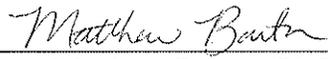**Approval Page**

We certify that we have read this project and that, in our opinion, it is satisfactory in scope and quality as a thesis for the degree of Master Arts in Professional Communication

Thesis Committee:

_____
Matthew Barton, Ph.D., Chair

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Arthur Challis, Ed.D.

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Jee Young Chung Ph.D.

EVENT SERVICES
STUDENT EMPLOYEE HANDBOOK

A Capstone Project submitted to Southern Utah University
in partial fulfillment of the requirements for the degree of

Master of Arts in Professional Communication

May 2012

By
Amber D. Holman

Thesis Committee:

Matthew Barton, Ph.D., Chair

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Table of Contents

Abstract

Event Services Student Employee Handbook

Amber Holman

A Student Employee Handbook was created for the Event Services Department at Southern Utah University. Details of the project are outlined in the following document. The description includes the planning process, followed by the creation and implementation of training procedures. A survey of current student employees who were given the handbook is also discussed. Results of the survey indicated the handbook and subsequent training sessions to be useful and beneficial to new hires in understanding the expectations of supervisory staff in the Event Services Department.

Introduction

The office of Event Services at Southern Utah University runs with the help of student employees. These employees are with the department for varying lengths of time. Knowing the transient nature of student employees and the possibility for certain information to get lost in translation, it was determined that the department would benefit greatly from a manual that would direct students on the policies and procedures of not only the Event Services Department, but the university as a whole. A student employee handbook tailored specifically to the Event Services Department was created to provide necessary information for new hires in one convenient location.

Once work on the handbook commenced, it was apparent that an oral presentation of the material would also be needed in the form of an opening training session. The following literature review outlines research from business and communication fields emphasizing the importance of creating initial training documents and procedures. Information from the literature further gives direction on the creation and implementation of these items.

Literature Review

Communication

Scholars of Communication Studies learn early on in undergraduate courses, "Communication is the simultaneous sharing and creating of meaning through human symbolic interaction" (Seiler & Beall, 2005, p. 3). Allen, Tompkins, and Busemeyer (1996) explained, "Communication is dynamic and interactive, not static and linear."   Seiler and Beall (2005) further emphasized that, "The ability to *communicate* (not simply utter words) is learned, and learning to be a competent communicator is a difficult, lifelong project" (p. 3). In other words, communication skills must be practiced and improved upon each day. The workplace is undoubtedly a location in which the practice of good communication on a daily basis is not only important, but vital to a company's success. Seiler and Beall (2005) supported this fact as they explained, "Most businesses identify communication skills as being critical for all employees" (p. 3).

Organizational Communication

The textbook entitled *Organizational Communication,* also used in foundational courses, explains, "Communication is necessary for nearly all forms of organizational activity and therefore necessary for organizational success" (Zaremba, p. 5). Zaremba goes on to suggest, "It shapes, limits, and defines perceptions of individuals and organizations alike" (p. 5).   Zaremba further states, "Communication is not a frill that provides a value-added dimension to the organization or the individuals who comprise it. It is a central factor that determines the organizational constitution" (p. 5). W. Charles Redding who is often referred to as the "father of organizational communication" is quoted as saying, "indeed there are scholars who have

persuasively made the case that a communication failure is at least one of the basic sources underlying every organizational failure" (in Zaremba, 2006, p. 5).

Statements such as those made above highlight the importance of communication within organizations. The items discussed are of such importance that they are set forth in the beginning of coursework for communication professionals as indicated by the undergraduate textbook references quoted. Organization communication has not only been of importance in the past as referenced by these early works, but Tkalac, Vercic and Sriramesh (2012) suggested that internal communication as an organizational function is only increasing in importance. Perhaps this is why Jones, Watson, Gardner, and Gallois (2004) explain that organizational communication is, "arguably the most thoroughly reviewed domain of communication research" and that it is possibly, "as broad in its domain as the field of communication as a whole" (p. 723).

Initial Organizational Communication

Although the field of organizational communication has great breadth, an area of particular focus in research is on initial communication behaviors as new employees enter organizations. Gallagher (2007) argues, "Considerable research has explored the communication processes that are associated with new employees' entry into organizational settings" (p. 2). He goes on to state, "These processes are methods by which the employee becomes socialized into a new organizational setting by learning the expectations for the occupation, as well as the patterns of communication within that specific work environment" (p. 2).

Employees are often assimilated into organizations through the distribution of employee manuals or handbooks and employee orientation or training sessions. A purpose of such practices is to help new hires understand their role or specific responsibilities in the organization. Mayfield (1967) shows that the idea of educating new employees has long been supported in the

business industry as he stated in the late 1960's, "It is quite common for an individual to seek to discover what his job or profession really entails and/or what his position is in society" (p.18). Koch (2008) supports the modern use of helping employees to understand their roles in their organizations when she suggests that companies prepare a launch document. The author goes on to explain a launch document should include an overview of projects and tasks for which they will be responsible. She further suggests that documents such as these help employees feel secure because "They don't like wondering if they're meeting expectations" (Koch, p. 26). Rabinowitz (2012) suggested that some reasons for educating new employees are: It allows new staff members to hit the ground running, it instills new staff with confidence, it improves job performance in the long run, it enfolds the new staff member into the existing social structure, it is a formal welcome to the organization, and it gives new staff the knowledge they need to be prepared for the job they will do.

The references above explain *why* resources like employee handbooks and trainings are vital to an organization's success. Understanding *how* to create and implement these resources in the best possible manner is also imperative for successful orientation of new hires into an organization.

Writing Process

According to Hacker (2007) "Most experienced writers handle a piece of writing in stages. "You will generally move from planning to drafting to revising" (p. 3). Markel (2009) supported a similar pattern in a textbook for technical writing. Each step referenced by Hacker was followed in creating the Event Services Student Employee Handbook for the purposes of this project. The specific ways in which these steps were outlined included: project layout,

information gathering, project design, drafts: additions and revisions, implementation, and testing validity.

Planning

Before a project begins, it is important that a clear vision of the impending outcome is set forth. As Steven R. Covey (n.d.), author of *Seven Habits of Highly Effective People* explains, on the home page of his website, one should "begin with the end in mind… If your ladder is not leaning against the right wall, every step you take gets you to the wrong place faster."   Based on this suggestion, project layout was the first phase in the planning process for creating the Event Services Student Employee Handbook. A clear vision was set forth as to what the final project would look like so no time in planning would be wasted. The article entitled "Writing an Employee Handbook" suggests that employers "make sure all policies, procedures, practices, rules and regulations are decided upon in advance." Further, "having established policies written in a handbook will eliminate confusion as to what you expect from your employees" ("Writing an employee," 2005). An article on the website of the Small Business Administration entitled Employee Handbooks (n.d.) similarly suggested a well-written handbook will help to set out expectations for employees. In addition, the article stated that a handbook will also help a new hire to understand what they can expect from the company.

Another step in the planning process of this project was gathering information. Information can and should be gathered from various sources as was done for this project. References came from academia, online business resources, and existing university documents. There were many common themes throughout each of the sources. While there were many common characteristics among sources, only the information that was relevant to the Event Services Department was incorporated.   Brannen (2011) supports this method as he states,

"Although many of the policies in a handbook will be common across industries, every employer should endeavor to tailor its handbook to its own unique situation" (p. 2). Not only was information taken from outside sources for the purposes of this project, but time was taken to discuss what should go into the handbook with staff members in the department. O'Connell (2012) similarly suggests framing your employee handbook based on input from staff members when he states, "Take time to interview staff, then use their questions and your answers to frame your handbook" (p. 2).

Drafting

The next steps in the writing process for this project were design and drafting. Brannen (2011) suggests that the employer, "Organize the handbook with many headings." He further suggests to, "Use numerous headings and subheadings as guides. Headings break up long stretches of text and help employees to understand the handbook's content" (p. 5). Smith (n.d.) supports the use of headings when writing an employee handbook. This advice was followed for the Event Services Student Employee Handbook as bold headings have been incorporated for each section of the handbook. Brannen (2011) later suggests, "A table of contents is essential and can also be used as an outline for the orientation process" (p. 5). Based on the literature, a table of contents was also added to the handbook to enhance clarity.

Just as headings and a table of contents increase the readability of a handbook, the article "Writing an Employee Handbook" (2005) explains that a handbook should, "Present ideas in a simple and direct manner" (p. 1). Brannen (2011) similarly states, "A handbook is not intended to be a comprehensive manual on personnel procedures. Nor does it need to address every possible contingency that can be expected" (p. 2). Agthe (2008) suggests, "An employee handbook is a company's chance to get things down in writing, but it is not possible or desirable

to cover absolutely everything." He further suggests to, "Keep it as short and simple as possible. Long, exhaustive handbooks can make employees feel overwhelmed, or will simply go unread and unused" (p. 2). Williams (2010) suggested simplicity as well when cautioning those writing an employee handbook to avoid endless jargon, or words that would not be easily understood by new hires unfamiliar with the organizational culture of the company. Finally, the article "How to Write an Employee Handbook" explains, "Length is not necessarily an indication of quality. Some of the best handbooks are no more than a few pages long" (Brannen, 2011, p. 1). In keeping with this guideline for the Event Services Student Employee Handbook, when lengthy documents were referenced, a web address was included rather than the entire documents.

Revising

Hacker's last suggestion in writing a handbook is to focus on revision. O'Connell (2012) supports Hacker's writing process and shows that a handbook must be a working document by stating, "We've found that many companies fail to regularly update their handbooks to be current with workforce expectations" (p. 1). The HR Council for the nonprofit sector (n.d.) also suggested that in order for a handbook to be held as valid it must be updated as policies are changed. In other words, a handbook is never completely "finished." O'Connel further suggests to, "Update them every two years at least. As your business grows, your employees will have a lot more questions on what needs to be done, how to do those things, and how their tasks are in line with your company's goals" (p. 3). Continual revision of the handbook is necessary to keep information up to date and accurate. Based on this research, the Event Services Department plans to update the current handbook annually. Suggestions for improvement from students as well as input on what seems to be working and what does not will be considered. Such feedback

has been collected for initial revisions of the handbook using a survey method which will be discussed later in this document.

Once a handbook is created following Hacker's suggested steps and sufficient revisions have been made, it is equally important that it is presented in a clear manner to new hires in an initial training session. Agthe (2008) states, "Creating a handbook and sending it to employees without discussion will result in no one reading or following it" (p. 3). The handbook can provide a clear outline to follow during initial training meetings. Further, Simmering (2012) related that the employee handbook can be a key supporting document during a company's orientation sessions. Based on the sources above, handbooks and training sessions or orientations go hand in hand. One is not complete without the other.

All of the suggestions for new employee materials and training listed above lend valuable insight into the initial stages of organizational communication with new hires. Given the vast amount of research on how to increase the effectiveness of new employee training materials and presentations, it is easy to see why such programs are important for the overall success of organizations. According to the article "Writing an Employee Handbook" (2005), "Perhaps the greatest benefit of an employee handbook is its ability to focus the attention of employees on the performance of their jobs." The text further explains, "It relieves the worries that accompany an employee's lack of understanding concerning policies" ("Writing an employee," 2005, p. 3). Because of the importance of employee training spelled out in the literature and the obvious need for such materials and practices in the Event Services department, this project focuses on the creation and implementation of the Event Services Student Employee Handbook and initial training procedures.

Method

A similar structure to that set forth by Hacker (2007) in the literature review was followed for this project. The creation of the handbook began with planning and gathering information, drafting, additions and revisions, and finally implementation. The specific steps taken in the creation and implementation of the project are outlined in the following sections.

Phase 1 - Project Layout

I first met with Kim Roeder, our new Executive Director, over the telephone regarding the handbook in the late part of 2010. Kim gave me her vision on what she would like included in the handbook and suggested that I research similar handbooks from various universities to get an idea on how to structure the document. I also explored literature related to the topics of new employee orientation and trainings as well as how to create an employee handbook. With this conversation and a review of relevant literature, the planning stage of this process had officially commenced and a clear direction was laid out for the project as suggested in the literature noted above.

Phase 2 - Information Gathering

Collecting information for the handbook portion of my project began as I explored various student employee handbooks on the websites of different institutions. Each of the institutions websites visited has been noted in the references section. I also reviewed the Southern Utah University Human Resources Faculty and Staff Handbooks available online and in print searching for information to include in our department student handbook. Further, as suggested by the literature, I spoke with other staff members in my department during staff meetings and in one on one conversation to collect input on items they wanted to see incorporated into the manuals.

Phase 3 – Project Design

Once the information was gathered, the design of the handbook was determined. As mentioned in the literature review, it is important to include multiple headings to aid in enhancing the readability of the handbook. Similar to Brannen's (2011) suggestion, I chose to use bold face font headings to set sections of the document apart from one another, providing quick reference for readers on important topics. Later in the project, color was added to headings to increase visual appeal and readability as well. As noted in the literature review handbooks should be as simple and short as possible. Web addresses were also provided when specific policies were mentioned rather than including lengthy documents in order to keep the delivery of information clear and concise.

Phase 4 – Drafts: Additions and Revisions

After the design layout had been determined and information for the handbook collected from various resources, I selected common themes that seemed relevant to our organization and compiled them into a list. Items included in the handbook based on the literature were: punctuality, dress code, time off requests, office visitors, office and equipment usage, submitting time, breaks, reasonable accommodation policies, safety, performance appraisals, disciplinary procedures, study policies, resignation, safety and security, use of cell phones, absences and tardiness, shift reports, customer service, intolerance/harassment policies, personnel actions, confidentiality, and university business and ownership.

I then met with Kim in person after she had arrived at Southern Utah University in early 2011 to discuss these items and determine what she felt should be included based on the list. I also presented the material in staff meetings for additional input from other staff members.

As suggested in the literature, a handbook requires consistent review and revision. Kim and other staff members gave me suggestions for additions and revisions which I then drafted into what would become the body of our Student Employee Handbook. I sent this draft to Kim for another review at this point.

This initial completed draft was used on a trial basis with our first group of student employees. We then revised the copy once more based on how each section seemed to be received by the students to be used for our next set of student employees who were hired later in the year. The revised version of the handbook included Job Descriptions and Shift Checklists (see Appendix A).

Phase 5 – Implementation

Soon after the initial version of the handbook was completed, it became apparent that an oral presentation of the material included within would be beneficial for training purposes. The literature similarly suggested that a handbook should be accompanied by training programs. A review of the handbook has been incorporated into training sessions as well as a review of instructions for filling out shift reports and specific job procedures. Recently, a Student Services Division Student Employee training session has also been incorporated in which Event Services Student Employees take part. Event Services participates in this training because Event Services is a department within the division of Student Services. Kim and other members of the committee put together information for these trainings that strengthens our department handbook by giving subsequent job training, including telephone etiquette and suggestions for achieving customer service excellence.

Needless to say this project became more than a simple handbook with written text. Discussions of the material in training sessions have been implemented as well. The handbook has provided a strong foundation for these initial orientation meetings and has helped to keep the

presentation of information organized and productive. From implementation, the handbook has served as the cornerstone of the training process for Event Services to build upon when training student employees.

Phase 6 – Testing Validity

Once the final version of the handbook had been implemented for a full semester, the committee for this project determined it would be wise to test the validity of the information contained therein. A survey was created including five open ended questions to determine the usefulness of the handbook itself as well as additional training resources provided by full-time professional staff members.

The survey was administered to ten students individually. Participants received an informed consent page which was read and signed prior to participation. Participants were also given the survey to complete along with a copy of the Event Services Student Employee Handbook for reference. Surveys were taken in a private location away from the view of other staff members. Participants did not write their names on the surveys. Once surveys were completed they were placed in a large manila envelope in no particular order. Surveys were not taken out of the envelope until all documents were collected so as to keep results anonymous (see Appendix D).

Findings on Validity from Survey Results

Results of the survey showed overall support for the usefulness and validity of the Student Employee Handbook. Responses indicated that the handbook provided a necessary building block for training and that the subsequent training session was helpful in understanding the handbook and student positions in general.

The first question included on the handbook survey asked, "Did you read the Event Services Student Employee Handbook? Please Explain." Ten out of Ten participants responded yes to this question. Some explanations added in response to this question included, "I read over important policies pertaining to my specific position," "To gain more knowledgeable information about what I am supposed to do," "I read the employee handbook when I first started working in the Event Services Office, but not since then," and "Not word for word, but I did look through it and referred to it as needed."

The second question in the survey asked, "Was the information contained in the handbook useful in helping you to understand your job responsibilities? Why or Why not? Please explain." The responses to this question were mostly affirmative. Examples of responses to this question included; "It did not contain much about a/v tech stuff but was good overall," "It was helpful to have as a guide to give me some background on what Event Services is all about," "Yes, it explains every rule, things (that) need to be paid attention, policy and everything I need to know," "Yes, it made me aware of the responsibilities that were not obvious with the job title," "Yes, told me my job description, but informed me that not just what it said was the only thing I would do," "Yes, it explained rules about facilities, which I ended up using," "Yes, very bold points on what my responsibilities are," "Yes, because I understood what the office

expected of me and knew where to obtain expectations if I needed a reference. And no because

the handbook didn't outline what my specific position responsibilities were when I started

working," "Yes. Before the manual was provided I had to ask about specific policies and

expectations in order to find out," and "Yes it gave me an overview of what to expect, plus was

useful to refer back to when wondering about a specific question."

The third question asked in the Event Services Student Employee Handbook Survey

asked, "Have your employers been useful in helping you to understand the materials contained in

the handbooks as well as your job responsibilities?" In response to this question, nine out of ten

participants agreed that employers have been useful in this regard. Only one of the students

responded negatively stating, "Not too often, not too much is ever mentioned from the

handbook."

Positive responses included the following; "Yes. My employer asks daily if I have

questions about anything we've trained on," "We never really talked about the book specifically

but when we do have meetings almost everything can be applied back to the book," "Yes, we

will have meetings and trainings before we start to work," "Yes, explained everything very

well," Yes, before beginning I was trained on the majority of my responsibilities and the

expectations and rules of the handbook," "Yes, although, my employers have been more helpful

than the handbook has been regarding my responsibilities. I haven't really referenced back to the

handbook much," "Yes, the trainings were very helpful to help new employees," and "Yes, they

are never bothered if you ask them questions plus they do trainings so you understand and go

through the whole handbook."

The fourth survey question asked, "Is the information in the handbook useful in helping

you to complete job related tasks?" Students' responses to this question indicated that the

handbook was very useful overall; however it did not give them specific direction for completing tasks related to individual jobs. Responses to this question were as follows; "It does give out (what) all the experience and tasks will be, but the actual job (will) mostly be learned during work," "Certain jobs, but not all tasks were covered," "Yes, when I have a question that specifically relates to a policy," "Yes, helped explain things I was unclear about," "The information in the handbook helps to clarify policy questions, but overall it is not very useful for most of my job related tasks," "Yes, it goes over almost every question I had," and "Not really, It's more about being personable rather than a/v tech stuff, but to put that in wouldn't be cost effective. It may help if one had troubles but a simple call to a fellow employee works just as well."

The final question of the survey asked, "Is there any information that was not included in the handbook that would have been useful to you as you began working with Event Services or that would be useful to you now?" Five out of ten participants simply responded "no" or "not that I can think of" to this question. Suggestions for additions and revisions included, "I think the "Punishment" part is not mentioned, what consequences will be if we did something wrong, eg spend too much time with coming by visitors," "Names and numbers to the "movers and shakers" (If I need tables, door unlocked, or other event items)," "Stress Management," "If there were clearer outlines on specific job responsibilities, it would have been a little easier to understand my job responsibilities. But I think it has gotten better since I started," "No, I love that it combines all of the info that I searched around to find through the first part of my employment. It could possibly also include a list of key people to contact for approvals or emergencies for each position."

Other suggestions for improvement found throughout the survey included, "I would only add a table of contents, maybe splitting the info into sections relevant to specific jobs. For example the first section could include info everyone needs to know, then have an Event Services Assistant section, Audio Visual Technician section, etc; just to make the manual easier to navigate," and "Although they were a good refresher for those with long employment in Event Services. I could see the potential for redundancy."

Discussion

Based on the results, it is clear that the handbook has been useful in helping students to understand the expectations of employers in the Events Services Department.   Comments specifically addressing this point explained, "There are bold points on specific responsibilities," and in regards to the handbook, "I understood what the office expected of me and knew where to obtain expectations if I needed a reference."

Results further indicated that the Event Services Student Employee Handbook and initial training sessions go hand in hand as suggested in the literature as well. The handbook itself would certainly not be as useful if it were not distributed in conjunction with beginning orientation sessions. As mentioned above, one participant explained, "Before beginning I was trained on the majority of my responsibilities and the expectations and rules of the handbook." Another participant pointed out that trainings are useful in helping new employees to understand the handbook when they stated, "They do trainings so you understand and go through the whole handbook."

While all of the participants felt the handbook was useful overall, some students felt that there could be more specific instructions related to their job tasks. The handbook was described by one student as, "More of an overview, not good for job related tasks." In keeping with suggestions from the literature the handbook was created as a general overview rather than a lengthy document including every guideline available. Such specifics are covered in on the job training. One of the student responses supported the fact that all specifics were not included when they stated, "It's more about being personable rather than a/v tech stuff, but to put that in wouldn't be cost effective. It may help if one had troubles but a simple call to a fellow employee

works just as well." Another student further agrees, "It does give out all the experience and tasks will be, but the actual job mostly be learned during work."

Although not included in the handbook itself, a detailed job description of each position is included behind each handbook. There is also comprehensive checklist of job duties during each shift available for Event Services Assistants to reference. Similar checklists are being and will be created for other positions within the department in the near future.

As there are various student positions available through event services, a general handbook lends more to the needs of the department at this time. The possibility of creating individualized training manuals with reference to job specific tasks for each position has been of interest to supervisors as of late and may be incorporated as future student employees are hired and as circumstances necessitate.

One student further suggested that in order to better highlight each point in the handbook, a table of contents may also increase the readability of the document. Based on the student's comment and information from the literature, a table of contents has been added to the handbook included in the final version of this project.

While disciplinary procedures have been addressed in regards to violations requiring immediate dismissal, one student suggested that disciplinary procedures for minor violations of policy be included. This item has been added in the most current draft of the handbook included in this project.

One student further suggested including tips on dealing with stress. This issue has been addressed as the division of Student Services has incorporated further trainings in which the Event Services Employees take part. This comment is evidence that some of the suggestions

mentioned in response to survey questions are already being addressed either on a department or division level.

One such item mentioned twice in survey responses was a suggestion to include a list of "need to know names and numbers." In the past, a comprehensive list of staff phone numbers is provided to students as they begin working with Event Services. Many of the numbers listed are for professional staff members who would be able to reach key players should such a need arise.

Also, the call center number for SUU is given out in the training and all students are instructed to write it down on their handbooks. This number will reach an operator that can then reach anyone on campus during regular work hours as well as on-call key players in each department on evenings or weekends.

Based on the feedback mentioned above, Event Services has started to include the most current phone list in the pocket of the handbook binder distributed upon hire. The list has not been incorporated as a piece of the handbook itself because it is constantly changing and being updated. As updates are made to the list, it is once again distributed to each Event Services Student Employee.

In addition to feedback from the survey, other limitations of the study and ideas for future research based on the author's findings are worth noting. While the handbook was designed with clarity and precision in mind rather than visual appeal, more focus could be brought to the design of the handbook. Certain visual elements such as Event Services logos and colored text have been added during the course of this project. However, future research may explore ways to make the handbook more visually appealing to the reader. Collaboration with the marketing department to enhance the visual appeal of the text and to create an online version of the handbook is being explored for future implementation.

Another limitation of the study was that surveys were only distributed to a small sample. Although the sample was complete, meaning that all current student employees were surveyed, the total number of students was small. Consistent review as each new group of students comes in on hire will increase the sample size and create more valid survey results.

Future research may also examine the continued usefulness of the Event Services Handbook through the years using additional surveys. Continued revision and additions to the handbook will undoubtedly be necessary as the organization develops and changes. This continued measurement of training procedures will be important as such changes occur.

Conclusion

The Event Services Student Employee handbook has helped to lay out a clear foundation for training steps that need to be taken. The format of the handbook has helped to keep trainings organized and on track.

Not only has the handbook been useful in training student employees in the Event Services Department, but several other departments have taken pieces of the handbook to be incorporated into their own training manuals and employee orientations. Departments to date who have borrowed from the handbook created for this project include, Parking Services, Auxiliary Services, and Facilities Management.

According to results of the survey and observation by the author, the Student Employee Handbook has been a useful training tool for the Office of Event Services as well as other departments on campus.

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Appendix A

Narrative Introduction

  I began thinking about my master's project before I was fully admitted to the MAPC program. Various ideas surfaced until on one particular evening in October 2010, the pieces began to fit together. I started to consider what I am interested in, what I would like to learn more about and what would be beneficial to others around me in a secular, professional, or personal setting. As I considered these questions I began brainstorming. One area of particular interest to me is organizational communication. Organizational Communication is also one of my areas of emphasis in the Master's program. I tried to examine holes in the current systems we had in place in the office in which I work. At this point the idea of creating a Student Employee Handbook came to mind.

  Soon after this thought came to mind, I e-mailed the graduate director Matt Barton asking for approval of this project. He responded in the affirmative and directed me to the communication website to educate myself on the processes of completing a master's project. Soon after my e-mail conversation with Dr. Barton, I had discussions with two of my professors, Brian Heuett and Art Challis who both agreed that this idea would be appropriate for a master's project.

  I began working on the initial layouts of the project shortly after getting approval from each of the professors mentioned above, however, as also mentioned, the department in which I work is a new department. While the idea for this project came about in early October 2010, it would not be possible to move forward beyond initial planning until the following calendar year when our new Executive Director was named.

Event Services Handbook
Table of Contents

SUU Event Services

Student Employee Handbook

Introduction

Working for Event Services is an opportunity to not only receive a paycheck, but to enhance your work experience and build your professional and life skills. Event Services is a unique department in that it will offer you interaction not only with your fellow students, but with faculty, staff, alumni, business professionals and members of the Cedar City community. Serving such a diverse constituency means our department must be on top of information, detail oriented, professional and above all, we must provide exceptional service. As a member of this team, all this is expected of you too. In this handbook you will find the specific expectations and the department policies which apply to student employees. You should never be afraid to ask a question of the professional staff. We are here to help you learn. I hope that this experience will be rewarding, educational and fun. Welcome to our team. I look forward to working with you.

Kim M. Roeder
Executive Director

Scheduling

Work schedules are based on facility need, class schedules, and availability. Schedules will be created every two weeks whenever possible. Schedules are frequently adjusted depending on the events. It is expected that you will review the shift calendar daily to view what has been added and to sign up for events. Because of the nature of events, a scheduled shift may extend beyond the hours noted on the calendar. Please be prepared to stay later than anticipated or leave earlier than expected when working an event.

If you cannot work a shift you have agreed to work, you are responsible to fill the shift with another staff member. Please get all shift changes approved by your supervisor before they are finalized.

It is your responsibility to make sure you are not going over your allotted hours (20 hours per week during the academic year, 40 hours per week on university breaks and in the summer). While we hope to give students as many hours as possible each week, hours are not guaranteed. Time scheduled will vary from week to week with the event calendar.

Students are expected to work over university breaks including fall break, spring break, exams, and the months of December and January. Certain weeks with a high volume of events or high profile events will require all employees to be available to work. Those include opening week, and the week of commencement.

Punctuality

You are expected to be on time for your shift. Shifts are specifically listed with a set up time or a start time. Guests are dependent upon you to open event locations at specified times. If you are going to be late for an event due to an uncontrollable circumstance, please notify your supervisor or the main line (435-865-8100) as soon as possible.

Shift Reports

All student employees working events are responsible for completing the appropriate report at the end of their shift. Answers to questions on the report should be accurate, detailed, and thorough. Reports should be completed before you leave the workplace if a computer is available to you. If you are working more than one event in the same location, please fill out a separate report for each event. These reports will be used for billing purposes. The shift reports will also help the Event Services staff to improve as a whole when hosting future events.

Be Flexible

You should make every effort to fill in when someone is sick or volunteer for extra hours during busy weeks. It creates a positive atmosphere when employees are willing to help each other.

Submitting Time

Please see the link below for instructions on submitting time sheets.
http://suu.edu/it/admin/timeinput/TimeSheetTraining.pdf

It is your responsibility to remember to submit your time sheet. If you fail to complete it by the appropriate deadline, it may impact your paycheck.

Time off Requests

If you know you are unavailable for a period of time or need to take time off, please notify your supervisor with sufficient notice (at least two weeks). Requests are taken on a first come, first serve basis. Late requests may not be accommodated. Extenuating circumstances will be dealt with on a case by case basis. Please manage your schedule so that you do not have to ask for time off to catch up on studies or to study for exams.

Breaks

For shifts lasting 8 hours or longer, student employees are to take a 30- minute unpaid break. You must coordinate this time with your supervisor or another staff member in advance in order to ensure proper event coverage. Breaks must be taken strategically. Food and beverage can be stored in the kitchen area in the Conference Center. Please remember you are responsible for your own clean up. If you choose to have a meal while working in the Conference Center, the workroom is available for dining.

One of the benefits to working in Event Services is that extra meals are available to staff from time to time. Remember never to ask for food. If you are offered a plate, eat it after the event. Please keep in mind that it is never appropriate to eat in the event venue during an event. Always return catering plates and utensils to the catering kitchen. Never leave them in the office kitchen. Please keep this in mind when bringing your own food from home as well.

Study Policy

Studying on the job is not encouraged and is only permitted when all of your work related responsibilities are satisfactorily completed. Studying must not preoccupy a student employee to the point of neglecting job duties. Your work is not a study period. Before you begin studying always check to see if there is something else you should be doing. Missing work to study for an exam is not an acceptable reason to miss a work shift. Balancing work and school is a difficult task, but the answer lies in good time management, not multi-tasking.

Visitors

If a friend or family member stops by while you are working, remember that you are expected to focus your attention on customers and perform your work duties accordingly. Our customers deserve our undivided attention. We discourage excessive visiting, or visiting with such guests for more than a few minutes.

Office Usage

Schedulers: Schedulers are to work from the assigned area. Phone and computers are not to be used for personal needs.

Event Services Assistants: In the Hunter Conference Center, you should never be in the main office suite when working an event unless you are picking up keys and paperwork or locking up the building. If all tasks have been completed, you should be accessible in the Registration office

with the window open. In other buildings on campus you should remain in the designated event area.

A/V Technicians: Audio Visual Technicians are to remain in the room with the guests when equipment is being used. At times when the equipment is not being used, the technician should be accessible from the registration window in the Conference Center or designated event area in other buildings.

Equipment Use

Do not use equipment such as computers, telephones, radios, etc. located in personal offices. If you are observed using these items you may be terminated. Computers for student employee access are available in designated areas. You are responsible for the up keep of your equipment including keeping it clean and communicating to your supervisor and/or the IT department computer system problems. Equipment owned by the office should not leave the designated area without permission of your supervisor.

Dress Code

Dress appropriately for your work assignment. Your overall appearance needs to be neat and clean. Nametags should be worn at all times. Typical attire will be an SUU Polo Shirt with black dress pants or a skirt. Some occasions may require professional attire such as a shirt and tie.

Use of Cell Phones and Other Personal Electronics

Personal calls and texting are to be kept to a minimum while at work. Your first responsibility is to your work and the guests. Keep your personal cell phone on vibrate while at work. It is not appropriate to be working on individual projects or personal computers in the event location.

Performance Appraisals

The performance evaluation process gives you the opportunity for open communication with your supervisor. Your job related strengths and areas for improvement will be defined. You will also want to discuss your ideas, suggestions, and goals.

Absences & Tardiness

Report to work on time and expect to work your scheduled hours. If you are going to be late or absent, let your supervisor know as soon as possible, but no later than several hours prior to the start of your shift. Frequent sick call offs (more than four per semester) may be grounds for dismissal.

Disciplinary Procedures

Should the need arise for a supervisor to address a discrepancy, the employee will first be given a verbal warning, followed by a written warning for the second offense and termination on the third.

Some violations are serious enough to be deemed grounds for immediate termination without following normal disciplinary procedures. The following activities, while not all-inclusive, are

examples of violations of established standards of conduct or performance that may result in immediate dismissal regardless of prior warning or discipline.

1. Theft, attempted theft, or unauthorized removal from the premises of university property or the property of another employee or customer.

2. Possessing, consuming, or being under the influence of alcohol or any illegal substance on university time or premises.

3. Physical violence or obscene language when dealing with the public or other staff members.

4. Breach of confidentiality.

5. Incidences of fraud.

6. Gross negligence resulting in serious injury to property, person, or public relations.

7. Creation of a hostile working environment for fellow employees.

8. Failure to report for a shift without sufficient notification.

Personnel Actions

All hiring, firing, promoting, work scheduling, and wage change decisions are solely at the discretion of the supervisor.

Resignation

We hope you will be happy with SUU Event Services for a long period of time. If you decide to leave, please provide your Supervisor two weeks' notice. Upon resignation student employees will attend an exit interview with their student or professional supervisor.

Safety

Your safety is our top priority. Use proper safety precautions at all times.

Please review the SUU Emergency Preparedness/Crisis Response Plan: http://www.suu.edu/ad/publicsafety/pdf/SUUEmergencyActionGuideFlipchartguidewithoutpagebreaks.pdf

Security

If keys are issued to you, make sure you never leave them unattended. Keys are a high security priority. Employees who are entrusted with keys are personally responsible for the keys at all times. If keys are lost, the responsible employee will pay the charges to have the key reissued. If a lock needs to be changed because an employee lost a key, he/she will pay for the charges incurred. Upon termination of employment, any keys issued must be returned. Failure to do so will result in charges against your student account and may result in the holding of grades or the inability to register for classes.

Service Excellence

Customer service is your top priority. Show proper respect for your supervisor and co-workers. Be courteous to all faculty, students, and campus visitors with whom you come in contact.

Intolerance/Harassment

Intolerance or Harassment of any kind, including racial comments and intimidation will be grounds for dismissal. Sexual harassment targeted at anyone is strictly prohibited. See University Policy #5.2 - http://www.suu.edu/pub/policies/pdf/PP527Non-Discrimination.pdf

Reasonable Accommodation

SUU is very serious about ADA compliance. If you or a student you know has a documented disability, it is important that they register with Human Resources to ensure that reasonable accommodations can be made to assist you in your work or academic pursuits.

When scheduling is notified that a guest with a disability is attending an event, accommodations will be made. Frequently such guests will arrive at an event with no prior notification. Please do all you can to assist in these situations.

Confidentiality

As an employee of Event Services at SUU, you may be responsible for handling confidential information. Each employee is required to sign a confidentiality agreement as to protect our students, employees and clients.

University Business

While you are at work, you should be working in the interests of the University. If you run out of work, ask your supervisor for another project. Exceptions must be worked out with your supervisor.

University Ownership

"If you see a problem, you own it." If you make a mess, clean it up; do not leave it for the next person. If you see trash, pick it up. If a piece of equipment isn't working, let your supervisor know. *"A customer is the reason for your work – NOT an interruption!"*

SUU SOUTHERN UTAH UNIVERSITY

Event Services

*Information for this handbook has been compiled using the following resources for reference:

http://suu.edu/ad/hr/
http://www.acced-i.org/imis_web%5CStaticContent%5C1%5CKnowledge%5Chome.html
http://www.library.kent.edu/page/10849
http://www.cwu.edu/~seo/handbook.html
http://www.unm.edu/~wsestudy/sehandbook.html

Appendix B

Event Services Assistant (ESA) Shift Procedures
Hunter Conference Center

☐ Check mailbox for event paperwork.

☐ Sign out the keys for the building from the key box in the copy room.

☐ Unlock all entrances. Do not unlock the entrance at the back of the Event Services office if shift is on the weekend or after normal office hours.

☐ Turn on the hallway lights (building lights and lamps). Make a note on your event report if there are any burned out light bulbs or trouble with the locks.

☐ Check Welcome Signs during opening of the building. Be sure the sign information is accurate. Note any problems with signs or easels on event report.

☐ Check set ups and signage for each room being used. Note any discrepancies on event report.

☐ Tidy public areas including restrooms as needed.

☐ Greet event sponsor upon arrival. Assist with set up and handle last minute requests.

☐ Assist with directing guests to the event location.

☐ Check on the event periodically and do walk-throughs in the building for security purposes and cleanliness checks.

☐ Remain in the building during entire shift. Stay close by the event and when working multiple events, divide time between the locations. When not in the event location, remain stationed in the Registration office.

☐ Review the Google calendar for upcoming assignments and check email for any updates and event details.

☐ At the conclusion of the event, speak with the event sponsor to assure all went well. Remember to thank them for their business.

☐ Tidy up the room as necessary. Remove programs, decorations, and obvious trash left on tables or the floor. The building crew will do a thorough cleaning the following morning.

☐ Do a final security sweep through the building. Turn out lights; lock all inside doors and outside entrances. Report any maintenance or equipment problems on Event report.

☐ Turn off all lamps and building lights.

☐ Complete event report and return the keys. Remember to sign them back in.

Event Services Assistant (ESA) Shift Procedures
Various Buildings

- ☐ Check mailbox in ES main office for event paperwork. Try to do this prior to the event during regular working hours.
- ☐ Walk through event space and nearby common areas. Tidy up as necessary or seek a building supervisor to clean up large messes.
- ☐ Turn on lights in the event space, open the doors, and check that the set-up is correct. If the set-up is not as listed on your event form, contact the building supervisor or house manager for assistance. Note any discrepancies on event report.
- ☐ Greet event sponsor upon arrival, assist with set up, and handle any last minute requests.
- ☐ Assist with directing guests to the event location.
- ☐ Check on the event periodically and do walk throughs in the building for security purposes and cleanliness checks.
- ☐ Remain in the building during entire shift. Stay close by the event and when working multiple events, divide time between the locations. When not in the event location, remain stationed at nearby location. Be sure to let the event sponsor know where he/she can find you.
- ☐ Review the Google calendar for upcoming assignments and check email for any updates and event details.
- ☐ At the conclusion of the event, speak with the event sponsor to assure all went well. Remember to thank them for their business.
- ☐ Tidy up the room as necessary. Remove programs, decorations, and obvious trash left on tables or the floor. The building crew will do a thorough cleaning the following morning.
- ☐ Do a final sweep through the event locations.   Report any maintenance or equipment problems on Event report.
- ☐ Turn off all lights and make sure rooms/exterior doors are secure. When using another building other than the Sharwan Smith Center, stay on site until Public Safety has locked all entrances. Call # 586-7700 if they do not arrive at the end of the event or if the event does not end at scheduled time.
- ☐ Complete event report and return to office by the next working day.

Appendix C
Job Descriptions

Position Identification

Position Title:	Event Services Assistants (Hourly position)
Department:	Event Services
Title of Supervisor:	Executive Director of Event Services
Status:	Up to 20 hours per week for students during the academic year. Students may work up to 40 hours a week during holiday breaks and summer break. Hiring preference will be given to students as per University Policy 5.32.

General Summary

The Event Services Assistants will serve as a member of the Events Services Department in the Division of Student Services. He/She will staff the buildings under the purview of Event Services as directed. Supervised by the Executive Director of Event Services, this position will work closely with the conference coordinator(s) and director of centralized scheduling. The Event Services Assistant is responsible for support of scheduled events and the delivery of events services during his/her shift. Direct responsibilities include, but are not limited to: explain, interpret and enforce general scheduling and facility policies, provide for the safety and security of the events and the patrons, trouble shoot audio visual problems during events and provide a high level of customer service to all constituents. Position requires a flexible work schedule and the ability to work nights, weekends and some holidays. Schedule is based upon upcoming events.

Duties and Responsibilities

- Provide support for events scheduled in facilities including, but not limited to, the Hunter Conference Center, the Sharwan Smith Student Center, the Mountain Center and the Sheepherders Cabin.
- Attend weekly meeting with Event Services staff to review the schedule of events.
- Generate event signage when needed.
- Check set ups prior to events to ensure that proper equipment is set up, audio-visual equipment is working, temperature and lighting levels are appropriate, and that space has a professional appearance.
- Secure building by locking/unlocking doors and access areas as directed.
- Greet and establish a rapport with event contact onsite. Be responsive to client needs in a prompt and courteous manner.
- Be visible and available during events.
- Frequently tour the facility or event area to assess levels of customer service, cleanliness, and adherence to policies. When necessary, empty trash and service restrooms during or after events as needed.

- Act as an onsite resource for clients. Maintain communication with event contact throughout the event.
- Report any changes in set up, additional requests, concerns and compliments to executive director following the event.
- Complete any necessary shift reports.
- Provide onsite technical assistance for events when needed.
- Trouble-shoot technical difficulties during events.
- Explain and enforce University, scheduling and facility policy.
- Provide for the safety and security of the facility and its patrons.
- Working knowledge of University procedures concerning facility problems, acts of nature and medical emergencies.
- Provide leadership in emergency situations.
- Secure rooms, equipment and facilities at the appropriate time or as directed by supervisor or campus police.
- Secure the facilities at the end of each event or as directed.
- Be an active staff member of Event Services.
- Provide regular information to supervisor and staff by utilizing reports as directed.
- Check for any notices and email at the start of each shift, following up as needed or requested.
- Attend mandatory staff meetings and trainings.
- Other duties as assigned by the Executive Director of Event Services.

Education, Training and Skills

- Basic knowledge of or the ability to learn technical equipment to include, but not limited to, projectors, sound systems, and lighting.
- Strong customer service skills including the ability to effectively solve problems and handle conflict.
- Proficient in email and Microsoft Office including Word and Excel.

Experience
- Facilities management experience.
- Knowledge of event management.
- Dependable, punctual and responsible.
- Ability to work independently as well as part of a team.
- Flexibility in schedule with ability to work nights, weekends and some holidays.

Position Identification

Position Title: Audiovisual Technician (Hourly position)
Today: February 28, 2011
Department: Event Services
Title of Supervisor: Executive Director of Event Services
Status: Up to 20 hours per week for students during the academic year. Students
                         may work up to 40 hours a week during holiday breaks and summer break.
                         Hiring preference will be given to students as per University Policy 5.32.

General Summary

The Audiovisual technician is responsible for set up and tear down of a/v equipment to include, but not limited to projectors, screens, sound systems, lighting, and laptop computers in all facilities reserved by Event Services. Position requires a flexible work schedule and the ability to work nights, weekends and some holidays. Schedule is based upon upcoming events.

Duties and Responsibilities

- Provide support for events scheduled in facilities including, but not limited to, the Hunter Conference Center, the Sharwan Smith Student Center, the Mountain Center and the Sheepherders Cabin.
- Attend weekly meeting with Event Services staff to review the schedule of events.
- Responsible for maintaining an inventory and organizing a/v equipment.
- Provide onsite technical assistance for events when needed.
- Trouble-shoot technical difficulties during events.
- Check set ups prior to events to ensure that proper equipment is set up, audio-visual equipment is working
- Secure equipment by promptly putting a/v equipment away in a locked closet.
- Greet and establish a rapport with event contact onsite. Be responsive to client needs in a prompt and courteous manner.
- Maintain a/v equipment by storing it properly, making minor repairs, reporting damage immediately and handling it with care.
- Act as an onsite resource for clients.
- Maintain communication with event contact throughout the event.
- Complete any necessary shift reports.
- Explain and enforce University, scheduling and facility policy.
- Be an active staff member of Event Services.
- Provide regular information to supervisor and staff by utilizing reports as directed.
- Check for any notices and email at the start of each shift, following up as needed or requested.
- Attend mandatory staff meetings and trainings.
- Other duties as assigned by the Executive Director of Event Services.

Education, Training and Skills

- Strong knowledge of technical equipment to include, but not limited to, projectors, sound systems, and lighting.
- Strong customer service skills including the ability to effectively solve problems and handle conflict.
- Ability to handle stressful situations.
- Must be honest, dependable and responsible.
- Must have a strong work ethic.
- Proficient in email and Microsoft Office including Word and Excel.

Experience
- Strong knowledge of technical equipment.
- Dependable, punctual and responsible.
- Ability to work independently as well as part of a team.
- Flexibility in schedule with ability to work nights, weekends and some holidays.

JOB DESCRIPTION

JOB TITLE
Summer Conference Assistant

JOB SUMMARY
      Summer Conference Assistants are responsible for day-to-day conference operations. This is a student, live-in, temporary position during the summer months only (May 9, 2011 through August 15, 2011). The position requires a minimum commitment of **thirty hours per week**. Summer Conference Assistants report directly to the Conference Coordinator tasked with Summer Guests. This position requires evening and weekend work. Other summer time commitments, including classes, will be evaluated on a case-by-case basis to determine hiring eligibility.

ESSENTIAL FUNCTIONS OF SUMMER CONFERENCE ASSISTANTS
- Communicate effectively and build a rapport with customers to assess needs while planning events.
- Plan and execute assigned summer conferences (e.g. scheduling activities, workshops, venues, meals, etc.)
- Attend mandatory training beginning May 9, 2011.
- Attend weekly coordination meetings.
- Communicate with Conference Coordinators, Summer Housing Assistants, and Group Representatives.
- Make room assignments and rosters.
- Attend and check-in of assigned groups.
- Develop conference agendas.
- Accompany conference participants to necessary events.
- Facilitate events as needed
- Other duties as assigned.

PREFERRED EXPERIENCE & SKILLS
Successful applicants will be detail oriented, professional and proficient in using email, word processing, and spreadsheet software. Must have experience in customer service and problem solving and have effective communication skills. Applicants must demonstrate the ability to perform the essential functions outlined above.

Position Identification
Position Title: Scheduling Assistant (Hourly position)
Department: Event Services
Title of Supervisor: Director of Centralized Scheduling
Status: Up to 20 hours per week for students during the academic year. Students may work up to 40 hours a week during holiday breaks and summer break. Hiring preference will be given to students as per University Policy 5.32.

General Summary
        Scheduling Assistants are responsible for scheduling events and event details in the centralized scheduling software. He/She will provide excellent customer service to all constituents by accurately entering requests for space in a timely manner. In addition, the scheduling assistant will work with guests to arrange for campus resources and event staffing. Direct responsibilities also include, but are not limited to, explaining, interpreting and enforcing general scheduling, facility and event services policies and trouble shoot problems regarding event scheduling when in the office. Scheduling assistants will also provide support to the main Event services office by answering phones and greeting guests. Position may require additional event responsibilities.

Duties and Responsibilities
- Review scheduling forms and enter completed information into the centralized scheduling software program.
- Explain, interpret and enforce scheduling, facilities and event services policy as it relates to scheduling events.
- Respond to email and phone inquiries in a timely manner.
- Assist guests with scheduling needs.
- Enter accurate detail information on each event.
- Follow up with guests to ensure that event information is complete.
- Schedule campus resources as needed.
- Schedule event staff as needed.
- Act as a resource for guests as needed
- Record any changes to an event set up as soon as possible.
- Handle scheduling problems as they arise.
- Assist the Event Services office by answering the phone and greeting guests.
- Provide event assistance as needed.
- Other duties as assigned by the Director of Centralized Scheduling or the Executive Director of Event Services.

Education, Training and Skills
- Strong Interpersonal skills.
- Ability to remain calm in a stressful situation.
- Strong customer service skills including the ability to effectively solve problems and handle conflict.
- Proficient in email and Microsoft Office including Word and Excel.

Experience
- Knowledge of event management.
- Dependable, punctual and responsible.
- Ability to work independently as well as part of a team.
- Flexibility in schedule with ability to work nights, weekends and some holidays.

Position Identification

Position Title: Event Services Office and Event Assistant (Hourly Position)
Today: August 22, 2011
Department: Event Services
Title of Supervisor: Executive Director of Event Services
Status: Up to 20 hours per week for students during the academic year. Students may work up to 40 hours a week during holiday breaks and summer break.

General Summary:

This position will work closely with the conference coordinator(s) and director of centralized scheduling. He/She will be responsible for assisting with the planning and support of scheduled events and the delivery of event services. Direct responsibilities include, but are not limited to: Explain, interpret and enforce general scheduling and facility policies, provide for the safety and security of the events and patrons, trouble shoot audio visual problems during events and provide a high level of customer service to all constituents. Position requires a flexible work schedule and the ability to work nights, weekends, and some holidays. Schedule is based upon upcoming events.

Education, Training and Skills

- Basic knowledge of or the ability to learn technical equipment to include, but not limited to, projectors, sound systems, and lighting.
- Strong customer service skills including the ability to effectively solve problems and handle conflict.
- Proficient in email and Microsoft Office including Word and Excel.
- Attention to Detail

Duties & Responsibilities
- Provide support for events scheduled in facilities including, but not limited to, the Hunter Conference Center, the Sharwan Smith Student Center, the Mountain Center and the Sheepherders Cabin.
- Attend weekly meeting with Event Services staff to review the schedule of events.
- Generate event signage when needed.
- Check set ups prior to events to ensure that proper equipment is set up, audio-visual equipment is working, temperature and lighting levels are appropriate, and that space has a professional appearance.
- Secure building by locking/unlocking doors and access areas as directed.
- Greet and establish a rapport with event contact onsite. Be responsive to client needs in a prompt and courteous manner.
- Be visible and available during events.
- Frequently tour the facility or event area to assess levels of customer service, cleanliness, and adherence to policies.
- When necessary, empty trash and service restrooms during or after events as needed.
- Act as an onsite resource for clients.
- Maintain communication with event contact throughout the event.

- Report any changes in set up, additional requests, concerns and compliments to executive director following the event.
- Complete any necessary shift reports.
- Provide onsite technical assistance for events when needed.
- Trouble-shoot technical difficulties during events.
- Explain and enforce University, scheduling and facility policy.
- Provide for the safety and security of the facility and its patrons.
- Working knowledge of University procedures concerning facility problems, acts of nature and medical emergencies.
- Provide leadership in emergency situations.
- Secure rooms, equipment and facilities at the appropriate time or as directed by supervisor or campus police.
- Secure the facilities at the end of each event or as directed.
- Be an active staff member of Event Services.
- Provide regular information to supervisor and staff by utilizing reports as directed.
- Check for any notices and email at the start of each shift, following up as needed or requested.
- Attend mandatory staff meetings and trainings.
- Provide Office Assistance up to 10 hours per week
- Assist with all aspects of events including planning, preparation, production and logistics, estimates, contracts and final budget closeout and reconciliation.
- Assist with oversight of the Hunter Conference Center to include coordination of maintenance, improvements, equipment, staffing and security.
- Provide assistance with office coverage to include answering the phone and greeting guests.
- Other duties as assigned by the Executive Director of Event Services and Conference Coordinators.

Experience
- Knowledge of event management.
- Dependable, punctual and responsible.
- Excellent verbal and written communication skills.
- Office experience including answering phone calls.
- Ability to work independently as well as part of a team.
- Flexibility in schedule with ability to work nights, weekends and some holidays.

Procedures / Guidance Available
This position follows standard guidelines and procedures and refers most problems to supervisor.

Working Conditions
Position requires the ability to move and lift equipment weighing up to 60lbs, the ability to climb a ladder, to reach and lift equipment above the shoulders, to stand or sit for long periods of time, work flexible shifts including nights, weekends and some holidays, to be on time for work for all scheduled shifts, to work in a shared space. Position requires that staff member be flexible, adaptable and readily able to adjust to changes in work environment.

Confidentiality Agreement

Everyone employed in Event Services may be exposed to, or have access to, verbal and/or written information which is sensitive and personal in nature. Because of the quantity of material involved, we sometimes become "hardened" and forget that a particular application or letter is, to the person who completed it, very personal.

We must all be absolutely certain that NO information regarding an individual student, employee, family, or client is discussed to anyone outside of the department without written consent of the person or persons involved. Unauthorized release of confidential information is a violation of laws regarding individual and family rights to privacy.

Discussion about private information outside of this department can result in embarrassment to the individual or the University. Such discussions are inappropriate. The best guideline is to ask a member of our staff if you are in doubt about whether release of information is appropriate. If someone persists in seeking information, refer him or her to a member of the full time staff.

Violation of confidentiality can result in termination of your employment with our department.

I have read the above confidentiality statement and agree to abide by its contents.

_____   _____
Student's Signature   Date   Supervisor's Signature   Date

Acknowledgement of Receipt of this Student Employee Manual

I have received a copy, and agree to abide by the contents, of this manual. I agree to read the Student Employee Manual and will direct any questions for clarity to the professional staff of Event Services within 10 days of receipt of this Manual.

_____   _____
Student's Signature   Date   Supervisor's Signature   Date

Appendix D

Informed Consent

      The following survey is being conducted as part of a capstone project for a Master's Degree in Professional Communication from Southern Utah University. This survey will measure the effectiveness of the student training manual and training procedures in the Event Services Department at Southern Utah University. The expected time period for completing this survey is 10 -15 minutes. You will be given a survey sheet along with a pencil and copy of the Event Services Student Employee Handbook for reference. Please do not write your name on this survey. Surveys will be placed in a manila envelope which will not be opened until all surveys have been collected. Participants will remain anonymous. Participation in this survey is voluntary. You may discontinue the study at any time or for any reason without penalty. You may ask questions at any time. You may skip any question you do not wish to answer.

    Foreseeable risks of this study include a possible discomfort with sharing opinions on training procedures and employers. This concern can be alleviated however due to the anonymous nature of the study. Results of this research will be beneficial for many reasons. Students will be assisting themselves by giving feedback because, as a result of this feedback, employers will be more capable of giving them the information they need to be successful in their positions. Students will also be assisting future student employees as their feedback will lead more clear and precise training materials. As a result of this study, Event Services as a whole will be more prepared and able to train current and future employees. Student Employee Handbooks will be revised to fit the actual needs of student employees. With better training, the entire Event Services operation will run more smoothly.

If you have any questions or concerns regarding this study, please contact Amber Holman, Conference Coordinator and Master's Candidate at Southern Utah University.

AmberHolman@suu.edu

Office: 435-865-8324

Cell: 435-590-4472

Event Services Student Employee Handbook Questionnaire

1 – Did you read the Event Services Student Employee Handbook?

Yes   or   No   Please explain

2 – Was the information contained in the handbook useful in helping you to understand your job responsibilities? Why or Why not? Please explain.

3 – Have your employers been useful in helping you to understand the materials contained in the handbook as well as your job responsibilities?

4 – Is the information in the handbook useful in helping you to complete job related tasks?

5 – Is there any information that was not included in the handbook that would have been useful to you as you began working with Event Services or that would be useful to you now?

SUU SOUTHERN UTAH UNIVERSITY

Institutional Review Board
Department of Psychology
351 W. University Blvd., GC 308
Cedar City, UT 84720

(435) 865-8569
Institutional Review Board
Psychology Department

To: Amber Holman (PI)

Brian Heuett, Ph.D. (Supervisor)

From: Britton Mace, Chair of the University IRB

Date: November 1, 2011

RE: IRB consideration of the study: Event Services Student Employee Handbook Survey
Your proposal has been assessed, and it was decided that it met the criteria for an expedited review. I am pleased to inform you that your proposal has been approved. Please note the continuing review and expiration dates. If you have any questions, please do not hesitate to ask.

Please notify me immediately should any unexpected risks to the participants become evident. Best of luck with your study.

(To be filled in by the IRB)

___*Britton L. Mace*_____   __**October 31, 2011**____
Full Approval   Date

PROTOCOL CONTINUING REVIEW DATE: November 1, 2012
IRB APPROVAL EXPIRATION DATE: November 1, 2012

 If data collection is not completed by the expiration date, the researcher must seek IRB approval for a continuation.

 IRB APPROVAL # 11-513

L E A R N I N G   L I V E S   F O R E V E R