

ANNOTATED BIBLIOGRAPHY

American Library Association. (1997). Guidelines for behavioral performance of reference and information services professionals. *Reference Quarterly*, 36(2), 200-204.

- ALA guidelines for behavioral standards outline how service providers should perform on the reference desk.

Association of Research Libraries. (1998). *Customer service programs in ARL libraries* (SPEC Kit No. 231). Washington, D.C.: Association of Research Libraries Office of Leadership and Management Services.

- Defines the importance of customer service in libraries. The University of Kentucky's "Keys to Quality Library Service" offers a model for teaching public service seminars to student employees. Marriott Library's service guidelines provide concise, understandable instructions that may serve as a model as well. University of Washington has case study examples for role-playing difficult situations.

Association of Research Libraries. (1994). *Managing student employees in college libraries* (CLIP Note 20). Washington, D.C.: Association of Research Libraries College Libraries Section.

Association of Research Libraries (1983). *Student assistants in ARL Libraries* (SPEC Kit No. 91). Washington, D.C.: Association of Research Libraries Systems and Procedures Exchange Center.

Baird, B. (1995). Motivating student employees: examples from collections conservation. *Library Resources and Technical Services*, 39, 410-416.

- Cohesive training across divisions and within departments can increase motivation. It is especially important to have a structured process, based on clearly defined expectations. Motivation is linked to established patterns of promotion and evaluation.

Baird, L.N. (2003). Student employees in academic libraries: training for work, educating for life. *PNLA Quarterly*, 67(2), 13-23.

- These positions are students' first jobs; they need extra guidance. Supervisors must approach each student to confirm their progress.

Banks, J. (1991). Motivation and effective management of student assistants in academic libraries. *Journal of Library Administration*, 14(1), 133-154.

- Tested different motivations for students working in stack maintenance. Found that pecuniary rewards worked best in practice, whereas students identified early release time as the most desirable reward.

Beile, P. (1997). Great expectations: competency-based training for student media center assistants. *MC Journal*, 5(2).

- Details the use of competency-based training for student employees. This method is effective because expectations are clear to both the supervisor and student. An evaluation method using "secret shoppers" is also described.

Black, W. (1995). *Libraries and student assistants: critical links*. Binghamton, NY: Haworth Press.

- Deals with important issues in student employment.

Borin, J. (2001). Training, supervising, and evaluating student information assistants. *The reference librarian*, 72, 195-206.

- A branch of the California State University uses role-playing techniques to train information assistants. Initial development of this program was grant-funded.

Burrows, J. (1995). Training student workers in academic libraries: how and why? *Journal of Library Administration*, 21(3/4), 77-86.

- Describes hiring/training process at University of California at Berkeley. Workshops for supervisors were given to support development of managerial techniques.

Clark, C. (1995). Motivating and rewarding student workers. *Journal of Library Administration*, 21(3/4), 87-93.

- Evaluates rewarding employees to create incentives. Scholarships, supervisory responsibilities, appreciation parties, and certificates for good service are mentioned.

Gerlich, B. (2002). Rethinking the contributions of student employees to library services. *Library Administration & Management*, 16(4), 14.

- Proposes using OPS workers instead of students in a small library atmosphere.

Gregory, D. (1995). The evolving role of student employees in academic libraries. *Journal of Library Administration*, 21(3/4), 3-27.

Hasty, D. (2000). Student assistants as library ambassadors: an academic library's public relations initiative. *Technical Services Quarterly*, 18(2), 31-40.

- Florida International University provides a model for a cohesive public service seminar for all student assistants, as well as a student award program for outstanding service.

Heller, P. and Kohler, S. (1996). Take this book and shelve it! *College and Research Libraries News*, 7, 425-426.

- The use of shelving software like the one developed here may make stacks/circ training more cohesive and accurate.

Holtze, T., and Maddox, R. (2001). Student assistant training in a multi-library system. *Technical Services Quarterly*, 19(2), 27-41.

- The University of Kentucky presents the idea of public service seminars for new employees. These seminars make students aware of the library mission, let students know about their important role in the library organization, and utilize role-playing and games to demonstrate difficult situations.

Kathman, J. and Kathman, M. (1992). Performance measures for student assistants. *College and Research Libraries*, 53, 299-304.

- Setting performance measures gives students a point of reference for achievement and evaluation. This article outlines the creation of performance measures that may be useful for creating behavioral guidelines.

Kathman, J. and Kathman, M. (2000). Training student employees for quality service. *The Journal of Academic Librarianship*, 18(3), 31-40.

- Quality service is essential to the success of libraries. Since student employees have become an increasingly important portion of library workers, it is necessary to develop training models that emphasize quality service. Supervisors must be given time and support to develop these programs.

Kenny, D. and Painter, F. (1995). Recruiting, hiring and assessing student workers in academic libraries. *Journal of Library Administration*, 21(3/4), 29-45.

Neuhaus, C. (2001). Flexibility and feedback: a new approach to ongoing training for reference student assistants. *Reference Services Review*, 29(1), 53-64.

- The University of Northern Iowa uses a series of worksheets and scavenger hunts to keep reference assistants up to date and informed.

Oltmanns, G. (1995). The student perspective. *Journal of Library Administration*, 21(3/4), 63-76.

- Describes a committee charged with improving student employee service quality. Emphasizes that the reasons students choose to work do not match libraries' needs; however, efficient training can create a beneficial environment for both parties.

Phillip, C. (2002). Clear expectations: rubrics and scoring guides. *Knowledge Quest*, 31(2), 26-27.

- Defines rubrics and offers websites that assist in the development of evaluation rubrics. The article is geared toward school media specialists, though the ideas can also apply to training student employees in academic libraries.

Poole, E., Grieco, F., Derck, H., and Socash, T. (2001). Training library student assistants: Bloomsburg University's interactive instructional program. *College & Research Libraries News*, 62(5), 537-538.

- Web-based training modules can provide cohesive training across library departments while giving supervisors more time.

Rapp, K. and Skuba, M. (2001). An interactive library classification systems module: a viable solution for training student workers. *Technical Services Quarterly*, 18(3), 11-19.

- Bloomsburg University uses a web-based program, similar to LCEasy, to teach stack maintenance skills. This provides consistent training to an entire department across a multi-library system.

Reference and User Services Association. (2004). RUSA guidelines for behavioral performance of reference and information service providers. *Reference and User Services Quarterly*, 44(1), 14-17.

- The RUSA guidelines for service provision at the reference desk.

Riley, C. and Wales, B. (1997). Introducing the academic library to student employees: a group approach. *Technical Services Quarterly*, 14(4), 47-59.

- Central Missouri State University outlines their success with a student orientation program. They also mention student recognition awards that are given for outstanding service.

Sheets, J. (1998). Role-playing as a training tool for reference student assistants. *Reference Services Review*, 26(1), 37-41.

- Baylor University developed role-playing training for reference assistants. The program has had many encouraging outcomes including the reinforcement of positive interactions, open discussions, and improved preparedness for service.

Toth, A. and Bortles, E. (2003). "I'll Take Circulation Policies for 100, Alex," or, Fostering the team-based approach among library student assistants. *PMLA Quarterly*, 67(4), 14-20.

- Pacific University incorporated students in planning and training processes. A student forum for input led to higher motivation and performance.

Voyles, J. and Winston, M. (1995). The changing role of the student employee in a team-based organization. *Journal of Library Administration*, 21(3/4), 77-86.

- The University of Arizona utilized student employees for feedback and incorporated students into the organization by creating positions on library committees. They also used merit-based raises to motivate students.

Walker, L. and Fliotsos, A. (1992). Student assistants and their expectations. *The Southeastern Librarian*, 42, 69-71.

- Surveys of student employees at Winthrop University led to the conclusion that students need continuous, positive reinforcement, would be motivated by merit-based raises, would benefit from standardized policies across departments, and should receive evaluations.

White, Emilie C. (1985). Student assistants in academic libraries: from reluctance to reliance. *Journal of Academic Librarianship*, 11, 93-97.

- Provides a history of student employment and training in academic libraries, and describes different approaches to student involvement in library systems.

Wilder, S. (1995). Student assistants: achieving the right balance. *Journal of Library Administration*, 21(3/4), 125-135.

- Details statistics on average number of students equivalent to FTE. Warns that student tasks should be appropriate to job level, especially in light of impending changes in libraries and librarianship.