



— SINCE 1964 —

RICHMOND
COMMUNITY COLLEGE

Campus Jobs Student Performance Expectations

Background:

The Workplace Expectations define how RichmondCC's workforce should go about its business. By incorporating these expectations into their daily work, every RichmondCC College worker brings RichmondCC's core values to life across campus and helps create a workplace today that connects with RichmondCC's founding legacy. Moreover, College workplaces that manifest these expectations create a positive atmosphere for student learning and for getting the work done well.

The Richmond Community College Workplace Expectations

Workers are expected to:

- ^ Exhibit enthusiasm for learning
- ^ Act with integrity and caring
- ^ Value all people
- ^ Work as a team
- ^ Serve others
- ^ Encourage plain and sustainable living
- ^ Celebrate work well done

Key Learning Points:

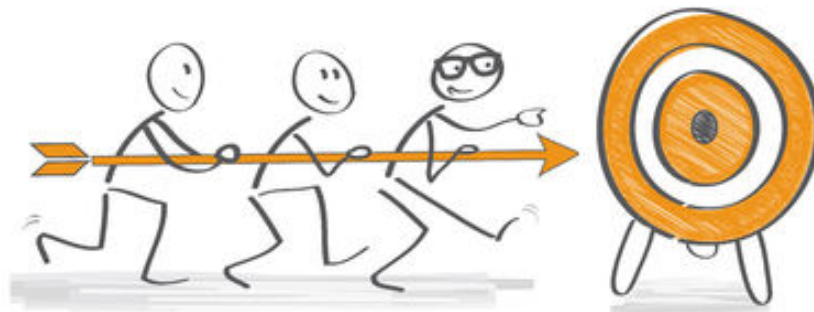
- Workplace Expectations help us to know that we are all connected to a set of fundamental, living principles that have guided our institution through its history.
- The Workplace Expectations are intended to provide all College workers succinct, clear guideposts for their behavior in the workplace.
- The Workplace Expectations are base statements that are broad in nature; each one is specifically defined by several "sample indicator" statements.
- The Workplace Expectations were a primary resource for developing the "Performance Expectations" for the Student's Campus Job Evaluation.

Workplace Expectations:

- 1) Exhibit enthusiasm for learning
- 2) Act with integrity and caring
- 3) Value all people
- 4) Work as a team
- 5) Serve others
- 6) Encourage plain and sustainable Living
- 7) Celebrate work well done

Student's Learning Goals & Expected Outcomes

- Goal 1** To develop and apply the six soft skills (attendance, accountability, teamwork, initiative, respect, learning) directly related to the work-learning-service level, the description of duties and the learning opportunities sections of the campus job description
Expected Outcome: In their campus job positions, students will exhibit the good habits of attendance, accountability, teamwork, initiative, respect, and life-long learning.
- Goal 2** To develop and apply the hard skills articulated in the work-learning-service level, the description of duties and the learning opportunities sections of the campus job description
Expected Outcome: In their campus job positions, students will demonstrate through their work, the specific skills and/or attitudes set forth in their job description.
- Goal 3** To develop and apply, whenever possible, the four core general education goals (Writer, Speaker, Researcher, Critical Thinker).
Expected Outcome: In each campus job position, whenever possible, students will: exhibit skills in writing that applies to their work; successfully communicate information, thoughts and ideas; identify through discovery, data or ideas that support advances in their work; and demonstrate the ability to analyze and interpret ideas that benefit the work place.
- Goal 4** To work in campus job positions that support the student's academic goal and/or field of interest
Expected Outcome: Students will develop skills and professional attitudes related to their academic major, career, and or personal interests.
- Goal 5** To progress over time to more skilled and responsible levels of work, as defined by the seven Work-Learning-Service levels.
Expected Outcome: Students, upon graduation, will have advanced to a WLS leadership level



Performance Expectations

Attendance

- Is punctual and arrives on time for work as scheduled and/or required
Acts with Integrity and Caring, Work as a Team
- Give advance notices of absences
Acts with Integrity and Caring, Work as a Team

Accountability

- Manages time well and is able to provide timely completion of position assignments
Acts with Integrity and Caring, Work as a Team
- Supports workplace policies and procedures including dress and safety requirements
Acts with Integrity and Caring, Work as a Team
- Ensures proper care of college equipment, facilities, materials, and work environment
Encourage Plain and Sustainable Living

Teamwork

- Demonstrates a willingness to work, support, and collaborate with supervisors and co-workers while promoting a positive atmosphere in the workplace for all people.
Work as a Team, Value All People, Celebrate Work Well Done, Serve Others
- Demonstrates an understanding of the relationship of his/her work to the work of others within the department.
Work as a Team, Exhibit Enthusiasm for Learning

Initiative

- Consistently completes position assignments without need for constant supervision.
Serve Others, Act with Integrity and Caring
- Is a self-starter with the ability to adjust and adapt to change as needed
Celebrate Work Well Done, Serve Others

Respect

- Exhibits professional conduct in the workplace and interacts respectfully with all people including supervisors, co-workers and those being served
Value all People, Act with Integrity and Caring, Work as a Team
- Respectfully deals with conflict and differing points of view
Value all People, Work as a Team

Learning

- Enhances the effectiveness of co-workers and the department by sharing knowledge
Exhibit Enthusiasm for Learning
- Demonstrates an interest in acquiring new skills
Exhibits Enthusiasm for Learning
- Seeks to reflect and understand the value of the position and how it relates to personal development
Exhibits Enthusiasm for Learning

Position Specific

- The degree to which students fulfill the basic labor requirements and objectives as set forth in the position description.
Example: Meeting Expectations for the position is the degree to which students fulfill all position related requirements while Exceptional Performance would relate to the maximum degree in which student take advantage and participate in the additional developmental aspects of the position such as the learning opportunities, etc...

Moving From Campus Jobs to Careers

*How will my campus job experience help me in a job search after graduation?
What am I learning and how will my campus job experience support my overall
career objectives in the future?*

Take a look at what employers have said they are seeking in prospective employees.

The National Association of Colleges and Employers asked businesses, and nonprofits, and other organizations to rate 21 qualities of an “ideal candidate” for a job with their organization. The rating scale ranged from **5 – extremely important** to **1 – not important**.

- 4.7 Communication skills, honesty/integrity
- 4.5 Interpersonal skills, motivation, initiative, strong work ethic, teamwork
- 4.4 Computer skills
- 4.3 Analytical skills, flexibility/adaptability
- 4.2 Detail oriented
- 4.0 Organizational skills, leadership skills, self-confidence
- 3.9 Friendly-outgoing personality, tactfulness
- 3.8 Well-mannered/polite
- 3.7 Creativity
- 3.6 GPA (3.0 or better)
- 3.3 Entrepreneurial skills/risk-taker
- 3.2 Sense of humor
- 2.3 Bilingual skills

Campus Job assignments provide abundant opportunities to gain and develop knowledge, skills, and develop attitudes that employers are seeking when filling positions for their organizations. Learning in the classroom and through the Career and Transfer Center, helps to develop a variety of important skills that assist students in securing jobs in chosen professions. The transferable skills and tools that are learned in the workplace helps ensure that you have the best potential to be successful in future job hunting endeavors.