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# Onboarding and Career Development for Undergraduate Work-Study Employees

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# ONBOARDING AND CAREER DEVELOPMENT FOR UNDERGRADUATE WORK-STUDY EMPLOYEES

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Practicum  
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Master of Arts in Industrial Organizational Psychology  
P679  
Spring 2013  
University of New Haven

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## ORGANIZATIONAL SETTING

This practicum was completed at a local northeastern liberal arts university. The university was founded in 1963. It started out as a small commuter school and later transitioned into a four-year college. The university has grown to become the second largest Catholic university in New England with students hailing from 46 states and 31 countries. Enrollment has risen from the original class of 175 to more than 6,400 full time and part time undergraduate and graduate students, and the faculty has increased from nine to 233 full time professors.

As the basis of many universities, this institution has a mission and a vision statement that serves as a constant reminder of its purpose. The mission of the university states, "A coeducational, independent, comprehensive institution of higher learning in the Catholic intellectual tradition whose primary objective is to prepare men and women to live in and make their contributions to the human community." Its vision states, "As academics and mentors, we are passionate about providing our students with an education of uncompromising quality and opportunity. As a university we are relentless in informing, affirming and challenging our students in their scholarship, leadership and service."

The organizational unit in which the practicum was completed was in the university library in the circulation department. This department ensures accessibility to

circulation collections through on-going stack maintenance and efficient circulation policies and procedures. This department is also responsible for the circulation and processing of course reserve materials and provides assistance in locating and circulating materials to the university community.

The academic library is comprised of the following personnel:

- Library Building and Circulation Manager
- Social Science Librarian
- Director of Library Information and Budget
- Collection Development Librarian
- Head of Technical Services and Cataloger
- 3 Part-time Reference Librarians
- Acquisitions Assistant
- Business and Web Experience Librarian
- Head of Information Literacy Programs
- Director of Digital Library Technology and Services
- Cataloger and Digital Common Librarian
- Digital Library Multimedia Specialist
- Reference Librarian
- Health and Science Librarian
- Cataloging Assistant
- Resource Sharing Assistant

- Archivist
- Evening Circulation Supervisor
- 30+ Student Library Assistants

The author of this practicum has held the position of Evening Circulation Supervisor from 2008 to 2013. One of the main aspects of this particular job is the recruitment, training, and supervision of work-study student library assistants.

# BACKGROUND & LITERATURE REVIEW

**Vargas, Jeffrey (2012). Generation Y. *T+D*, 58-62.**

A proper onboarding program process geared toward Generation Y's needs can give an organization the upper hand. Most agencies look at onboarding as a way to acclimate an employee to their corporate culture and to provide employees with the basic tools they will need to complete their jobs. Employees spend a large amount of time trying to figure out how their agencies work and what they have to do to get things done.

Onboarding programs that use technology and bring people up to speed quickly are what Generation Y find suitable.

In order to improve the Generation Y onboarding experience, Generation Y needs:

- to be taught the basics about being productive and effective worker
- provided a daily script of what they are expected to do and the timeframe they have to complete assignments
- embrace the role and importance of the individual contributor

Improving onboarding includes involving leaders, staff, and experts in the program.

Generation Y employees need time to digest, understand, and apply the knowledge they have learned. Cramming information into a few weeks is not practical for Generation Y employees. In order for them to be effective they need time to understand how to use

their new-found knowledge “of not just the tactical aspects of their job, but the world of work as well”.

**Walker, K. (2010). *Strategic Onboarding-Ensuring New Hire Success from Day One*. American Family Insurance.**

Effective onboarding drives new employee and agent productivity, accelerates delivery of results, and significantly improves talent retention. It begins pre-offer with ensuring that there is alignment of the position with the strategic needs of the organization and ends when the employee or agent becomes competent in the job. A new employees failure to deliver stems from the following:

- A role failure due to unclear or misaligned expectations and resources (preparation miss)
- A personal failure due to lack of strengths, motivation, or fit (recruiting/selecting miss)
- A relationship failure due to early missteps (head start/early days miss).
- An engagement failure due to early days’ experiences (management miss).

Five components for a strategic onboarding process

- Align- ensuring the organization agrees on the need for the new hire and specific role
- Acquire- recruiting, interviewing, and selection



- Integration/Socialization- connecting with others who can help provide information build relationships, learn, about the company's/division's culture, and assimilate into the team
- Support- giving new hires and agents tools, resources, experiences needed to do the work
- Accelerate- helping new hires/agents and the team perform better and faster

External impacts to consider during onboarding are the changing workforce demographics. Baby Boomers are not retiring. They are tech savvy, involved, and need to work. They are more concerned with following protocol than with networking opportunities. Generation X expects recognition and feedback throughout the new hire experience. Generation Y expect team-building, corporate social responsibility and interactivity media tools and access to social networking sites, and open transparent work environment.

**Kreitner, R., & Kinicki, A. (2013). *Organizational Behavior*. New York: McGraw-Hill/Irwin (77-79).**

Organizational socialization is a process that involves a person learning the values, norms, and behaviors of a particular organization. This process turns outsiders into fully functioning insiders. A three-phase model of organizational socialization promotes a better understanding of the process. The three phases are:

- Phase 1- Anticipatory Socialization

- Learning that occurs prior to joining the organization
- Phase 2-Encounter
  - Values, skills, and attitudes start to shift as new recruit discovers what the organization is truly like
- Phase 3- Change and Acquisition
  - Recruit masters skills and roles and adjusts to work group's values and norms

**Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. (2013). *Human Resource Management: Gaining A Competitive Advantage*. New York: McGraw-Hill Irwin (23-24).**

Companies attain competitive advantage when employees are engaged in their work and committed to the company they work for. Employee engagement happens when employees are fully involved in their work and the strength of their job and company. Engagement is measured through surveys administered by the company. Common themes of employee engagement include:

- Pride in employer
- Satisfaction with employer
- Satisfaction with the job
- Opportunity to perform challenging work
- Recognition and positive feedback from contributions
- Personal support from manager

- Effort above and beyond the minimum
- Understanding the link between one's job and the company's mission
- Prospects for future growth with the company
- Intention to stay with the company

Employee engagement is influenced by how managers treat employees as well as human resource practices such as recruiting, selection, training and development, performance management, work design, and compensation.

***Onboarding: What is the advantage of a buddy system? (2012, May 31). Retrieved from [www.shrm.org](http://www.shrm.org).***

Buddy systems help to build personal connections between new employees and the organization. The employee is made to feel part of a group and gains confidence. The buddy makes the new employee feel welcome and helps them navigate through the organization's culture. New hires may feel uncomfortable asking questions for fear of appearing incompetent. Buddies fill in the gap by making themselves available for questions.

Buddy candidates should be seasoned employees who are knowledgeable of the organizations practices, culture, processes and systems. They should also possess a positive attitude and communicate well.

A successful buddy system program should establish the following:

- Expectations for the new hire, buddy and supervisor.
- What knowledge the buddy should impart to increase productivity and performance.
- How much time the program should take.
- Requirements for “check-ins” and follow-up from the buddy and new hire on program effectiveness.

**Gardner, L. A., & Schmit, J. T. (1996; 97). Student Internships Develop Jobs and Talent. *Best's Review*, 24-25.**

Experience-based education programs give students a chance to apply what they've learned in college classrooms to real world problems. In addition, companies benefit from students' technological skills and fresh perspectives. Students and employers reap several advantages. Students benefit from on-the-job experience to classroom learning.

Corporate sponsors benefit from these programs by nurturing student interest, recruiting students for future employment and enhancing their company's visibility on college and university campuses.

**Anonymous. (2010, June 1). Internship Experience is Essential and Internship Opportunities are Improving According to Internships.com Spring 2010 Survey of Career Center Professionals. *Business Wire*.**

A survey of more than 300 college and university career center professionals revealed that students with internship experience have a significant competitive advantage in their quest for employment after graduation. The surveys show that internship postings at colleges and universities has increased in the past year. Campuses reported declining numbers of paid internships than reported increases. Internship opportunities are improving. Interns who do well seem to benefit the organizations that sponsor them.

**Lawler III, E. E. (2008). *Talent: Making People Your Competitive Advantage*. San Francisco, CA: Jossey-Bass (103-105).**

Individuals can have all the right skills and expertise and still be poor performers if they are not motivated. Literature on employee motivation is extensive. Research suggests that performance management systems need to create agreement on what needs to be done and clearly tie value rewards to performance.

The nature of the reward is critical. Offering the wrong reward can cause employees to feel insulted, misunderstood, or apathetic. Motivation should offer rewards that individual's value and are tied to their performance.

**Cummings, T. G., & Worley, C. G. (2008). *Organizational Development & Change*. Mason, OH: South-Western Cengage Learning.**

Goal setting involves managers and subordinates in jointly establishing and clarifying employee goals. Establishing challenging goals involves managing the level of participation and goal difficulty. Once goals have been established, how they are measured is an important determinant of member performance.

Goal setting affects performance in many ways. It influences what people think and do. It focuses their attention. Studies show that goal setting works in individual and group settings. Two major processes that affect positive outcomes are:

- Establishment of challenging goals
- Clarification of goal measurement

**Business Literacy for HR Professionals. (2005). *The Essentials of Managing Change and Transition*. Boston, MA: Harvard Business School Publishing Corporation (117-118).**

People respond to change in a wide variety of ways. Each way has unique characteristics, and each requires a different style of management. Managers have to learn how to deal with a full range of personalities. In particular:

- Think about the people who will participate in your change initiative. Who will react negatively to having their routines disrupted, and who will positively enjoy the experience?

- Once you've identified people likely to be uncomfortable with change, think about their roles in the change initiative. They probably aren't the ones you'll want in key positions where initiative and enthusiasm are needed. Think, too, about how these individuals can be helped through the process.
- For individuals who pro-change dispositions, consider ways to optimize the energy they bring to the program, and how they can work with others.

## **DESCRIPTION of the PRACTICUM**

As I stated in the organizational setting I have held the position of evening circulation supervisor of the circulation department in the university library for the last five years. In this capacity I oversee the student library assistants in every aspect. Based on my current experience I found interest in the idea of conducting a practicum project in this department focusing on the student library assistant's work-study experience and career development.

The discussion and planning of this practicum began in the summer of 2012. In June 2012 I sat down with my supervisor, the library and building manager and discussed completing my practicum project in the circulation department. We discussed many ideas including revamping the circulation department policies and procedure manual. The library had just gone through a major renovation and many of the standard procedures and technology had changed. However, I was really drawn to focusing the practicum on some aspect of the student library assistants' work-study experience.

One of the main areas of concern for the circulation department has been the transition of student library assistants into the workplace. My supervisor and I had noticed the slow transition of students, which slows down the productivity of the circulation department. For many students, this is their first real job. Although the student library assistant job is through work study, this is an actual real position within public and



academic libraries. Within these particular libraries the title for this position goes by many names such as, Circulation Assistant, Library Assistant, and Library Technician. The responsibilities for this job is ensuring effective service-oriented customer support in the daily operations in Circulation as well as stack management and the accession and removal of reserve materials. These positions provide library circulation desk services to students, staff, faculty and the public in a highly customer service oriented environment. Duties include but are not limited to circulating library materials in all formats, creating patron records, clearing fines, maintenance and use of the reserve collection and processing inter-campus and inter-library loan requests. Library Assistants must use computer databases, PC operation, the Internet and Millennium, the library's online catalog in managing circulation services. Library Assistant staff must also possess a deep understanding of database structure, specialized technical and bibliographic skills in the processing of library materials.

The transition from student to employee can be daunting. Students have to adapt to the changing environment of the work place. In order to get the student library assistants acclimated to their new position I created an onboarding program to smooth the transition. Prior to my employment with the university library, an onboarding program did not exist for work-study students. What to do and what steps to take with new work-study students were sort of made up as the years progressed. There was no guide to help move the process. The lack of onboarding was evident and highly visible.

Onboarding is a term used in human resources; a program that helps employees to integrate, assimilate, and transition to new jobs. This process gets employees up to speed with the policies, procedures, culture, expectations, and day-to-day responsibilities of their department (Kreitner & Kinicki, 2013). Two goals of the process are:

- To make employees feel welcome and immediately valued.
- To minimize the time before new employees are productive in their new environment.

Onboarding is often confused with orientation. Orientation is a one-day event and focuses on the organization, policies, benefits and payroll.

Through my research I discovered that many corporations begin their onboarding process on the new hires first day and it extends throughout the first year of employment. My idea was to have the process begin the first day on the job and have it extend into the following semester. The majority of our student library assistants continue working at the library for consecutive semesters and sometimes during the summer months. In the past, I noticed that after the first month of employment students tend to lose enthusiasm, forget particular procedures, are non-productive and become complacent in their working environment. This particular onboarding program would help to diffuse those problems.

Onboarding is only successful when everyone in the department is actively involved.

The goal of this partnership is to establish a long-term relationship with the employee that begins as soon as the employee comes onboard. It is necessary that the circulation manager and evening circulation supervisor be proactive and engaged in facilitating the student's successful integration into the organization over time.

To implement a successful student library assistant onboarding program, students should be oriented to the policies, culture, and expectations through a series of learning events including:

- A student onboarding checklist
- Opportunities to engage in one-on-one meetings
- Buddy system
- Professional development training sessions
- Regularly scheduled meeting with supervisors

This program will be broken down into five steps over the course of the year:

- Step 1: First Day/First Week
- Step 2: 1<sup>st</sup> month (30 days)
- Step 3: 2<sup>nd</sup> month (60 days)
- Step 4: 3<sup>rd</sup> month (90 days)
- Step 5: Remainder of the school year

One undergraduate semester is fourteen weeks, the culmination of 3 ½ months.

Towards the end of the fall semester phase 4 of the onboarding program would be in effect and the remainder of the school year would be phase 5.

### Step 1

The first step in the onboarding process begins the first day. Students will be welcomed and introduced to all library employees in each department as well as returning student library assistants. Depending on the student's work schedule, the circulation manager or the evening circulation supervisor will give each student a tour of the library.

Students will also be acclimated to their new workspace and assigned work area.

During the first week student library assistants and the circulation manager/supervisor will discuss policies and procedures, department goals, roles, responsibilities, expectations, and evaluations. Information regarding customer service, operating computer databases, retrieval of materials, office equipment, and building access will be demonstrated and discussed.

### Step 2

The first 30 days of employment students become acclimated with their working environment. At this step the supervisor establishes goals for the student. Students are to have bi-weekly meetings with their supervisor to discuss their transition, progress, and concerns. The student will receive continuous feedback from the supervisor. Their knowledge of the job and progress will be evaluated every 30 days.

- Goal setting involves managers and subordinates in jointly establishing and clarifying employee goals. Goal setting effects performance. It influence what people think and do by focusing their behavior in the direction of the goals, rather than elsewhere (Cummings & Worley, 2008).

Within the first 30 days of employment students will be paired with seasoned student library assistants. This “buddy system” partnership helps to connect the student with others who can help provide information, build relationships, learn about the library’s culture, and assimilate into the team. The integration/socialization process that happens at this step is integral in the transition of the student to the workplace and the overall productivity of the circulation department.

### Step 3

Students will continue to meet goals. Applicable training sessions will be scheduled. Students will receive continuous feedback from the supervisor. 30 day evaluations will continue.

### Step 4

Student will have a 90-day feedback and development session with their supervisor.

### Step 5

Once the student has settled into the position, onboarding focuses on the long-term success. At this stage, the process aims to engage the student on their own development and create excitement about achieving organizational goals. Supervisors can engage students by fostering meaningful work.

One of the major aspects of this onboarding process is the organizational socialization process. During this process a person learns the values, norms, and required behaviors which propel them to participate as a member of the organization (Kreitner & Kinicki, 2013). The three phases of organizational socialization are (1) anticipatory socialization, (2) encounter, and (3) change and acquisition. The first phase occurs before the individual joins the organization. An organization's current employees are a powerful source of anticipatory socialization. The majority of our students have learned about this particular work-study job through other students. Our students are known to give inquiring students realistic job previews of what lies ahead for the job. During the second phase students have accepted the offer of employment and learn what the circulation department is actually like. This is where we would incorporate training through the onboarding process to socialize students. The change and acquisition phase requires employees to master important tasks and roles and to adjust to their work group's values and norms. This will only happen when employees have a clear understanding about their roles.

As part of the socialization process, using the “buddy system” can build a personal connection between the organization and the new student. The buddy takes on the role of a mentor. The goal is to promote a feeling of comfort and acceptance, and establish rapport quickly. Furthermore, the system allows the student to feel part of the work group, gain more confidence, and become productive more quickly. Especially in organizations where supervisors are very busy and new hires may be hesitant to ask for additional help, the buddy system provides ongoing support to the employee beyond the formal orientation period. This continued support further enhances the positive impression that may have been created during orientation.

This area of research shows that a successful buddy system includes feedback from staff and management. The program should establish the following:

- Expectations for the new hire, buddy, and supervisor.
- What knowledge the buddy should impart to increase productivity and performance.
- How much time the program should take.
- Requirements for “check-ins” and follow-up from the buddy and new hire on program effectiveness (Onboarding: What is the advantage of a buddy system?, 2012).

Through my active involvement with student library assistants, I have realized that the majority of these students are of Generation Y. Generation Y are Americans born

between the mid 1980s and 2000. The name is based on Generation X, the generation that preceded them. They are the children of “baby boomers” and often referred to as “echo boomers” ([www.businessdictionary.com](http://www.businessdictionary.com)). Research suggests that changing workforce demographics impact onboarding making it more important for organizations to manage and understand what’s changed. Of those hired today, 88 percent are Generation Y’s. Unlike Baby Boomers and Generation X, Generation Y (Millennials) expects team-building, corporate social responsibility and interactivity during the onboarding process. They are technical savvy, are looking for interactivity media tools and access to social networking sites, and an open transparent work environment (Walker, 2010). Expectations and priorities of this generation are:

- Internal social networking
- Enable Contribution
- Assignment on First Day
- Socialization in the Company Culture
- “New Hire Clubs”
- “Buddy System”
- Link Onboarding to Learning
- Team Environment
- Employee Engagement
- Flexibility in the Workplace
- Innovation
- “You’re Special”



- Lifelong Learning
- Networking
- Openness and Transparency
- Green Workplace (Bersin & Associates, 2009).

Current literature suggests not to assume Generation Y's know how to "hit the ground" running on the first day. They are great at following scripts and they will be looking to the supervisor to provide a daily script of what they are expected to do and the timeframe they have to complete assignments (Vargas, 2013). Often times I have noticed that many students will sit at the desk and text or browse Facebook if they are not told what to do. Many of them do not take the initiative to start new tasks. And for many, of them they do not take their employment seriously because they do not view it as a "real job". Vargas suggests that Generation Y employees need high levels of engagement from day one, and that engagement should include, in part, time to review, discuss, and validate work-place expectations such as:

- How to handle conflict.
- How to embrace and learn from constructive criticism.
- What it means to be an effective mentee.
- How to offer creative ideas for your work group, your division, or the agency.

(Vargas, 2013).

Generation Y responds to terms such, as “you’re special”. These statements can be used as a source of motivation. Motivation is the performance capstone. Without motivation, good performance will not occur. An employee can have the right skills, knowledge, and expertise and still be a poor performer if they are not motivated (Lawler III, 2008).

What I learned while composing this project is that many students believe that work-study is just a part-time job that has no real impact on their future career. They are unable to make the correlation between a work-study job and an actual professional job. What they don’t understand is that work-study is a major factor in their career development. A recent survey of more than 300 college and university career center professionals revealed that students with internship or work-study experience have a significant competitive advantage in their quest for employment after graduation (Anonymous, 2010).

Work based learning experiences can help students choose careers, network with potential employees, select courses of study, and develop job skills directly related to future employment. Work-study allows students to test drive not only a job, but also the type of work environment in which they would like to be. It is integral in determining how their education applies to real-life situations and issues. Work-study students can gain a real-world view inside a particular industry or job before they

devote significant time and money to qualify themselves for such positions

([www.shrm.org](http://www.shrm.org)).

Student library assistants are expected to arrive to work on-time. When they are sick or unable to attend work because of personal reasons they are required to contact a supervisor and go through the necessary actions which are the same for the library staff.

These students spend the majority of their shift interacting with the university community and public. Their communication skills are heightened and their customer service experience is broadened. These factors will be helpful in their future careers.

Research shows that, “students benefit from adding on-the-job experience to classroom learning, which helps develop their professional maturity and provides an advantage in the job search” (Gardner & Schmit, 1996; 97). At the start of the fall 2013 semester I will use this onboarding process with new work-study student library assistants. It is imperative that from the beginning of this process I stress the importance of this position and how it correlates to their career development. Research shows that, “A career development path provides employees with an ongoing mechanism to enhance their skills and knowledge, which leads to mastering their jobs and added professional development” (shrm.org).

The experience of this practicum took what I learned in the I/O psychology classes and placed it in full view. While constructing this practicum I was able to correlate what I was learning in the classroom and what was unfolding in my own workplace. One of the

organizational behavior concepts that were heightened by this experience was the organizational socialization model. For the last five years I have watched this model play out amongst students. Since there was no onboarding process in effect some of the student library assistants experienced a sink-or-swim approach to organizational socialization which caused them to end their employment or not return the following semester. As a supervisor it is necessary that I take into consideration the socialization of diverse employees because their experience may differ from other employees.

Another concept that is likely to surface during the implementation of this practicum is managing the change and transition that will happen amongst the students. The students are use to a routine. When the routine is changed it may cause resistance.

Research states that supervisors need to learn to deal with personalities. In particular:

- Think about the people who will participate in your change initiative. Who will react negatively to having their routines disrupted, and who will positively enjoy the experience?
- Once you've identified people likely to be uncomfortable with change, think about their roles in the change initiative. They probably aren't the ones you'll want in key positions where initiative and enthusiasm are needed (Business Literacy for HR Professionals, 2005).

The practicum and the MAIOP program helped me understand how these particular concepts shape an organization. Through this process my appreciation for this field of

study has deepened. Using my personal workplace as a template shed light on the positive and negative aspects of my organization. Through my educational experience I have become equipped with the tools to rectify the problems of my organization.

Recently, a work-study student contacted me inquiring about possible job leads. She was terminated from her current place of employment and was upset at the process in which she was fired and felt she had been wrongly terminated. Given what I had learned throughout the MAIOP program I immediately responded saying, "Does your organization have a human resources department?" and I was able to connect here with the right person to have her complaint heard.

What I learned in the classroom through the MAIOP program and the types of projects and presentations I have completed has helped me in this process. I anticipate implementing this onboarding program during the fall 2013 semester. This process that was created will not only positively affect the circulation department but it will also help to make the university library a better organization.

## EVALUATION OF THE PRACTICUM

The work performed during this practicum encompassed the concepts learned during the MAIOP program. Selecting onboarding as my practicum focus allowed me the opportunity to pinpoint problems within my current organization and develop a plan to tackle those problems.

Constructing this practicum was tedious in every aspect. Carefully selecting a topic and having it make sense seemed to stall at times. My project differed in that I was not actively putting my project to use at the present time. My program would be presented in its entirety during the start of the fall 2013 semester.

For consecutive semesters I observed and documented aspects of the work-study position and how students transitioned into the new role. As I evaluate the process, I believe it would have been helpful if I surveyed students and inquired how their new hire process could have made their transition into the workplace smoother. Seeking feedback from students could have provided essential information to incorporate into this practicum.

The actual work on this project began in February of 2012. Many of the students had settled into their roles. Having observed the fall semester I had a clear understanding of

how the onboarding process would unfold. The challenge was juggling this project and my job simultaneously.

If I were to do this project again I would have consulted with Career Development and Placement and the Office of Human Resources. The information and suggestions I would have received could have possibly added another prospective to my practicum to explore.

Overall, the experience was good. Although these projects are tedious they serve a purpose of taking what you learn in the classroom and implementing it in the workforce. This process allows the student to make an immediate connection to what is learned and comprehend it.

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## **APPENDIX LIST**

- A. Student Library Assistant Training Class Presentation
- B. Student Library Assistant Policy
- C. Student Evaluation Form
- D. Library Evaluation Form
- E. Student Time Off Request Form
- F. Student Cheat Sheet
- G. Student Training Program

























# Appendix B

## Student Library Assistant Policy

### **Purpose:**

The purpose of this policy is to give students a clear set of guidelines with which they can understand what is expected of them while holding this position. This policy closely emulates the type of employee policies that the students will have to work with after graduation. The employment of this policy will help the library support the University mission of preparing men and women to live in and make contributions to the human community.

### **Responsibilities:**

- As a Student Library Assistant, you will report to the Supervisor in your assigned area.
- Know your job description, which also lists your responsibilities.
- Know your schedule.
- Be punctual.
- Enforce library policies and make no exceptions. Requests for exceptions must be referred to a supervisor.

### **Supervisor:**

- The supervisor for your area will train you and assign your duties. Your supervisor will also evaluate your performance, record your attendance, and sign your time sheet.
- Your performance will be discussed at a semester-end evaluation.

### **Time Sheets:**

- In order to get paid, you must clock in and out of the online record keeping system KRONOS. As back up the library will also continue to have paper time sheets for you to fill out. Your Supervisor or a staff member will initial your time sheet when you come in and when you leave your shift.

### **Absentee Policy:**

- If you cannot be at work for your scheduled hours you **MUST** call and speak to your Supervisor. If your Supervisor is not available, speak to the Reference Librarian on duty or the Director of Library Information & Budget. ***Some numbers to call in your attempt:***

- Circulation Desk:	371-7702
- Reference Librarian	371-7726
- Director of Library Information & Budget	371-7700

- If you do not **CALL** and do not show up, you will receive a written warning.
- Do not let your absences add up. **Two** absences, **WITH** a phone call, will result in a written warning.
- If you are 15 minutes late or more, without calling, you will receive a written warning.
- Frequent late arrivals or early departures, even with calls and under 15 minutes, will be addressed in the form of verbal and written warnings.
- The frequency of unexpected illness or emergency will be considered on an individual basis.
- Three written warnings may result in a dismissal from your job.

#### **Requesting Time Off:**

- All requests must be made at least 3 days before the time off being requested.
- Each request for time off must be in writing. There is a form you can fill out in the Library Administrative Office.
- All requests must be given directly to your supervisor.
- You will be notified in writing by your supervisor if the time off request has been approved.

#### **Breaks:**

- If you work more than 4 hours in one shift, you **must** take a 15-minute break (this is CT law).
- You **MUST** ask the supervisor at the desk when you can leave to take your break **AND** check in with that person when you return.
- If you work *6 or more hours in one shift*, you are entitled to take a ½ hour **un-paid** break.
  - a. This break is **not paid** so you must show the break on your time sheet.
  - b. If you work 10:00 AM – 6:00 PM and take your ½ hour break at noon, your time sheet should show: 10:00 – 12:00, 12:30 – 6:00.
  - c. These breaks cannot be combined or taken at the beginning or at the end of a shift.

#### **Scheduling:**

- Students are needed during all of the library's open hours. A typical day consists of an 8 a.m. to 12 a.m. schedule. Your schedule will depend on your availability and the library's need.

#### **Snow Days:**

- When the University closes due to inclement weather, an announcement will be made by local radio stations regarding the closing of the University.

- You are responsible for calling University snow line (or Public Safety) to confirm that the library is also closed.
- If the library is open, we do expect you to try to come in for your shift. However, we do not expect you to put yourself in any danger by doing so. If you are not coming in please remember to call.

**Library Policy:**

- There is no eating or drinking in public areas except water in a bottle. There is a table in the Public Services Department available as an eating area.
- Proper attire is required. This means dressing in a manner appropriate for a business casual setting. Some examples:
  - No Headphones
  - No Hats
  - No Shorts
  - No Halter tops
 If you come to work in inappropriate attire, you will be advised of such.
- Keep socializing to a minimum when you are working.
- Confidentiality of library records: Under no circumstances are students to divulge library records to anyone. All requests to review library records must be referred to the University Librarian.
- Written warnings will be given for infractions of Student Library Assistant policy. Three written warnings will qualify you for dismissal. The Circulation Department may decide to grant exceptions to this rule in special circumstances.

**I have read and I understand the guidelines and policies for Student Library Assistants.**

**Student Signature** \_\_\_\_\_

**Supervisor Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

## Appendix C

### UNIVERSITY LIBRARY

#### EVALUATION FORM (STUDENT)

<b>Department:</b>	<b>Supervisor:</b>
<b>Semester:</b>	<b>Evaluation Date:</b>

#### Rating Guide:

- 1 = Excellent
- 2 = Good
- 3 = Satisfactory
- 4 = Unsatisfactory
- NA = Not Applicable

**Please rate your student in the following areas using the rating guide above.**

1. Performance of general Circulation duties:
2. Performance of individual duties on permanent assignment:
3. General attitude:
4. Customer service:
5. Punctuality:

#### **Current Rank:**

#### **Recommended Rank for the Following Semester and Reason:**

#### **Comments (on back):**

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Student

---

Date

---

Supervisor

---

Date



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Circulation Librarian

Date

## Appendix D

### UNIVERSITY LIBRARY

#### EVALUATION FORM (LIBRARY)

<b>Department:</b>	<b>Supervisor:</b>
<b>Semester:</b>	<b>Evaluation Date:</b>

#### Rating Guide:

- 1 = Excellent
- 2 = Good
- 3 = Satisfactory
- 4 = Unsatisfactory

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**Please rate the following questions using the rating guide above by placing the corresponding number next to the question.**

1. Please rate the application process for applying for a job at the Ryan-Matura Library? \_\_\_\_
2. Please rate the orientation you received upon being hired: was it helpful and informative? \_\_\_\_
3. Please rate the training you received from your supervisor: was it adequate for the duties you were required to do? \_\_\_\_
4. Overall how would you rate your work experience at the Ryan-Matura Library? \_\_\_\_
5. Please rate the likelihood that you will return to work here next fall. \_\_\_\_

#### **Comments:**

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## Appendix E

<b>STUDENT TIME OFF REQUEST</b>
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NAME: \_\_\_\_\_

DAY AND DATE REQUESTED: \_\_\_\_\_

HOURS OFF REQUESTED: \_\_\_\_\_

APPROVED: \_\_\_\_\_ DATE: \_\_\_\_\_

- You **MUST** give 72 hours (3 days) notice
- Hours cannot be made up unless approved by your Supervisor
- If you trade hours it must be with the knowledge and consent of your Supervisor

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Circulation Borrowing Policy	Cash Register	Checking In Materials	Checking Out Materials	Evacuating Ryan-Matura Library
<p><u>Alumni:</u> 28 day loan period, no renewals, 5 books at a time, subject to recalls.</p> <p><u>High School Guests:</u> 28 day loan period, no renewals, 3 books at a time, subject to recalls. Authorized high schools only: Loralton Hall, Notre Dame, St. Joseph.</p> <p><u>Undergraduates:</u> 35 day loan period, 1 renewal, subject to recalls.</p> <p><u>Graduates:</u> 70 day loan period, 1 renewal, subject to recalls.</p> <p><u>Faculty/Staff:</u> 70 day loan period, 1 renewal, subject to recalls.</p> <p><u>Guests:</u> 14 day loan period, no renewals, 3 books at a time, subject to recalls.</p>	<p><u>Getting Into the Drawer:</u> To make change or count money.</p> <p>*Press your clerk number. For Circulation staff it is 1. Students are 2.</p> <p>*Press the "Clerk #" key.</p> <p>*Press the big green button that says "Cash /X Report" key.</p> <p>*The drawer will open.</p> <p>*Only make change for someone if it will not cripple our ability to handle normal transactions.</p> <p><u>Transactions:</u> *Press your clerk number and the "Clerk #" key.</p> <p>*Enter the dollar amount that the patron owes for copies, fines, etc.</p> <p>*Press the transaction code key for the type of transaction, i.e. copies, etc.</p> <p>*After entering the amount that is owed, hit the key that says #/TM/SBTL labeled SUBTOTAL.</p> <p>*Enter the dollar amount that the patron hands you and press the big green button that says Cash /X Report.</p> <p>*The register will tell you how much change to give them on the display and the drawer will open. You don't need to give them a receipt.</p>	<p>*Click on the "Check In" tab found in the middle of the screen.</p> <p>*Scan the barcode of the item.</p> <p>*A receipt will print.</p> <p>*Tell the patron to keep the receipt.</p> <p>*Thank the patron.</p> <p>*If a patron is not present during check in, place the receipt in the designated area.</p> <p>*Re-sensitize the item.</p> <p>*Place the item in the shelving area.</p> <p><b>PHONE SCRIPT</b></p> <p><i>"Good morning/ afternoon/evening, this is the Circulation desk at University Library, this is your name speaking, how may I help you?"</i></p>	<p>*Ask the patron if they found everything that they were looking for.</p> <p>*Make sure that you are in the "Check Out" tab.</p> <p>*Click on the "Circulation Desk" button at the top left of the screen.</p> <p>*Swipe the patron's SHU ID card</p> <p>*Check the information listed at the top right of the screen with their ID card and make sure that they match.</p> <p>*Look at the "Fines" tab in the middle of the screen, if there is a fine, ask the patron to pay it. If the fine is over \$25.00 they will not be able to check out materials.</p> <p>*Scan the barcode of the item.</p> <p>*Click on the "Close" button at the top right of the screen.</p> <p>*A receipt will print which will contain the due date.</p> <p>*Place the receipt inside the item.</p> <p>*Run the item over the appropriate desensitizer.</p> <p>*Thank the patron.</p>	<p>1. Evacuation is ordered in one of two ways:</p> <p>a. The fire alarm sounds;</p> <p>b. Evacuation is ordered by Public Safety.</p> <p>2. When the order is communicated:</p> <p>a. All staff immediately report to Circulation Desk;</p> <p>b. The person covering the Circulation Desk will coordinate response.</p> <p>c. The first staff members to reach the Circulation Desk will be dispatched to evacuate 3rd floor, 1st floor, and 2<sup>nd</sup> floor offices;</p> <p>d. If there are disabled persons on the third floor, inform public safety about them as soon as possible.</p> <p>e. Leave disabled persons on the third floor alone as briefly as possible.</p> <p>f. Staff members who evacuate via the back door from the 1st floor must send someone to inform the group front of the library building.</p> <p>g. Watch out for emergency equipment arriving in the back of the library building.</p> <p>3. In the event of a lock-down:</p> <p>a. Immediately lock front doors if public safety has not already done so;</p> <p>b. Move all persons away from areas with windows, towards the stair well;</p>

				c. Wait for further instructions from public safety.
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**Appendix F**