ASSISTANT MANAGER PROFESSIONAL DEVELOPMENT PROGRAM AT UW-STEVENS POINT
THE 13 BEST CAMPUS JOBS FOR COLLEGE STUDENTS

Library Assistant

“Working in a library may not be very exciting, but it’s generally quiet and low-stress. Downtime is common, which means you can do homework and reading. I worked in a library in college and made friends with an elderly librarian who liked to teach me words in Japanese! As "boring" as the library might be, you never know who you'll meet and what you'll learn.”

http://blog.prepscholar.com/best-campus-jobs-for-college-students
STUDENT EMPLOYEE ASSISTANT MANAGER REQUIREMENTS

• Work a minimum of 15 hours per week
• Work an opening, closing and weekend shift
• Attend a weekly meeting
• Complete special projects as assigned
• Wear an assistant manager identification badge
• Complete an Interview and evaluation each semester
• Maintain solid grades
WHAT DO STUDENT EMPLOYEES GAIN FROM A PROFESSIONAL DEVELOPMENT PROGRAM?

Experience and Resume Building
Job skills AND Increased pay
• Create staff training materials (business and technical writing)
• Desktop Publishing and Graphic Design
• Problem Solving and Project Management
• Opportunities to lead groups
• Opportunities to teach and learn from peers
• Assistant Managers earn higher wages (8.75 an hour) and work more hours than the majority of student employees beyond their work study allotments.
WHAT DOES THE LIBRARY GAIN FROM A PROFESSIONAL DEVELOPMENT PROGRAM

• More Experienced and Better Trained Student Staff
• A More Dedicated Student Staff
• Frees up Permanent Staff for Other Duties
• Window into the Student Perspective
OWNERSHIP OF THE PROGRAM BY STAFF

• This is a mutually beneficial relationship and faculty and staff should take the time to get to know all library student workers, but especially the managers.

• With familiarity comes trust and a willingness on the part of staff to involve student managers in projects.
Making a Student Employee Assistant Manager Program Work

**Keys to Success:**
- Responsibility
- Accountability
- Initiative

**Keys to Failure:**
- Less Responsibility
- No Accountability
- No Personal Ownership/Creativity
Hiring the Right Student

YES
• Be upfront about the demands of the job
• Look for a student who is looking towards their future (Work Experience & Resume Building)
• Enthusiastic, energetic and open to constructive criticism
• Student should express a desire for an experience that will give them an opportunity to showcase and enhance their professional skills

NO
• About money
• Already a seasoned manager
• Low Energy
• Already VERY busy
• Quitting another job because this sounds better
STAFFING CHALLENGES DUE TO BUDGET CUTS

• *Decreased spending by over half due to budget cuts*

• *Ramiﬁcations of cuts – All work study*

• *15/16 Pilot Program to employ at-risk students – Need to strike a balance*

• *Reinvestment in student staffing budget*
1) All Managers will attend a weekly meeting
2) The lead managers will each provide Dave a weekly progress report
3) Andy & Dave will continue to handle all personnel issues
4) Minutes of the managers meeting will be provided to the library Faculty & Staff
5) Managers will work mornings, nights and weekends.
6) We will continue to require work study for all other positions outside of lead managers (and will give preference to work/study students for those positions if possible)
7) All projects will be assigned and supervised by permanent library staff. The management team will continue to be a “management training program” with a desired outcome of mutually beneficial advancement in workplace performance for both the library and the student employee.
“One of the most interesting environmental factors that affected at-risk student retention was holding a part-time job on campus. Although it might seem that working while attending college takes time and energy away from academic pursuits, part-time employment in an on-campus job actually facilitates retention.”

ADVANTAGES OF WORKING AT THE LIBRARY

• Library jobs take the mystery out of library resources. Daily contact reduces anxiety.

• Library jobs can benefit at-risk students by physically placing them in a study related environment, in close contact with good academic role models and in some cases other academic services.

• Library jobs allow students to get to know librarians and take advantage of the kind of help they can give. An opportunity for research consultation throughout the course of the semester.

• Students have the opportunity to be mentored for the successful transition from the academic world to the professional world.
MEANINGFUL MENTORING AT UW-FDL AND UW-WC
I SHELVED BOOKS.
THE GOAL IS FOR THE STUDENTS TO HARNESS THEIR PASSION FOR AN AREA, TOPIC, OR THEIR MAJOR AND COMBINE THAT TOPIC WITH INFORMATION THEMES TO CREATE A REAL PROJECT THAT THEY CAN BRING WITH THEM AND PRESENT AT A JOB/SCHOOL INTERVIEW THAT SHOWS THEIR ABILITY TO BE CREATIVE, DESIGN A PROJECT, WORK WITH A SUPERVISOR COLLABORATIVELY, AND FOLLOW THROUGH FROM START TO FINISH.
THIS MENTORING PROGRAM IS DESIGNED BACKWARDS FROM THE INTERVIEW QUESTION
“TELL US ABOUT A TIME WHEN...”
THE GOAL IS FOR THE STUDENTS TO HARNES THEIR PASSION FOR AN AREA, TOPIC, OR THEIR MAJOR...

- Self driven is key. It reduces the pressure on the supervisor to come up with projects and the effort it takes to push students to actually do it.
- If they see the value and they are interested they can drive themselves.
COMBINE THAT TOPIC WITH INFORMATION THEMES...

• Informational, library, “did you know,” community services, etc.
• We deal in information and there is nothing that can’t be tied in.
• It has to tie in, it has to be mutually beneficial.
• Think broadly about your role as a library.
CREATE A REAL PROJECT...
That they can bring with or present at a job/school interview...

This also is the responsibility of the supervisor and part of the mentoring process, to discuss with them, how they should go about presenting and discussing these projects that they come up with.
THAT SHOWS THEIR ABILITY TO BE CREATIVE, DESIGN A PROJECT, WORK WITH A SUPERVISOR COLLABORATIVELY, AND FOLLOW THROUGH FROM START TO FINISH.
Top 10 list, “Essential books for Poli-Sci Majors”
+ Suggest for purchase the books on that list that we don’t have and do a display.
+ Do a Libguide, webpage, social media post to go along.
+ Internal presenter
+ External presenter
ASPECTS THAT KEEP THIS SCALABLE AND DOABLE FOR BUSY SUPERVISORS WITH MANY STUDENT WORKERS.

• Optional
• Have a list of suggestions that goes up to the level you are willing to work with. They probably won’t stray above.
• Encourage collaboration between student or other campus groups.
WHY IT WORKS

• Being interested in the topic, having a stake in the outcome, and being selfish (in a good way) provides internal motivation.
• The loose parameters mean that it is not just scalable to the supervisors level of involvement, but the student’s strengths and abilities.
• Optional
• Mutually Beneficial
DO NOT UNDERESTIMATE UNDERGRADUATES