

Student Worker Training Audit

Evaluating SPU Library Tech Desk Consultant training, management, and motivation with perspectives from GFU.

Participants

[Seattle Pacific University \(SPU\)](#)

[George Fox University \(GFU\)](#)

Accommodations

Privacy or Copyright

“6 A’s of Project Design”

[Authenticity](#)

[Academic Rigor](#)

[Appropriate Connection](#)

[Active Exploration](#)

[Applied Learning](#)

[Assessment Practice](#)

Proposed Timeframe

Proposed Activity Details

Reflection on ISTE Teaching Standards

[ISTE Standards for Teachers 1](#)

[ISTE Standards for Teachers 2](#)

[ISTE Standards for Teachers 3](#)

[ISTE Standards for Teachers 4](#)

[ISTE Standards for Teachers 5](#)

Actual Activities

Artifacts

[FaceTime with Patty](#)

[GCP Participant Reflection Video](#)

[Tech Desk Audit Ideas](#)

[Training Checklist and Benchmark Update Meetings](#)

[Shift Exchange](#)

[Tech Desk Evaluation](#)

[Wiki Update](#)

Reflection

[Participants’ Learning](#)

[Personal Thoughts](#)

[Recommendations for Others](#)

Participants

Including myself, I have five participants from Seattle Pacific University. I have one confirmed participant from George Fox University. I am awaiting confirmation from a participant at George Fox University, one at Pacific Lutheran University, and another participant from Whitworth

University. I am prepared to move forward with the one confirmed, Patty at GFU, regardless if I hear back from the others.

The following were the participants:

Seattle Pacific University (SPU)

- Ryan Ingersoll, Head of Library Technology (educator)
- Christina, Access Services Specialist (educator)
- Stephanie, Lead Tech Desk Consultant (student)
- Audrey, Tech Desk Consultant (student)

George Fox University (GFU)

- Patty, Circulation Coordinator (educator)

Accommodations

The participants from Seattle Pacific University will meet in a room and use one device to connect via internet-based video conferencing equipment to the other participants. At this point, the one confirmed participant at GFU will use similar internet-based video conferencing equipment to make the live connection.

Privacy or Copyright

There are no concerns for privacy or copyright. However, we will refrain from discussing specific student employee names while corresponding with another school because of FERPA.

“6 A’s of Project Design”¹

Authenticity

This project is based on auditing the student worker training process for Tech Desk at Seattle Pacific University Library. The project will connect with at least one other school, currently GFU, to receive feedback, share ideas, and learn new ways for student worker training. The Tech Desk currently employs 12 student workers and at least two student workers will participate in this project. However, student workers during the 2015-2016 academic year and beyond will reap the benefits of this collaborative project and shared brainstorming. Student employment while in college provides real-world experience, and any improvement on job expectations, conditions, training, and general experience has real-world implications for when students graduate and work in another setting.

The student workers who participate in this project will be part of the audit of what we currently do for training and management, but also be integral in designing the future training and management process for the Tech Desk. Their involvement has direct impact on their future involvement at the Tech Desk and also gives them experience learning how to connect with other field experts and peers.

¹ Adapted from National Academy Foundation’s [Project-Based Learning: A Resource for Instructors and Program Coordinators](#)

Academic Rigor

This project addresses the need to effectively train and manage student employees who mentor their peers and other library patrons with how to use digital technology tools for academic work and beyond. Furthermore, the student workers participating in this project will learn how to collaborate with others in the field of student worker management, academic libraries, and education technology. This experience will build problem-solving skills, collaboration with digital technology (i.e., video and email), and require student workers to provide input, synthesize feedback, and work to design a future training and management program.

Appropriate Connection

The SPU team is working together to update the training and management program for Tech Desk Consultants. The SPU team will connect with at least one educator, currently Patty at GFU, to share about the SPU Tech Desk currently, solicit feedback, learn new ideas, share ideas, and integrate themes into an updated Tech Desk training and management program. The student workers on the SPU team will experience working with various educators on a task force collaborative team. This includes at least three educators (myself, Christina at SPU, and Patty at GFU). The whole experience will provide opportunities for the student workers to observe, interact, and work closely with educators. By design, this project involves student workers from the very beginning, promotes their honest sharing, and requires their active input to develop an updated training and management plan for the Tech Desk. The student workers from SPU are not simply observers, but are active members of the task force, so to speak.

Active Exploration

The student workers are part of a task force that will develop a new training and management plan. Their work will have a direct impact on creating a new plan and is integral to the work of the task force. Furthermore, by connecting with another educator at GFU, they will be exposed to a field expert and learn new ideas and concepts that may be helpful to the SPU Tech Desk context.

The student workers will use appropriate digital technology tools that foster real-time video collaboration, real-time document editing, asynchronous communication tools, and, as necessary, other digital tools.

Student workers are expected to share their opinions of their Tech Desk experiences. Furthermore, the student workers will collaborate with the SPU team as we, together, develop a new way forward. The student workers are full members of the task force.

Applied Learning

This is a real-world project that directly impacts a real situation. There is nothing about this project that is designed simply as an exercise.

The student workers will work together on the SPU team and will work together during the various communication opportunities with the GFU contact, Patty.

The student workers are required to participate in the whole project. They will need to use organizational strategies that support arriving on-time for meetings, communicating effectively and timely, and will need to balance their participation on this task force with their regular work duties, education, and social life.

Assessment Practice

When the task force finishes, project members will be given an assessment to reflect on the process and specifics of what skills they developed, improved, and also areas for growth. (confidence in the role at the tech desk) Furthermore, after we implement changes into the training and management during the 2015-2016 academic year, we will evaluate the changes with the current student worker team.

There are no standards being used for this task force; therefore, standards will not be assessed.

Proposed Timeframe

The project will begin in the next couple weeks and last a couple weeks. This greatly depends on the availability of everyone's schedule.

Proposed Activity Details

- Ryan's connects with Patty to share outline of the project
- SPU's team will meet together to discuss the components of the project and their responsibilities.
- SPU's team will connect with Patty at GFU for a video conference session
 - Share about the project process
 - Share what each university does for initial training, ongoing training, management, etc.
 - Patty will provide feedback and provide ideas for improving the SPU training/management process for Tech Desk student workers.
 - If requested by Patty, the SPU team will share feedback and provide ideas for improving the GFU training/management process for their library student workers.
- SPU's team will meet face-to-face to discuss next step to develop key components of a new training/management framework the Tech Desk could use
 - Use asynchronous document editing tools to build a plan
 - Research beyond the conversation with Patty
 - Patty available for ad hoc follow-up questions
 - Bounce ideas of other current Tech Desk student workers
- SPU's team finalizes a framework and shares with Patty
 - Via asynchronous or synchronous communication tools
 - Patty may, if she wants to, share a new framework and solicit feedback from the SPU team.
- SPU's team completes the project with final edits and input from Patty
- SPU's team takes an assessment
- Ryan integrates the framework into the Tech Desk training plan.

Reflection on ISTE Teaching Standards

ISTE Standards for Teachers 1

ISTE 1 will provide helpful direction for revamping the Tech Desk training. This ISTE standard is about advancing learning and not only is that the goal for helping students workers meet the needs of the Tech Desk, but also beyond as they build digital literacy skills for their life and work.

ISTE Standards for Teachers 2

ISTE 2a, in particular, meets the goals of this project when correlated with the whole experience. That is, the student workers who are part of the SPU team will work through an “authentic learning experience” with other team members using relevant digital tools. For example, we may use Google Hangout, Skype, or another internet-based video conference tool. This will be the primary tools to connect with Patty, a field expert.

ISTE Standards for Teachers 3

ISTE 3a encourages “fluency in technology systems” and this was the case in this project. All participants were required to have an ability to connect via email and FaceTime. I mention below how one must have backup options when technology doesn’t work as intended. When you are fluent in using the appropriate tools you can move quickly to another tool without too much interruption. Skype didn’t for us at first and FaceTime was our backup which we already had set up as a backup option. Furthermore, participants used Google Drive tools to collaborate, take notes, share ideas, and collect information from others. Fluency means the participants needed to know how to share the documents, access the documents, edit the documents, and comment in the documents. Related to fluency is 3b where the participants collaborated with each other--across distance and time--to share new ideas.

ISTE Standards for Teachers 4

ISTE 4c is probably the most relevant when discussing this particular project. The participants exercised professional discourse and used appropriate techniques to engage in conversation online about their jobs. More than anything, they “promote[d]...digital etiquette” by listening to each other, understanding each other, and working--with respect--together. While not everyone agrees and some may feel put on the spot--me in particular given the content and vulnerability of discussing my role as a supervisor--we practiced great care of respecting and sharing concern for each other.

ISTE Standards for Teachers 5

ISTE 5C is the main focus of revamping Tech Desk training. By connecting with another university to learn ideas we will be able to unpack what needs we have in our own context. This is why professional development is so important.

Actual Activities

Below is an outline of the various meetings and activities of the GCP.

Please note: documents referenced below are provided with view-only access. The links will be terminated soon and please do not share them publically.

- I met with each individual, including Patty, prior to starting the project to talk about the process and invite them to participate.
- SPU team gathered in-person for an hour long meeting. I shared about the project and an outline of the process. We talked about some of pros and cons of Tech Desk student worker training. We made a list on the whiteboard of all the things we do. We took notes and turned those pieces into the areas we wanted to evaluate.
- We created a Google document with all our notes and invited the 12 student workers to share their pros and cons.
- SPU team gathered again and connected with Patty from GFU with FaceTime. We shared our ideas and passed along the Google document mentioned above. She provide helpful feedback, but mostly focused on how she trainings, manages, and motivates her employees. The call was very productive and it gave us a chance to go back and start to design a framework for what we wanted to do.
 - We passed information between everyone--especially since we couldn't always meet right away--using Google Drive. Patty was able to share extra resources and examples with the whole group.
 - During the meeting with Patty we took collaborative notes
- After digesting all the pros/cons collected from our student workers and the conversation with Patty, the SPU team met again to reflect and come up with ideas for how to more forward and pick certain areas we want to revamp.
 - We took notes of the meeting
 - We formulated our main ideas into a core document and Stephanie, who couldn't make the meeting, submit her main ideas via Google.
- After the final SPU meeting, I created a final document capturing action items raised by our audit and, in particular, how we might implement many of the ideas Patty had. I sent the final document to Patty as a way to close of the project for her final feedback or ideas. She submit comments in the Google Document
- I then met with Stephanie, Christina, and Patty to create a final video of their reflections of the project and what they look forward to. I FaceTimed with Patty to capture her video.
- The next step is to refine this core framework and implement it over the course of next year.
- Once we implement it we will also start to evaluate it. Which is one of the core pieces we are going to implement (see Tech Desk Evaluation in the [document](#))

Artifacts

FaceTime with Patty

A fun screencapture of our FaceTime conversation with Patty!



GCP Participant Reflection Video

A [video](#) capturing participant reflections from those at SPU and GFU.



Tech Desk Audit Ideas

As mentioned above, this is the core framework we made based on the activities of the GCP. This document is where we are going in the future and what we hope to implement next fall--at the very least, start implementing.

- Tech Desk Audit Ideas Google Document (original, otherwise the copied version is below)
- This framework contains a number of ideas that we discussed based on our conversation with Patty from GFU. We feel that these ideas are a great place to start and are possible to integrate into the training plan for 2015-2016.

Training Checklist and Benchmark Update Meetings

1. Each student is responsible for managing their own document. E.g., Audrey would make sure she has completed training on every topic listed. She is required to check-in with Ryan.
2. The checklist includes benchmark points which include check-ins with Ryan
Check-ins/Benchmarks
 - a. Once a week for the first quarter.
 - b. One-two times per month for the second quarter and beyond.
 - c. Agenda for update meeting is driven by the benchmarks and consultant training checklist.
 - d. Consultants use their Outlook calendar to propose meetings directly on Ryan's Outlook calendar. This removes the need for back and forth to schedule the meeting. It also places the responsibility on the consultant.

Shift Exchange

1. A new shift schedule will be created to allow for 5-10 min. overlaps
2. This time allows for the two consultants to share pertinent information
3. Information will also be captured in "End of Shift Summaries" through a Google Form. This will create a database of knowledge that will also be tied into the wiki.
4. When you come on shift you are required to read the question of the day and answer it as well
5. Community
 - a. We will create a "Would You Rather" board or something similar to foster community at the desk. Maybe we offer a weekly question or challenge and allow everyone to answer. Possibly, we can offer quarterly prize for the best response.

Tech Desk Evaluation

1. Quarterly
2. Evaluate different components of training, management, and motivation
 - a. Training
 - i. Things they would want to learn more about
 - ii. What could have been done better? Things to think about for the next quarter
 - b. Management
 - i. Evaluate different components (e.g., daily wiki, update emails, update meetings)

- c. Motivation
 - i. Overall well-being
 - ii. Evaluate various team-building activities and solicit ideas for future activities

Wiki Update

1. Update content on the wiki to include more robust information and resources.
2. Integrate the wiki to incorporate wiki email content.
3. Move all knowledge to the wiki infrastructure
4. Build a troubleshooting workflow
 - a. E.g., check the wiki, restart the device, refer to CIS, refer to other on-campus department, etc.
5. Other content to be added:
 - a. How to support difficult patrons
 - b. Desk environment: creating a team friendly atmosphere
 - c. Check-in between shifts

Reflection

Participants' Learning

The video really captures the content of what the participants learned, but what simply stood out was the ability to have a conversation with someone else in a different--but similar--university. Often we don't have a lot of time to chat, and this GCP created the space to bring people together to talk about something important to all of us. We shared new ideas, brainstormed, and discussed how to make a positive impact on our employees who are students first. In the video Stephanie reflects on what she learned from the context of possibly wanting to work in human resources. She saw a direct correlation to this project and her future career. How awesome! Patty also expressed interest about staying connected and learning how things go with the changes we hope to implement at SPU.

I was very nervous about how this whole project would come together. Yet, I was pleasantly surprised with the interested and willingness from everyone. They all cared about the content and really wanted to support the Tech Desk in a new way. I was fortunate to have the student workers take extra time out of their day to help! Furthermore, both Patty and Christina made extra time in their busy schedules to listen, share new ideas, brainstorm, and contribute to a new framework for student worker training, management, and motivation. I couldn't be happier with the result and really look forward to implementing changes next year!

In the future I hope to collaborate with Patty and other universities to expand the knowledge base of this topic and continually revamp the process for student worker training, management, and motivation!

Personal Thoughts

One personal thought from me:

I am so impressed and wowed by my two student workers who participated in this project. I sometimes get very overwhelmed with the amount of work I have to do and the lack of time I have to support each employee well. Their involvement, dedication, and appreciation for the job and me was evident in our many conversations. I am so very thankful for them and the whole Tech Desk team. While the topic of this project was essentially evaluating me as a supervisor, I was able to end it knowing we are all a team and have a role in supporting and helping each other to make the Tech Desk awesome!

Recommendations for Others

1. Reach out to multiple people at multiple universities. I contacted people at George Fox University, Pacific Lutheran University, and Whitworth University. Only Patty responded with a willingness to participate. People are all very busy and that won't ever change, but when you throw a wide net you will catch some people who can either make time or have spare time to learn from others. Start with people you know too! I was given Patty's name by a [friend/colleague](#) who works at GFU.
2. Use more than just email! As Christina mentioned in the video, using Google Drive was crucial because she works at a time when everyone else is sleeping! She was able to participate in real-time with the up-to-date documents because they were in Google Drive.
3. Have a backup option. We planned to try Skype first but it didn't work. We were able to quickly switch to FaceTime because we had planned on it as a backup. Always have multiple options.
4. Involve your student workers! They provided so much useful information that helped this project along. They care about their job and without inviting them to the table you miss out on what the position can offer not only for them, but also for your department. One of my student workers even interview others during this project to get anonymous feedback and she plans to help implement many of these changes next year.
5. Say thank you! It is important to say thank you to the people that participated--who took time out of their schedule for you. Make sure you say thank you! I will be sending all of my participants a small gift card as a token of appreciation. Don't forget this piece!
6. Have fun! You can tell in our screen capture above that we are all smiling! Remember to have fun and enjoy the time together. What a treat to use tools to collaborate with others to spark new ideas, brainstorm, and learn from each other.