

# The Importance of Integrating Part-time Employees Into Your Company

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**By: Susan Willingham**



Our company hires part-time high school and college students on a regular basis. They help take tasks that during our busy season most of don't have time to do well. They also fill in all kinds of gaps necessary to running the business.

There are several things that need to be done to introduce a newcomer into the general business population. Take into account that these are young people not accustomed to the working world, and should be handled differently than regular, full-time employees.

Here are a few tips on helping your part-time employees settle in and feel at home with your company and employees:

1. Introduce them to everyone in the company when they first arrive – it is a top priority. It is intimidating enough to walk into an environment full of “older” people, and learning names and peoples’ jobs takes time but will help them settle in more quickly.
2. Make sure they have everything they need at the desk or area where they will be working. Showing up to work and the computer is not in place, or the training individual is not available, is a very poor introduction to a company.
3. Assign one or two people from your company to explain a general overview of what the company does.
4. Outline what you expect their responsibilities to be right away. Try not to dump too much information on them. Gradually teach them their tasks and follow up regularly so they understand what is expected of them. Point out areas that are not up to snuff

and make sure they understand what the job entails. It is easy to think that a novice will understand quickly, but that is not always the case.

5. Give encouragement and praise when deserved.

It is most important to treat these employees with respect – they are learning how to behave in the business world and your performance will be noted and, in some cases, copied. Set a good example for these young people and you will have employees who contribute a lot to your company.

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