff member as intended? Employees who feel comfortable giving feedback to managers foster a stronger, more trusting relationship. (Hyland, 2021)

Performance reviews can serve as checkpoints along the way to help shape growth in the employee's current role and then toward their advancement or transition to a new role. (Eigeland, 2022) By providing ongoing feedback and opportunity to growth in a role the student staff member is provided the opportunity to see a path to growth and success. Within the appendices there are a set of feedback and assessment tools that can be used.

One-on-One Meetings

Done weekly, and an opportunity to assess the work that is being done by a staff member and consider where there is opportunity for growth and where there is strength. These meetings are an opportunity to ensure that fundamental tasks are being done to the standard that is expected of the leadership team. Hyland shares "One logistics company implemented their performance management system alongside their learning management system (LMS) to allow employees and managers to better understand the link between learning and workplace performance. Employees can update their competency level upon completion of specific courses, which are then reviewed by managers to ensure accuracy." (Hyland, 2021)


By tracking the work of your staff, you are allowing yourself the opportunity to proactively engage with the work of the staff. Being able to provide students with timely feedback that will support their development and growth. Furthermore, it makes addressing issues in performance proactive and provides a system for addressing areas of concern. Ongoing performance management works to support the employer and employee.

Mid-Term Evaluations

Using the appendices for Mid-Term Evaluations you are not only given credence to the work that is being done by staff but allow for a conversation regarding opportunities for growth and learning. Evaluations of work support decisions made by the employer and empower the student to understand what they have learned in their role, outside of basic functions of the role. Reviewing work, reflecting on what experiences have been had in the role, a student becomes empowered and capable of articulating the skills that they have obtained through their work.

End of Contract Evaluations

To bookend the contract with the student and to provide closure to their experience on the team, an End of Contract Evaluation provides the opportunity for a robust discussion about the experiences, skills and competencies that have been developed throughout the course of the work experience. Akin to the Mid-Term Evaluation, using a similar template, the student performs a reflective exercise, examining what they see as their learning, strength, and growth opportunities. Adding your review and feedback provides the student with a secondary review of their work, provides



validation and support to their thinking about themselves and possibly provides a more positive reflection of their work than anticipated.

The student should at this time be reminded to complete their Experience Record reflection questions to not only have their role validated and added to their Experience Record, but to finalize the conclusion of their

Works Cited

- CGS. (2021). *Enterprise Learning 2021 Annual Report- Adapt. Pivot. Respond. Scale- L&D's New Role in Driving Business Forward in an Uncertain World*.
- Dewett, T. (n.d.). *Onboarding New Hires as a Manager*. Retrieved from LinkedIn: <https://www.linkedin.com/learning/onboarding-new-hires-as-a-manager/the-future-of-onboarding?autoAdvance=true&autoSkip=true&autoplay=true&resume=false&u=2155426>
- Eigeland, C. (2022, January 3). *Leveraging L&D to Retain Employees and Turn Them Into Workplace Champions*. Retrieved from Training Industry: https://trainingindustry.com/articles/strategy-alignment-and-planning/leveraging-ld-to-retain-employees-and-turn-them-into-workplace-champions/?utm_medium=email&utm_campaign=trainingindustry&utm_source=weekly
- Hyland, L. (2021, December 21). *Why Organizations are Adopting Continuous Performance Management*. Retrieved from Training Industry: <https://trainingindustry.com/articles/performance-management/why-organizations-are-adopting-continuous-performance-management/>
- Outreach, U. o.-O. (2022). *Unconscious Bias Training*. Retrieved from Office of Diversity and Outreach: <https://diversity.ucsf.edu/programs-resources/training/unconscious-bias-training#:~:text=Unconscious%20biases%20are%20social%20stereotypes,organize%20social%20worlds%20by%20categorizing.>
- Xu, T. (2022). *16 Unconscious Bias Examples and How to Avoid Them in the Workplace*. Retrieved from Built In: <https://builtin.com/diversity-inclusion/unconscious-bias-examples>

Appendices

Core Competencies Employment Chart

Task	Core Competency	Demonstration
Insert task outlined in job description	Insert Core Competency	Highlight when the student demonstrates that competency
Ex. Author reports	Effective Communication	Application process as demonstrated in Cover Letter and Resume

Hiring, Onboarding, Training and Professional Development Checklist- Detailed

The following is a checklist to support the work that is done to hire, onboard, train, and develop student staff.

Please note that documents are linked to templates and other supporting documents within the greater manual that will support your work.

When	Task	Outcome
Hiring	Align role to core competencies and the Human Skills Framework (HSF)	Supports institutional work to provide students skill development opportunities, Provides the opportunity to strategically examine opportunities for students during their tenure in the role- such as specific projects or work,
Hiring	Review job description to ensure that competencies are aligned	A requirement within the Division, Ensures that job descriptions are up to date and reflect the outcomes of the role, Ensures that you are getting applications of students who are keen to develop the outlined skills,
Hiring	Determine when competencies are demonstrated or trained	There will be some competencies that will be demonstrated in the application process, some in the interview and some will be trainable, examine what is a priority and what is trainable, For example, if written skills are a competency, it may be demonstrated during the application process, as illustrated in their Cover Letter and Resume, Where, Equity, Diversity, and Inclusion, may be a concept that you will want to ensure the applicant comprehends, but will further train while in the role and provide further opportunity to expand knowledge,
Hiring	Determine if you want to have further information collected at the application process- response to questions, portfolio, etc,	It provides the opportunity to gain further insight into the capacity of the applicant, Responses to questions can also give insight into the detail and effort that the applicant will put into their work,
Hiring	Create application rubric	Rubrics support reviewers with a benchmark for applications and remove ambiguity in decision-making,
Hiring	Post role- ensuring that equitable hiring processes are applied	It will provide a wealth of applicants who may not have previously considered the role,
Hiring	Create interview questions and applicant interview package	Using behavioural based questions provides the opportunity to share life experiences that make them the ideal candidate for the role, Having a rubric ensure that there is a threshold for responses and that there is no ambiguity in the reasoning for one applicant

		being offered the role over another. It provides the panel the opportunity to provide thoughtful and helpful feedback to applicants that are not offered the role, Sharing the questions with the applicant during the interview provides a visual aid for those who may need that support, Sharing questions also provides the applicant the opportunity to review lengthier questions and ensure that they are responding to all aspects of a question,
Hiring	Assemble hiring panel and meet to discuss hiring process and the rubric	Having multiple perspectives at the interview ensures that there are multiple ears hearing the response of the applicant and that any missed responses may be covered by another member of the panel,
Hiring	Review applicants using application rubric	Ensures that the best applicants are being interviewed for the role and that there is a benchmark for interviewing and not interviewing,
Hiring	Email applicants you are interviewing	Provides the opportunity to share with the interviewee instructions and information regarding the interview.
Hiring	Send feedback to applicants that are not being interviewed	Allows applicants to understand what they need to address to better their application for future opportunities. It offers a student a contact to seek further feedback and see how the community is supporting their development, even outside of receiving an interview or role,
Hiring	Interview applicants using the same panelists throughout	Ensure that there is continuity in the marking of applicants, Should you not have the opportunity to use the same interview panel, practice with each panel ensuring that you have the same benchmarks and understanding of the rubric, when to probe a candidate, and other aspects of the interview process,
Hiring	Decide on applicant to be hired and communicate the opportunity with information regarding the role, onboarding experience, training, and what the applicant may experience in the role	Shares with the candidate that they are the selected candidate, it also provides: Information regarding the onboarding process, Information regarding the role and what they will be responsible for,
Hiring	Email other applicants with feedback regarding their interview once the role is closed	Allows applicants to understand what they need to address to better their application for future opportunities. It offers a student a contact to seek further feedback and see how the community is supporting their development, even outside of receiving an interview or role,
Hiring	Create contract on Cornerstone	The contract should ideally be made within 24 hours of the offer being confirmed,

Onboarding	Begin onboarding process with training program beginning concurrent	Creates a supportive work and learn environment that will provide the staff a base for success in their role, It sets a standard for the role, the team, and the department,
Ongoing Performance Management	By week three have on-going performance management program started with weekly check-ins established.	On-going performance meetings allow the student to provide and receive feedback, making feedback timely and ensure that concerns with work are addressed,
Onboarding	Request feedback from hires regarding their onboarding and training program	Providing the opportunity for staff to share their feedback creates: Student engagement in learning as they see that their feedback will create change, Demonstrates to the student that there is care in their opinion and fosters critical thinking by the student,
Onboarding	Begin on-going professional development program for student staff that highlights members of the department, division, and other partners who will provide learning of skills or knowledge to support student growth and development	An on-going professional development program allows you to further the development of skills in the role and offers a student the opportunity to learn from mentors, partners, scholars, and leaders,
Ongoing Performance Management	Provide a copy of the Mid-Year Evaluation	During weekly check-ins use the document to drive discussion about work and seek feedback on how you may be able to support their growth. This will also: Ensure that staff are continually aware of the responsibilities that they are to meet, Openly shares the standard that they are expected to meet, Proactively addresses concerns and successes,
Professional Development	Offer a mid-semester training	Supports competency development and engagement in the role,
Ongoing Performance Management	Perform Mid-Year Evaluation	Allows for the hire to provide feedback on their experience in the role,
Professional Development	Begin term with a training refresher on a topic that will support the area of	Supports competency development and engagement in the role, This opportunity allows for staff to reconnect and learn about the successes in the department, and division,

	growth the hire has discussed	
Ongoing Performance Management	Continue on-going performance management program	On-going performance meetings allow the student to provide and receive feedback, making feedback timely and ensure that concerns with work are addressed,
Ongoing Performance Management	Perform End of Contract evaluation meeting	The student will have added the role to their Experience Record and review their responses to the reflection questions and validate their responses. The student will be provided the opportunity to reflect on their work in the role, understand the impact of their work, which will support the development of their resume,
Ongoing Performance Management	Review the performance of the hire, examine if the competencies you aligned to the role were achieved and if they need to be re-aligned to meet the role	Allows you to examine if you have met competencies and examine where you can highlight other competencies,
Ongoing Performance Management	Apply the feedback from the student to the onboarding program to support future hires	Ensures that the pedagogy aligns to the ways in which students are learning and ensures that examples reflect contemporary issues,
Professional Development	Review training feedback and update content as needed	Ensures that the pedagogy aligns to the ways in which students are learning and ensures that examples reflect contemporary issues,

(TITLE OF ROLE)

Temporary Non-Management Positions

In completing this job description, please refer to the Administrative Job Fact Sheet Questionnaire (JFS) for additional explanations if required. The JFS is available through Insite, “Human Resources”, “Forms, Templates and Documents”.

POSITION IDENTIFICATION

College:	George Brown College
Position title:	
Division:	
Location/Campus:	Virtual Remote/ On Campus Role
Immediate Supervisor’s Title:	
Position type:	Support, student
Hourly Rate:	minimum wage

POSITION SUMMARY – Provide a concise description of the position by identifying its most significant responsibilities and/or accountabilities.

This includes but is not limited to:

-

KEY DUTIES – Provide a description of the position’s key duties. Estimate the percentage of time spent on each duty to the nearest

-

COMPLEXITY/ JUDGEMENT – Complexity/Judgement addresses the level and type of decision making inherently in a position. Complexity refers to the variety and relative difficulty of comprehending and critically analyzing the material, information, situations and/or processes upon which decisions are based. Judgement refers to the process of identifying and reviewing the available options involved in decision making and then choosing the most appropriate option.

- Employee follows clearly prescribed practices or formats which are straightforward and readily understood. These may be written, verbal or computer-based instructions.

EDUCATION – Provide the minimum level of formal education and/or the type of training or its equivalent that is required of an incumbent at the point of hire for the position.

- Current full-time George Brown student

EXPERIENCE – Provide the amount of related, progressive work experience required to obtain the essential techniques, skills and abilities necessary to fulfil the requirements of the job at the point of hire.

-

INITIATIVE – INDEPENDENCE OF ACTION – Describe the responsibility and degree of freedom to initiate/direct activity which is inherent in a position. Initiative acknowledges the ingenuity, creative imagination and original thought expected in the job. Initiative takes into account the supervision received and the level of control inherent in the job.

- Detailed instructions for tasks/assignments are provided. Employee refers any difficulties to supervisor for direction/resolution.

POTENTIAL IMPACT OF DECISIONS – Describe the risk to the College if any of an inappropriate judgement made. Extent of loss to the college which may result from errors in judgement.

-

PHYSICAL AND SENSORY DEMANDS – Describe the degree and severity of mental and physical exertion associated with the position including frequency and duration.

- Minimal physical exertion required. No undue fatigue. Standard periods of time sitting, standing and walking. Freedom to move at will. Occasional lifting, carrying, pushing, or pulling light objects (up to 20 lbs./9 kg's).
- Regular ongoing sensory exertion for up to half of a work period, usually for intermediate durations, or occasional for long durations of sensory concentration, requiring close attention to detail on exacting work tasks with little opportunity for breaks or changes to other tasks.

WORKING CONDITIONS – Describe the frequency and type of exposure to undesirable, disagreeable environmental conditions or hazards, under which the work is performed. Provide required travel including travel between campuses.

- Limited to no exposure to hazardous materials

***Please note:** You will need access to a computer and a reliable internet connection for this role.

HUMAN SKILLS FRAMEWORK – Using the Learning Outcomes within the Human Skills Framework (HSF), please indicate the human skill development that applies to ALL students who participate in this experience.

Consider the design of your experience and the intentional learning that takes place.

Questions to consider: Are students trained and evaluated on these skills? Are students asked to perform these skills as a function of the position?

Sample Scripts

The following scripts may be used to invite, offer, or reject candidates. Update relevant information with specifics and edit as you wish.

Applied- No Interview

Dear [*Candidate name*],

I want to thank you for your interest in the [Position Name] position at George Brown College and for the time you have put into the application process.

The position received a high number of applications, thus making it a very competitive and difficult decision-making process. This email is to let you know that you have not been selected for the position.

If you would like feedback on your interview or application, please reach out to me and we can schedule a meeting. You can also connect with George Brown College's Career Services team to support you with future job applications, interviews, and more. To access their resources or connect with a Career Advisor, visit www.georgebrown.ca/current-students/services/career-services/students

Thank you for your enthusiasm, and we wish you best of luck in your future academic and leadership endeavors.

Sincerely,
[*your name*]
[*Signature*]

Interview Invite Sample:

Dear [*Candidate name*]

I am pleased to provide you with confirmation information regarding your interview for [position]

WHEN

Your interview has been scheduled for Tuesday June 16th at 2:00pm. The interview will be 45-50 minutes long.

WHO

The panel will consist of:

- *Name (title)*
- *Name (title)*

WHERE AND HOW TO PARTICIPATE

The interviews will take place online via Microsoft Teams. A meeting invitation will be shared with you prior to the interview. When the interview time begins, click on "JOIN TEAMS MEETING". In advance, please make sure that you have got a stable and secure internet connection, a quiet/private space as well as the appropriate computer capabilities to participate in a Teams meeting.

Please let me know if there are any accommodations that we can consider in advance so we can make sure that you can comfortably and confidently participate in the interview process.

WHAT

The interview will consist of several behavioural based, narrative and scenario questions. As we move through the interview, copies of the questions will be available in the chat section of the Teams meeting.

We are asking that you prepare a short presentation based on the following prompt: [prompt]

This is an opportunity to hear how you would work through a typical work task as well as a chance for us to get a sense of your presentation skills. No A/V will be available. This part of the interview should last about 8-10 minutes maximum.

All candidates will be cut off at 10 minutes.

Please let me know if you have any questions or concerns. I look forward to meeting with you to discuss this position!

HOW TO PREPARE

George Brown College's Career Services Team can support you with preparing for a job interview. To access their resources or connect with a Career Advisor, visit www.georgebrown.ca/current-students/services/career-services/students

You are also encouraged research best practices in responding to behavioural based questions, such as: <https://www.masterclass.com/articles/behavioral-interview-questions-explained#what-are-behavioral-interview-questions>

If you have any questions or require further details, please do not hesitate to ask and I will respond to the best of my ability.

Best regards,
[*your name*]

Reference Check Template

The following document is to be completed by the Hiring Manager for the position and is used when a candidate is being selected for the role and the Hiring Manager is seeking to learn about the applicant's capacity to manage the role that they have applied for.

Referees are ideally, a former employer, volunteer lead or manager, teacher, coach, or person, outside of family, that can speak to the applicant's capacity in an honest manner. During this call you are seeking to learn more about the applicant's skills, you may want to tailor your questions to learn more about the applicant's demonstration of those skills by asking questions to the referee that seek that information.

Candidate Name:	Position Applied to:
Referee Name:	Relationship:

Questions:

Can you please confirm your relationship with *(INSERT NAME OF APPLICANT)* and how long you have known them?

How would you describe *(INSERT NAME OF APPLICANT)*'s ability to *(INSERT THE SKILL YOU ARE HOPING TO LEARN MORE ABOUT)*?

What would you say is the greatest quality *(INSERT NAME OF APPLICANT)* possesses and subsequently, what is their greatest area of growth?

If you had the opportunity to work with *(INSERT NAME OF APPLICANT)* again, would you take that opportunity? Why or why not?

Is there anything you feel I should know about *(INSERT NAME OF APPLICANT)* that would impact our decision to move forward in our hiring process?



Position Offer Sample:

Dear [*Candidate name*],

We were all very excited to meet and get to know you during your interview. We have been impressed with your background and would like to formally offer you the position of [Job title]. This is a [full/part] time position [mention working days and hours.]

[optional: I am attaching a letter with more details about the position.]

Your expected starting date is [date.] You will be asked to sign a contract of [contract duration, if applicable] and [mention agreements, like confidentiality or others] at the beginning of your employment. Your contract will be sent to you via Cornerstone. Cornerstone is the platform will house your contract and provides learning experiences to support development in your role.

We would like to have your response by [date.] In the meantime, please feel free to contact me via email or phone on [*provide contact details*], should you have any questions.

We are all looking forward to having you on our team.

Best regards,
[*your name*]
[*Signature*]

Candidate Rejection Letter Sample:

Dear [*Candidate name*],

I want to thank you for your interest in the [*Position Name*] position at George Brown College and for the time you have put into the interview process.

The process was a highly competitive and one where we were continually awed by the experiences shared by the applicants. This email is to let you know that you have not been selected for the position.

The panel would like to share the following feedback:

- List feedback from the cover page of the Interview package document,

If you would like further feedback on your interview or application, please reach out to me and we can schedule a meeting. You can also connect with George Brown College's Career Services team to support you with future job applications, interviews, and more. To access their resources or connect with a Career Advisor, visit www.georgebrown.ca/current-students/services/career-services/students

If you have any questions, please do not hesitate to contact me at [provide contact details].

Best regards,
[*your name*]
[*Signature*]

Sample Rubrics

The following are a set of rubrics that can be used for scoring applications and interviews.

Application Rubric

Applicant Name:	Reviewed by:
Application is complete including cover letter and resume	<input type="checkbox"/> YES <input type="checkbox"/> NO

Previous Experience:

Previous Experience	Each box equals 1 point for a total of 3 points
Rubric	<input type="checkbox"/> Cover letter is well thought out and demonstrates interest in the role, <input type="checkbox"/> Resume displays candidate's relevant experience that will assist them with the role, <input type="checkbox"/> Candidate demonstrated how their experiences support their candidacy
TOTAL:	

Overall Written Communication:

Written Communication	Each box equals 1 point for a total of 2 points
Rubric	<input type="checkbox"/> The text is written with little to no errors in grammar, capitalization, punctuation, and spelling (0-2 errors) <input type="checkbox"/> There is flow and purpose to the writing
TOTAL:	

Total Score:

Overall Comments:

Interview Rubric

The following is a score sheet for interviews that can be used to support scoring and ensuring that panelists know the scoring rubric and are able to track feedback for the candidate following the interview.

Using the Rubric

Page One

The far-right panel provides the lead interviewer a guideline of the prompts and information that the candidate will need before beginning the interview:

Intro

To be reviewed before the questions begin.

- Welcome & Intros
 - Introduce the panel to the candidate.
 - Let the candidate know the number of questions that will be asked and that they are welcome to take a moment before responding to organize their thoughts on a piece of paper or mentally to prepare themselves.
 - If there is a presentation portion to the interview inform the candidate when the presentation will be occurring.
- Explain Behavioural Questions
 - Explain that the questions they will be responding to will be behavioural based questions. These are questions that will allow them to reflect on experiences that they have had either professionally or their personal experiences. This includes experiences in the classroom, and that using either is considered equally acceptable and that there will not be favour put towards responses that reflect on professional experience.
- Each question has topic area to guide you
 - The candidate will have a copy of the questions with the topic area at the top, share that the topic area is presented to support their understanding of the skill or experience that you are hoping they will reflect on.
- Ok to skip a question
 - Let the candidate know that skipping a question and coming back to it is acceptable and quite common in the interview process.
- Ok to repeat a question
 - Let the candidate know that if they would like you to repeat the question verbally you are able and to ask.
- Limited eye contact- note they may finish before we finish writing
 - Share with the candidate that because the panel is taking notes while they respond they may not be making eye contact and that the candidate will most likely complete their response before the panel is done writing their notes. Inform the candidate that they are welcome to look at the next question to prepare themselves for the next question.
- Timeline of Qs (about 4 min/question)
 - A candidate can become nervous and will possibly begin to have a sense that speaking more equates to a better response. Share with the candidate that there is an expectation that each question should only take three to four minutes to respond to.
- Your Qs at the end
 - Let the candidate know that there will be dedicated time to their questions at the conclusion of the interview.

End:

To be reviewed at the conclusion of the questions

- Thank candidate:
 - Thank the candidate for their time and responses,
- Confirm attendance at any mandatory training if selected:
 - Confirm that the student is available for any mandatory training that may be happening,
- Offer date:
 - Inform the student of your intended date for communicating the final decision on the role and if they are the successful or not successful candidate,
- Confirm accommodation needs:
 - Ask the student if there are any accommodation needs they would have if in the role- specific technology to support their work,
- Share 24 hrs for students note:
 - Share with students that at the college students are allotted a maximum of 24 hours a week for on-campus work. Reinforce the student the number of hours you are offering for your role and ask them to then reflect on how this might impact their decision to take the role,
 - This is particularly important if they have applied to multiple roles on-campus,

The larger centre section is to capture notes and information that can support decision-making and guide feedback to the candidate.

SAMPLE INTERVIEW PACKAGE

Name of Candidate: _____ Date: _____

Questions from the Candidate:

Check those that apply

<input type="radio"/> Applicant did not fully detail their responses.	<input type="radio"/> Applicant did not appear to understand the question that they were being asked.	<input type="radio"/> Applicant did not fully answer the question.
<input type="radio"/> Applicant was prepared for their interview.	<input type="radio"/> Applicant appears to be friendly and have an overall positive attitude.	<input type="radio"/> Applicant seems to be passionate about the role.

Add comments as deemed fit

Areas of Strength:

Areas of Growth:

Other Comments:

Intro:

- Welcome & Intros
- Explain Behavioural Questions
- Each question has topic area to guide you
- Ok to skip a question
- Ok to repeat a question
- Limited eye contact- note they may finish before we finish writing
- Timeline of Qs (about 4 min/question)
- Your Qs at the end

End:

- Thank candidate
- Confirm attendance at any mandatory training if selected:
 - Insert Training dates
- Offer date (Insert Date)
- Confirm accommodation needs
- Share 24hrs for students note

Name of Interviewer: _____ Overall Score: _____ / 28

Q1: (Interpersonal Relationships)

Please tell us about a time when you assisted a peer with a problem. How did you discover the problem? What did you do and how do you know they were helped?

--

	Describes how they discovered the problem
	Demonstrates the ability to gather information in order to assist with the situation
	Demonstrates the ability to work with the peer to develop solutions to the problem
	Reflects on the experience and what they would do differently next time

Q2: (Conflict Resolution/ Mediation)

Please tell us about a time that you resolved a conflict. Describe the steps you took to manage the conflict? How did you know it was resolved?

--

	Determines what the conflict was
	Outlines the process that they took to resolve the issues (i.e. sought out additional information, was open minded, discussed options, tried to find a win-win solution, etc.)
	Describes how they knew the conflict was resolved
	Reflects on the experience and what they would do differently next time

Q3: (Teamwork)

Please tell us about a time you were a member of a team/group. What was the purpose of the team? What was your role? What made the team successful?

Q4: (Inclusion)

Please describe three main attributes of an inclusive environment and how you would work to incorporate these attributes into your work.

Note: Inclusive in this context means actions that take into account barriers, systemic or otherwise that a resident may face and seek to minimize the effects of those barriers, integrating them into their community

	Provides a relevant example of when they were a member of a team
	Discusses team purpose and their role on the team
	Explains what factors made the team successful
	Reflects on how teamwork relates to the role

	Able to share 3 or more attributes
	Able to detail the steps that they would take to create an inclusive environment
	Addresses possible challenges they may face
	Reflects on the importance of having an inclusive environment

Q5: (Critical Thinking and Problem Solving) Please describe a time you were faced with a challenging situation. How did you handle the situation?	Q6: (Personal Reflection/Growth) Please describe a personal area of growth. What have you done to date to address it? How do you foresee this factoring into your role?	Q7: (Passion for the Role) Please tell us why you want to be a member of the team.																								
<table border="1" data-bbox="113 1190 699 1360"> <tr><td></td><td>Explains what the situation was</td></tr> <tr><td></td><td>Explains how they addressed the challenge</td></tr> <tr><td></td><td>States why and justifies reasoning for decisions</td></tr> <tr><td></td><td>Can relate what they learned to the role</td></tr> </table>		Explains what the situation was		Explains how they addressed the challenge		States why and justifies reasoning for decisions		Can relate what they learned to the role	<table border="1" data-bbox="743 1125 1316 1360"> <tr><td></td><td>Shares an area of growth</td></tr> <tr><td></td><td>Explains why they think it is an area of growth</td></tr> <tr><td></td><td>Shares how they have addressed the area of growth to date</td></tr> <tr><td></td><td>Speaks to the impact that this area of growth will have on themselves and/or others</td></tr> </table>		Shares an area of growth		Explains why they think it is an area of growth		Shares how they have addressed the area of growth to date		Speaks to the impact that this area of growth will have on themselves and/or others	<table border="1" data-bbox="1341 1190 1978 1391"> <tr><td></td><td>Shares why they want to be in the role</td></tr> <tr><td></td><td>Shows desire to be a peer mentor to students;</td></tr> <tr><td></td><td>Speaks to the importance of the dept in the student experience;</td></tr> <tr><td></td><td>Able to speak to how they would want to impact the residence community.</td></tr> </table>		Shares why they want to be in the role		Shows desire to be a peer mentor to students;		Speaks to the importance of the dept in the student experience;		Able to speak to how they would want to impact the residence community.
	Explains what the situation was																									
	Explains how they addressed the challenge																									
	States why and justifies reasoning for decisions																									
	Can relate what they learned to the role																									
	Shares an area of growth																									
	Explains why they think it is an area of growth																									
	Shares how they have addressed the area of growth to date																									
	Speaks to the impact that this area of growth will have on themselves and/or others																									
	Shares why they want to be in the role																									
	Shows desire to be a peer mentor to students;																									
	Speaks to the importance of the dept in the student experience;																									
	Able to speak to how they would want to impact the residence community.																									

USEABLE INTERVIEW PACKAGE

Name of Candidate: _____ Date: _____

Questions from the Candidate:

Check those that apply

<input type="radio"/> Applicant did not fully detail their responses.	<input type="radio"/> Applicant did not appear to understand the question that they were being asked.	<input type="radio"/> Applicant did not fully answer the question.
<input type="radio"/> Applicant was prepared for their interview.	<input type="radio"/> Applicant appears to be friendly and have an overall positive attitude.	<input type="radio"/> Applicant seems to be passionate about the role.

Add comments as deemed fit

Areas of Strength:	Areas of Growth:	Other Comments:

Intro:

- Welcome & Intros
- Explain Behavioural Questions
- Each question has topic area to guide you
- Ok to skip a question
- Ok to repeat a question
- Limited eye contact- note they may finish before we finish writing
- Timeline of Qs (about 4 min/question)
- Your Qs at the end

End:

- Thank candidate
- Confirm attendance at any mandatory training if selected:
 - Insert Training dates
- Offer date (Insert Date)
- Confirm accommodation needs
- Share 24hrs for students note

Name of Interviewer: _____ Overall Score: _____ / 28

Q1: (Skill/ Competency)

Question One

Q2: (Skill/ Competency)

Question Two

Q3: (Skill/ Competency)

Question Three

Empty space for writing the answer to Question Three.

Q4: (Skill/ Competency)

Question Four

Empty space for writing the answer to Question Four.

Q5: (Skill/ Competency) Question Five	Q6: (Skill/ Competency) Question Six	Q7: (Skill/ Competency) Question Seven																								
<table border="1"> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </table>									<table border="1"> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </table>									<table border="1"> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </table>								

Sample Behavioural Based Questions

Below are a set of questions based on skills that may be interviewed. These questions are to act as an impetus and are not an exhaustive list. Please also note that while the questions may have been bucketed into one section of skill, many have the adaptability to be used to have a candidate speak to another skill.

Critical Thinking and Problem Solving

- What is your approach to solving complicated problems? What's an example of a time when you used your skills to resolve a complex issue?
- Describe the project or situation that best demonstrates your analytical abilities. What was your role?
- Tell me about a time when you had to analyze information and make a recommendation. What kind of thought process did you go through? Was the recommendation accepted? If not, why?
- Tell me about a situation where you had to solve a difficult problem. What did you do? What was the outcome? What do you wish you had done differently?
- What steps do you follow to study a problem before deciding? Why?

Personal Reflection/ Professionalism and Self-Management

- Tell me about a mistake you made at work. What happened to cause the mistake, and what did you do afterward?
- Are there any professional or personal decisions you would make differently if given the opportunity? Explain.
- Please share with us why you are interested in this role.

Teamwork

- Tell me about a time when you had to work closely with someone whose personality was very different from yours.
- Give me an example of a time you faced a conflict with a coworker or peer. How did you handle that?
- Describe a time when you had to step up and demonstrate leadership skills.
- Tell me about a time you needed to get information from someone who wasn't very responsive. What did you do?
- Tell us about a time when you were on a successful team. What made it successful and what role did you play in its success?

Communication

- Give an example of a time when you were able to successfully persuade someone to see things your way.
- Give me an example of a time when you had to have a difficult conversation with a frustrated client, colleague, or peer. How did you handle the situation?
- Tell me about a successful presentation you gave and why you think it was a hit.
- When have you had to present to a group of people with little or no preparation? What obstacles did you face? How did you handle them?
- Give me an example of a time when you were able to successfully communicate with another person even when that individual may not have personally liked you (or vice versa).
- What obstacles or difficulties have you ever faced in communicating your ideas to a manager or peer?

Conflict Management

- Please tell us about a conflict that you had to handle. Share an example of a conflict that you handled well and explain why it was successful.
- Give an example of when you had to work with someone who was difficult to get along with. How/why was this person difficult? How did you handle it? How did the relationship progress?
- Describe a situation where you found yourself dealing with someone who didn't like you. How did you handle it?
- Describe a recent unpopular decision you made. How was it received? How did you handle it?
- What, in your opinion, are the key ingredients in guiding and maintaining successful relationships? Give examples of how you have made these work for you.
- Tell me about a time when you had to work on a team with someone you did not get along with. What happened?
- Describe a situation where you had a conflict with another individual, and how you dealt with it. What was the outcome? How did you feel about it?

Equity, Diversity, and Inclusion

- Please Share with Us What Diversity, Equity, and Inclusion mean to you and why they're Important.
- In your opinion, what is the most exciting and challenging aspects of working in a diverse environment?
- What is your approach to understanding the perspectives of colleagues/ peers from different backgrounds?
- How would you handle a situation where a colleague was being culturally insensitive, sexist, racist, or homophobic?
- How would you advocate for equity, diversity and inclusion with colleagues who do not understand its importance?
- Tell me about a time when you advocated for equity, diversity, and inclusion. Me About a Time When You Advocated for Diversity and Inclusion in the Workplace.
- Can please share an example of you have or would create a space and team where equity, diversity and inclusion are celebrated?

Adaptability and Flexibility

- What steps do you take to manage stress?
- Explain a challenge you've faced, either at work or in your life. How did you overcome that challenge?
- Tell me about a situation in which you have had to adjust to changes over which you had no control. How did you handle it?
- Tell me about a time when you had to adjust to a colleague's or peer's working style to complete a project or achieve your objectives.
- How was your transition from high school to George Brown? Did you face any problems? How did you handle them?

Growth Mindset

- What is the last new skill you learned, and how did you do it?
- What do you hope to learn and achieve from this role?
- How does this role play into your future goals?

Leadership

- Tell me about a team project when you had to take charge of the project? What did you do? What was the result?
- Describe a leadership role of yours outside of work. Why did you commit your time to it? How did you feel about it?
- What is the toughest group that you have ever had to lead? What were the obstacles? How did you handle the situation?
- What has been your greatest leadership achievement? Talk through the steps you took to reach it.
- Describe a time when you have not only been responsible for leading a team but for also doing the same job as your team members? How did you juggle/balance your time?

Creating a Rubric

When creating a rubric for the interview questions you need to consider the following when creating the rubric:

- Consider what would the ideal response sound like?
- Apply the CAR or STAR Model to create a rubric by using each step aspect of the response:
 - CAR Model
 - Challenge- what was happening?
 - Assess- what did you do?
 - Result what was the result?
 - STAR Model
 - Situation- do they share a situation that would align to the question?
 - Task- what did they have to do?
 - Action- what did they do?
 - Result- what went well and where is there opportunity for growth?
- Does the rubric reflect the question?
- Does it have a mark for each aspect of the question and shows how the candidate has address the question?

Onboarding Checklist for New Staff

Staff Member Name:		Date:	
Action	Description	Y/N	Date Completed
Welcome	Introductory email to team		
	Tour of working space		
	Arrange connection with mentor- if applicable		
	Review Checklist		
	Review onboarding and training schedules		
	Review role and goals for the role		
Forms and Policies	Contract Signing- Cornerstone		
	Review dress code		
	Review safety policies- as needed for space		
	Complete Payroll documents		
	Completion of required online training		
	Completion of additional online training		
Onboarding and Training	Completion of team specific training		
	Completion of training assessments		
	Complete a One-on-One with members of the professional team		
	Complete a team meeting with other student staff members		

Ongoing Performance Management Template

Staff Member Name:		Date:	
Project/ Task	Description	Y/N	Date Completed
Insert Core Task	Highlight keys tasks to be done within the project or responsibility		
Example- Manage Front Desk	Responds to calls with a professional and courteous tone		
	Ensures welcome area is clean and tidy		
	Completes administrative tasks as required		

Mid and End of Term Performance Evaluations

Instructions for Completing the Performance Evaluation Form

To start, managers will need to review employee's job description and will need to input role specific skills and human skills developed before meeting with student/ employee. Once the skills have been added, the employee evaluation would take place, and both employee and manager would rate each skill as per successful completion. The performance evaluation should be completed after the end of the review period and signed by both supervisor and employee.

Complete the identifying information at the top of the form:

Employee's name, employee ID#, job title, department, Campus location, start date, review date of evaluation administered.

Key Responsibilities:

Referring to the job description for the employee's position, list up to 4 Key Responsibilities that are most important for successful accomplishment of the position. Place an "X" by the appropriate rating. Use the below guide to support your decisions.

Human Skill Development:

Referring to the employee's position, list up to 5 key Human Skills Developed that are most important for successful accomplishment of the position. Place an "X" by the appropriate rating.

College Competencies:

The College Competencies are:

Beginner: I require help from others to perform the learning outcome successfully.

Intermediate: I require little to no guidance to perform the learning outcome successfully.

Advanced: I require no guidance and can coach, mentor, or train others to perform the learning outcome successfully.

For each of the General College Competencies place an "x" by the appropriate rating of Advanced, Intermediate, or Beginner.

Areas for Development:

List any areas for improvement that will help the employee's performance. The comments should be honest comments and should include specific examples or expectations. It is recommended that you include at least one area in which the employee should improve.

Overall Comments:

List any strengths that employee has successfully completed and overall feedback of employee's performance.



EMPLOYEE EVALUATION

Employee Name: _____ **Employee ID:** _____

Job Title: _____

Department: _____

Campus:
 St. James Casa Loma Waterfront
 Ryerson Daniels Other Location

Start Date: _____ **Review Date:** _____

For each specific area, please indicate the level of competency that you feel has been achieved based on the following scale:
Beginner: I require help from others to perform the learning outcome successfully.
Intermediate: I require little to no guidance to perform the learning outcome successfully.
Advanced: I require no guidance and can coach, mentor, or train others to perform the learning outcome successfully.

Role Specific Responsibilities:

[Manager: Insert role-specific responsibility pulled from job Description.] [Click or tap here to enter text.](#)

Student Score: _____ Beginner Intermediate Advanced

Why did you select this rating?

Supervisor Score: _____ Beginner Intermediate Advanced

Why did you select this rating?

Role Specific Responsibilities:

[Manager: Insert role-specific responsibility pulled from job Description.] [Click or tap here to enter text.](#)

Student Score: _____ Beginner Intermediate Advanced

Why did you select this rating?

Supervisor Score: _____ Beginner Intermediate Advanced

Why did you select this rating?

Role Specific Responsibilities:

[Manager: Insert role-specific responsibility pulled from job Description.] [Click or tap here to enter text.](#)

Student Score: _____ Beginner Intermediate Advanced

Why did you select this rating?

Supervisor Score: _____ Beginner Intermediate Advanced

Why did you select this rating?

Role Specific Responsibilities:

[Manager: Insert role-specific responsibility pulled from job Description.] Click or tap here to enter text.

Student Score: Beginner Intermediate Advanced

Why did you select this rating?

Supervisor Score: Beginner Intermediate Advanced

Why did you select this rating?

Human Skill Development:

[Manager: Insert Human skill developed in job.] Click or tap here to enter text.

Student Score: Beginner Intermediate Advanced

Why did you select this rating?

Supervisor Score: Beginner Intermediate Advanced

Why did you select this rating?

Human Skill Development:

Human Skill [Manager: Insert human skill developed in job.] Click or tap here to enter text.

Student Score: Beginner Intermediate Advanced

Why did you select this rating?

Supervisor Score: Beginner Intermediate Advanced

Why did you select this rating?

Human Skill Development:

Human Skill [Manager: Insert human skill developed in job.] Click or tap here to enter text.

Student Score: Beginner Intermediate Advanced

Why did you select this rating?

Supervisor Score: Beginner Intermediate Advanced

Why did you select this rating?

Human Skill Development:

Human Skill [Manager: Insert human skill developed in job.] Click or tap here to enter text.

Student Score: Beginner Intermediate Advanced

Why did you select this rating?

Supervisor Score: Beginner Intermediate Advanced

Why did you select this rating?

Human Skill Development:

Human Skill [Manager: Insert human skill developed in job.] [Click or tap here to enter text.](#)

Student Score:	<input type="checkbox"/> Beginner <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced
Why did you select this rating?	
Supervisor Score:	<input type="checkbox"/> Beginner <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced
Why did you select this rating?	

Career Goals & Areas for Development:

Career Goals:

Areas for Development:

Overall Comments:

Employee Signature:	Date: Click or tap to enter a date.
Supervisor Signature:	Date: Click or tap to enter a date.