7470 N. Navajo Rd.
Fox Point, WI 53217

April 7, 1999

Joint Finance Committee
Madison, Wisconsin
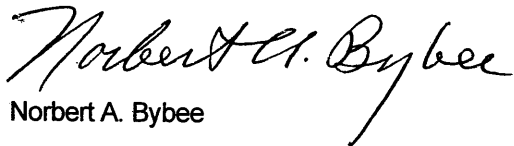
Dear Members of the Joint Finance Committee:

I encourage you to support Governor Thompson's proposed funding to support Information Technology training for student workers throughout the UW System.

I have worked for the University of Wisconsin – Milwaukee for 32 years. A year ago, I was transferred from being Supervisor of the Photographic Services Department to being Supervisor of a newly established Help Desk. This service currently uses about 20 students, to help other students, faculty and staff to solve their technology problems. In all of my time at UWM, I have never seen a program as economical and successful as the Student Technology Services program, which recruits, trains, and provides these students who work on the Help Desk.

This Information Technology training proposal is a WIN, WIN, WIN initiative.

- The students win with practical technology training, soft-skills training, and practical on-the-job experience. They will have a good chance of being hired before their peers, at higher salaries and in more responsible positions.

- The University and the State win with increased technical support at UW campuses at very reasonable cost. It enables the campus's to get the technical support needed to operate efficiently in an extremely tight technical labor market.

- Businesses in the state win with an increased pool of potential employees who have technology training, soft skills training, practical work experience and an established work ethic.

Sincerely,

Norbert A. Bybee

2336 N. 65th Street
Wauwatosa, WI 53213
April 6, 1999

Members of the Joint Finance Committee:

I am writing to ask you to support the information technology initiative which appears in Governor Thompson's proposed state budget.

I am currently a staff member in the Division of Information and Media Technologies at UW–Milwaukee and have been employed in technical positions at institutes of higher education for most of my career. It has been my observation that classroom work alone does not fully prepare students for employment in today's highly-technical job market. In addition to technical knowledge, students need to develop such skills as responsibility, customer service, and the ability to work with others. Actual, on-the-job work experiences are needed to provide students with a complete education.

Programs such as UW–Milwaukee's Student Technology Services provide students with this valuable on-the-job training and experience. It fills out their education and makes them productive employees straight out of school.

The proposed information technology initiative would fund such programs throughout the UW System. It would provide UW graduates with an extra edge in the job market, while at the same time providing Wisconsin businesses with the highly-skilled, technical employees they will be needing.

Again, I urge you to support this initiative.

Sincerely,

Susan McKay

UWM

UNIVERSITY OF WISCONSIN MILWAUKEE

April 7, 1999

Joint Finance Committee
Madison, Wisconsin

Dear Members of the Joint Finance Committee:

It has been my great pleasure to have worked with students over the last thirty years. Many of these I personally trained, assigned and scheduled in various media-related tasks. Now there is University of Wisconsin-Milwaukee's own Student Technology Services, a system developed for the purpose of not only employment but empowerment as well. Joe Douglas, now Director of Information and Media Technologies at UWM, brought this concept, already tried and true, from Washington State at Pullman, Washington. Joe presented the idea to the I&MT staff with the goal of establishing a similar system here. I was one of two staff members who traveled to Pullman to witness that campus' student system in action. Duly impressed are words that best describe what I saw: information technology students who, through a cohesive peer organization, recruit, hire, fire, schedule, supervise, and manage themselves. Student staff are given encouragement and opportunities to progress through levels of line employment that can lead to eventual supervisory or management positions. A big advantage is that through their jobs as computer consultants, help desk analysts, classroom media technology assistants, desktop technicians, and others, they not only receive invaluable computer and customer relations skills, but also become more employable at graduation. Therefore, I wholeheartedly support Governor Thompson's proposed budget for UW System-wide information technology training. Your support is vital in making all this happen. The results will bring many positive effects to Wisconsin and ensure our state's leadership in education and technology. Thank you in advance for your support.
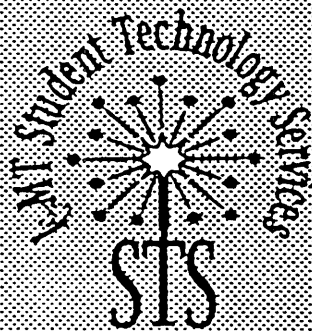
Sincerely,

Daniel G. Chew

Supervisor
I&MT Classroom Support

IMT Student Technology Services

STS

Information & Media Technologies

Student Technology Services

February 1999

TABLE OF CONTENTS

Student Technology Services (STS) Employee Handbook

About STS

Student Technology Services (STS) is the student employment sector of the Information and Media Technologies (I&MT) Division. Every student worker employed by I&MT is automatically part of STS. STS is a unique organization in that it is student managed, though it exists to support the overall goals and objectives of I&MT.

STS is an innovative initiative that benefits students while also meeting the technology support needs of the UWM community. According to I&MT Director Joe Douglas, STS' goal is "to add real value to the students' academic experience and help prepare them for life after graduation."

Student empowerment is a top priority. Its purpose is to give student employees the instruction they need to become competent in various areas of technology and to give them the responsibility and authority to make decisions and provide customer services. I&MT Director Joe Douglas states that this enables students to gain "real professional experience including supervisory experience, training, time management skills, interaction with diverse populations in a variety of situations, budgeting, team-building and creative problem-solving."

STS is an Equal Opportunity Employer and seeks to reflect the diversity of the university community. STS welcomes students of every academic discipline.

STS Communications

In order to facilitate communication, there is a designated STS e-mail reflector. Every STS employee is on this reflector and receives departmental information, job postings, policy changes, training updates, and any other pertinent communications. Employees are expected to read STS mail regularly.

In addition, all STS employees are responsible for knowing about any updates or revisions to this handbook. Updates and revisions will be distributed periodically by STS Human Resources.

A contact list of I&MT managers and STS personnel is included in Appendix A.

STS Organization Chart

To understand how STS is organized, an organization chart is included in this handbook for your reference. (See Appendix B.)

Responsibilities

STS agrees with the four basic principles for Job Success spelled out by the Wisconsin Job Service.

1. Dependability/Reliability

We rely on STS employees to be on the job and require a reason, in advance, if they cannot be. Frequent absences, even excused ones, cause problems for employers and co-workers and are cause for dismissal. Likewise, reliability is important. An employee must be able to follow through on a task without continual supervision.

2. Punctuality

We depend upon STS employees to report for work at the time specified. As with absenteeism, employees who are late at the start of work create problems for co-workers, supervisors, and clients.

3. Quality of Work

We depend on STS employees to take care to execute the job functions they are assigned, whether that is with customer service, data accuracy, system security, or any other function.

4. Quantity of Work

We depend on STS employees to be productive on the job. While we gladly provide opportunities for learning, we expect employees to attend to the job to which they are assigned. Personal work while on the job is frowned on and must be cleared with an individual's supervisor.

Leaving STS or Department

In addition to these four basic principles, we realize that STS employees who begin working in one capacity may decide, over the course of their study at UWM, to move to another department or position within STS. We encourage employees to seek assignments of increasing responsibility, though we ask that they commit to one department for a semester or a year.

It is preferred that any student employee give a semester notice when he or she plans to leave STS or move to another department. If this is not feasible, the employee should notify the supervisor in writing (e-mail) at least two weeks before the last workday with the reason for leaving. At that time, the employee should schedule an **exit interview** with the supervisor or I&MT manager. At the exit interview, the employee and supervisor should confirm that all records are in order for employer references.

On the last scheduled workday, all keys and I&MT/STS property must be returned to the supervisor. All personal materials should be removed from workstations and all personal data should be removed from I&MT staff computers. Turn in the STS Employee Handbook to the STS Human Resources Department, Bolton Hall Room 210.

When student employees leave a department, STS requests that they help train their successors. This will offer individual students opportunities to broaden their experiences, while respecting the needs I&MT/STS have for consistency in the service they provide the university community.

Personal Attitudes and Habits

STS encourages student employees to develop attitudes that will go a long way toward enhancing success.

- Interpersonal skills -- listen, reflect, then respond.

- Be open, share experiences and ideas.

- Be discrete, share criticism constructively.

- Be open to correction.

- When you make a mistake (we all do), notify your supervisor and apologize.

- Use and develop your own judgment, but ask for support when you need it.

- Accept responsibility and take on extra work when needed, but don't over-commit.

- Take time to communicate, plan ahead.

- Build the team -- sometimes leading, sometimes following.

- Work hard and have fun!

STS Work Rules

The STS Employee Handbook serves to elaborate on the policies set forth in the UWM Student Employment Administrative Manual. The UWM manual is on-line at:

> http://www.uwm.edu/Dept/FINAID/fws/stud_employ_manual.html

Work rules for all UW System classified and student employees are spelled out in Appendix B. They are not intended to restrict the rights of employees, but rather to advise employees of prohibited conduct.

Engaging in one or more of the following forms of prohibited conduct may result in disciplinary action ranging from a reprimand to immediate discharge, depending upon the specific form of conduct and/or the number of infractions.

- Insubordination, including disobedience, or failure or refusal to carry out assignments or instructions.

- Negligence in performance of assigned duties.

- Unexcused or excessive absenteeism. Failure to notify the supervisor promptly of unanticipated absence or tardiness.

- Failure to observe the time limits and scheduling of lunch breaks.

- Using abusive language toward others. Threatening, attempting, or doing bodily harm to another person.

- Making false or malicious statements concerning other employees, supervisors, students or the university.

- Use of alcoholic beverages or illegal drugs during working hours, or reporting for work under the influence of alcoholic beverages or illegal drugs.

- Inappropriate dress or lack of personal hygiene, which adversely affects proper performance of duties, work of peers, or constitutes a health or safety hazard.

- Failure to exercise good judgment or being discourteous in dealing with fellow employees, students or the general public.

STS expects that even if you are not on duty, you represent UWM and its facilities. You should uphold and adhere to the rules regarding university computing resources at all times. You are expected to avoid derogatory comments about I&MT and STS policies or personnel.

These work rules do not constitute the entire list of violations for which employees may be disciplined. Other rules are provided by statute, by administrative Code, and by administrative procedures established by management.

Additional work rules may be established by I&MT management to meet special requirements of departments or as circumstances require.

General STS Procedures

Primary Department Assignment

All STS employees are given a Primary Department Assignment, which is where STS would like them to primarily work for at least one semester at a time. STS employees may receive department-specific work guidelines for their Primary Department.

Having a Primary Department Assignment is important because it:

- Assigns you a supervisor with whom you are encouraged to discuss all problems, questions, and concerns.

- Gives you precedence when schedules are made and hours are allotted in that department.

- Provides you with the opportunity to become expertly familiar with one particular department.

- Designates a spot for your timecard.

- Clarifies the process of performance reviews. Performance reviews are conducted each semester and include a discussion of work performance and wage rate. The review is made a permanent part of your personnel file.

Expectations Regarding Interactions with Clients

- Wear your nametag at all times while on duty.

- When answering the phone, clearly identify the department and yourself.

- Take an interest in clients' problems. Listen carefully to the problem and reply in terms they can understand.

- Be tactful when interacting with a client; never argue. Direct a client who questions I&MT's policy or procedures to your supervisor. If a supervisor is not immediately available, offer to relay the concern via e-mail or voice mail before the client leaves. Take the client's phone number so someone can call him or her back.

- Properly qualify your opinions when you are unsure of something; say "I don't know, but let me find out."

- Never touch or work on anyone's personal computer such as a laptop. You may be held liable for any loss of data or damage that may occur.

How to Solve Conflicts with Clients

STS employees and supervisors address client concerns by first attempting to understand the problem from the client's perspective, realizing that the client may not know about computers or STS work practices.

Next, employees and supervisors offer a preliminary solution. If a solution is unknown by anyone present, the client is referred to someone who would know the answer.

If clients become disruptive, employees first ask them kindly and quietly to take a corrective course of action, e.g. to lower their voices. If the clients are unwilling to compromise, STS employees will ask them to leave, refer them to campus security, call the STS supervisor, or call the I&MT manager.

How to Solve Conflicts with Employees

STS supervisors address employee concerns by first attempting to understand all sides and components of any problem. They will investigate why the employee is upset and whether the employee is aware of the rule that he or she has violated.

There are many different types of workplace conflicts that can arise, such as miscommunication, interpersonal conflicts, rudeness to clients, insubordination, etc.

An employee involved in a workplace conflict should be confronted privately. The supervisor should state the rule or resolution that is expected so that the employee understands the conflict.

If the supervisor cannot solve the conflict, he or she will defer the situation to STS Human Resources and/or I&MT Management.

Fire Evacuation Procedure

Know the general layout of the building and the locations of the nearest exit and fire alarm box. In the event of a drill or an emergency, maintain control, evacuate clients from the site, lock the site and leave. If you find a fire:

- **Sound the interior building alarm.**
  Alarm boxes are located on each floor of all buildings and serve only to alert occupants to evacuate the building. The building alarms **do not** summon the Fire Department!

- **Notify the university police.**
  Dial 9911 and report the fire. They will call the Fire Department. Give your name, fire location by building, floor and room.

- **Evacuate the building.**
  Secure your site. Use stairways only! **Do not use elevators**. You could be trapped in them. Walk quickly to the nearest exit and leave the building.

Bad Weather Closings

In the event UWM cancels classes due to bad weather, STS sites will remain open. The library will be open for normal operating hours and other sites will be open from 8 am to 5 pm, as long as the university is open for business. If the university offices are closed, the sites will be closed as well.

To find out if classes are canceled or if the university offices are open, call the Snow Emergency Hotline: 229-4444. Closings are announced on the hotline no later than 6:45 am that day.

Medical Emergencies

In the event of an at work medical emergency of any kind, immediately call 9911. Do not attempt to move the person or administer medical assistance unless you are certified in emergency medical practices.

Breaks and Lunches

- For each continuous four-hour shift you work, you get a 15-minute paid break.

- When working a continuous six-hour shift, you may take a 30-minute **non-paid** lunch. (If anyone is interested in this option, you must contact your supervisor first.)

- Breaks cannot be combined to give you a half hour and they cannot be carried over to the next day.

- Breaks cannot be taken before the first completed hour of your shift or during the final hour of your shift.

- There are designated break areas for STS employees:
    - Library: Library lounge
    - EMS: student lounge right outside the lab
    - SBA, Union, Bolton: quick access to break facilities in the Union
    - Data Center: EMS EB78
    - All other STS work areas: Ask Supervisor about designated break areas.

STS Disciplinary Policy

The STS Disciplinary Policy provides standardized procedures for common problems. It is enforced upon violation of STS Work Rules (p. 6) or of any defined attendance issues listed below.

STS employees and supervisors should feel comfortable in the decision-making process with regard to sensitive issues. This work practice policy should alleviate STS employee fear of illegitimate termination and will lead to a more open and communicative work environment.

Tardiness

- An official tardy occurs when an STS employee is more than five minutes late to a shift.

- An STS employee may be tardy twice in a semester before facing any repercussion. An automatic written warning is issued after three tardies. STS Human Resources will schedule a meeting with the employee and his or her supervisor.

- STS supervisors record how many minutes an employee was late by sending an e-mail message to *stshr* or by typing *hrreport* at the alpha prompt.

Excused Absences

- An excused absence is granted if one of the following occurs:

  1. An STS supervisor has been notified 24 hours in advance that an STS employee cannot make a shift for an excused reason, such as an appointment with a doctor, a funeral, sickness, or a similarly grave situation.

  2. In the event of an emergency in which an STS employee will be late or cannot make his or her shift, the STS supervisor or I&MT manager must be notified as soon as possible.

  3. During an emergency, if an STS employee is unable to directly speak to his or her supervisor or I&MT manager, he or she may leave a voice mail message or an e-mail marked "**IMPORTANT.**"

- STS employees are allowed two excused absences per semester. If a pattern of excessive absences occur per semester, at the discretion of the supervisor, a written warning can be issued and/or a meeting can be scheduled with the STS employee, his or her supervisor and the STS Human Resources Coordinator.

Unexcused Absences

- All absences after the second excused absence are considered unexcused, except in cases of extreme emergency.

- Absences that do not meet the criteria of an excused absence are designated as unexcused, even though some advance notice may have been given to the STS supervisor.

- Unexcused absences are not tolerated and will be dealt with accordingly.

No Shows

- A no show occurs when an STS employee misses a shift and makes no attempt to notify his or her STS supervisor.

- No shows are treated more severely than unexcused absences. Termination is to be expected after two no shows, even if they occur in different semesters.

Discipline

A written warning is issued by STS Human Resources when a supervisor advises it. Notice is sent to the STS employee to schedule a meeting with the Human Resources Coordinator, the STS supervisor, and/or the I&MT manager. An STS employee's entire record is discussed. Potential consequences as a result of this type of meeting can include suspension or termination. Written warnings are recorded in the STS employee's permanent personnel file.

Sexual Harassment

Sexual harassment is prohibited by UWM. Behavior between or among members of the university community which creates a hostile, intimidating, or otherwise unacceptable working environment will not be tolerated. Sexual harassment is defined as:

- Unwelcome sexual advances,

- Requests for sexual favors, and/or

- Other verbal or physical conduct of a sexual nature when:

    1. Submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment or status in a course or program, or activity;

    2. Submission to or rejection of such conduct is used as a basis for an employment or education decision affecting an individual;

    3. Such conduct has the purpose or effect of substantially interfering with an individual's work or education performance or of creating an intimidating, hostile, or offensive environment for working or learning.

Prohibited behavior includes physical contact, verbal abuse, gestures and/or written messages.

Verbal Behavior

- Continuous idle chatter of a sexual nature;

- Sexual slurs, innuendoes and other comments about a person's clothing, body and/or sexual activities;

- Lewd remarks or suggestive sounds, such as whistling, wolf calls or kissing sounds;

- Implied or overt threats if sexual attention is not given;

- Repeated unsolicited propositions for dates and/or sexual intercourse.

Physical Behavior

- Unwanted physical contact, such as patting, pinching, stroking or brushing up against the body;

- Attempted or actual kissing or fondling;

- Physical assaults;

- Coerced sexual intercourse;

- Rape.

Gestures

- Sexual looks, such as leering or ogling with suggestive overtones;

- Continuous and unwelcome flirting.

Grievances of sexual harassment should be reported immediately to your STS supervisor or I&MT manager. If this is not possible, report the incident to STS Human Resources. All infractions of this nature are given serious consideration and could lead to immediate dismissal.

Grievances and appeals will be processed according to legislative guidelines.

Training Policy

All STS employees are given an orientation to I&MT and to the particular department to which they have been assigned.

In addition to taking advantage of career building opportunities while employed with STS, every student is expected to expand upon his or her technical skills and interpersonal development. A strong emphasis in STS is placed upon skills training and preparing STS employees for a professional career upon graduation from UWM.

To accomplish this, STS has implemented a training policy as a condition of employment. This policy mandates that every STS employee complete at least **three** training classes per semester of employment.

A training curriculum, which consists of workshops and classes, will be made available at various times throughout the calendar year. This is an accelerated, self-paced, seamless curriculum that offers technology skills and interpersonal skills that will benefit you as you begin to move through the STS job levels.

Each STS job level will offer some required and some elective skill building. Additional job-specific training may be needed to effectively meet the requirements of the particular position you are assigned within the STS organization. These needs will be assessed with you during the employee performance evaluation conducted mid-semester.

It is the responsibility of each STS employee to meet semesterly training requirements. If you are unsure about your relevant training needs, please consult with your STS supervisor or I&MT manager.

STS employees are paid for training participation. Training hours must be written on a separate timecard and submitted to the Peer Training office in Bolton Hall Room 229F. Training hours are paid according to the same bi-weekly payroll schedule as regular work hours.

Payroll

Responsibilities of the Payroll Office

The UWM Payroll Office produces paychecks from reported work time for each STS employee on a bi-weekly basis.

Refer to the Student Bi-weekly Payroll Schedule for 1999 on p. 17.

Responsibilities of the STS Employee

STS employees must complete and submit a blue timecard every other Thursday. In the event of a holiday, changes in timecard due dates will be posted over the STS reflector. The timecard should be submitted to your designated STS supervisor or I&MT manager.

Accuracy in reporting time is essential for proper and timely payment. All timecards are verified by supervisory personnel. Remember to use a separate timecard for all training hours. (See Training Policy on p. 15.)

Complete the timecard as indicated below.

CHECK THE MATH!

Card must be **signed** and **dated**

Leave this **blank** for processing

STUDENT BI-WEEKLY PAYROLL 1999

MONTH	PAYROLL PERIOD		PAY DATE
JAN. A	12/27/98	- 01/09/99	01/22/99
JAN. B	01/10/99	- 01/23/99	02/05/99
FEB. A	01/24/99	- 02/06/99	02/19/99
FEB. B	02/07/99	- 02/20/99	03/05/99
MAR. A	02/21/99	- 03/06/99	03/19/99
MAR. B	03/07/99	- 03/20/99	04/02/99
APR. A	03/21/99	- 04/03/99	04/16/99
APR. B	04/04/99	- 04/17/99	04/30/99
MAY A	04/18/99	- 05/01/99	05/14/99
MAY B	05/02/99	- 05/15/99	05/28/99
MAY C	05/16/99	- 05/29/99	06/11/99
JUNE A	05/30/99	- 06/12/99	06/25/99
JUNE B	06/13/99	- 06/26/99	07/09/99

99 FISCAL YEAR ENDS

MONTH	PAYROLL PERIOD		PAY DATE
JULY A	06/27/99	- 07/10/99	07/23/99
JULY B	07/11/99	- 07/24/99	08/06/99
AUG. A	07/25/99	- 08/07/99	08/20/99
AUG. B	08/08/99	- 08/21/99	09/03/99
SEPT. A	08/22/99	- 09/04/99	09/17/99
SEPT. B	09/05/99	- 09/18/99	10/01/99
OCT. A	09/19/99	- 10/02/99	10/15/99
OCT. B	10/03/99	- 10/16/99	10/29/99
OCT. C	10/17/99	- 10/30/99	11/12/99
NOV. A	10/31/99	- 11/13/99	11/26/99
NOV. B	11/14/99	- 11/27/99	12/10/99
DEC. A	11/28/99	- 12/11/99	12/23/99
DEC. B	12/12/99	- 12/25/99	01/07/2000

- Direct deposit is available upon request.
- Payroll check pick-up is at the Cashier's Office in Mitchell Hall, Room 285.

UWM Campus Resources

Included in the STS Employee Handbook is a sampling of UWM campus resources available to all students and staff at UWM. This is only a sampling and does not completely reflect all the resources available at UWM. STS supports these programs and recommends employees utilize them.

From time to time, informational material on recommended campus resources will be made available in the STS Human Resources office, Bolton Hall Room 210. These can be included in the STS Employee Handbook.

UNIVERSITY OF WISCONSIN MILWAUKEE

English as a Second Language Programs

<u>MEMORANDUM</u>   October 27, 1998 **UWM**

To: Any UWM Student Whose Native Language is Not English

From: Jean Mileham, ESL Writing Coordinator
              Phone: (414) 229-6180   **FAX:** (414) 229-6258
              Office: 678 Curtin Hall   **E-mail:** jeanmile@uwm.edu
              Credit ESL Home Page: http://www.uwm.edu:80/Dept/ESL/credit/

Re: Developmental English as a Second Language Courses

- **Are you a UWM student?**
- **Did you learn to use English AFTER you already knew how to use your native or first language?**
- **Do you wish your ability to use English were as strong as your ability to use your native language?**

  If you answered YES to ALL these questions, you will want to learn more about the developmental English as a Second Language courses offered at UWM. So, read on.

What?   These courses help you **improve your English reading, writing, discussion and presentation skills.** They will
             * **INCREASE** your **ability to understand and use vocabulary and sentence structures** found in university level academic English,
             * **DEVELOP** your **analytical reading and critical thinking skills,**
             * **PRACTICE** your **discussion and oral presentation skills, and**
             * **STRENGTHEN** your **awareness of writing styles expected at this university** and of their difference from writing styles that may be more familiar to you.

Why?   With stronger English skills, you will find it easier **to succeed in all the courses you take at UWM.** In addition, these courses allow you **to qualify for English 102.** Furthermore, the courses prepare you **to compete successfully in 102 and satisfy the UWM undergraduate English requirement.**

Who?   These courses are available to **any UWM student whose native language is not English.** If you have already taken the EPT (English <u>P</u>lacement <u>T</u>est) and placed into English 090 or 095, it would be wise for you to take the PIC Test. A PIC Test score at Level 2 or above qualifies you to register in a for-credit ESL course in place of the non-credit English 090 or 095.

How?   **To take the PIC Test, you need to register IN ADVANCE with the Testing Office in the basement of Mellencamp Hall, Room B-28 or at 229-4689.** (Upcoming PIC Test dates and times appear on the reverse of this sheet.) On the day of the test, you must arrive at least 15 MINUTES BEFORE the scheduled start of the test, and you will be required to present TWO PICTURE IDs to be admitted for testing. **Please refer to the back of this sheet for information about using your PIC score to register for the appropriate ESL course.**

Developmental English as a Second Language Courses and the PIC Test

Questions and Answers

Q: *When can I take the PIC Test?*

A: **Upcoming PIC Test dates/times for continuing UWM students are listed below.** Remember to comply with all Testing Office rules:
1) BEFORE the day of the test, MAKE A RESERVATION by calling Testing at 229-4689.
2) On the test day, ARRIVE in B-28 Mellencamp Hall AT LEAST 15 MINUTES EARLY.
3) On the test day, BRING WITH YOU TWO PICTURE IDs for admission to the test.

Day	Month	Date	Start Time (Arrive 15 minutes before this time.)
Friday	November	6th	1:30 p.m.
Monday	November	9th	1:00 p.m.
Tuesday	November	10th	10:30 a.m.
Friday	November	13th	12:30 p.m.
Wednesday	November	18th	2:30 p.m.
Thursday	November	19th	2:00 p.m.
Friday	November	20th	10:30 a.m.
Wednesday	December	2nd	2:30 p.m.
Wednesday	December	9th	2:30 p.m.
Wednesday	December	16th	2:30 p.m.
Monday	January	4th	10:30 p.m.
Friday	January	8th	12:30 p.m.
Monday	January	11th	11:00 a.m.
Tuesday	January	12th	2:00 p.m.
Wednesday	January	13th	2:30 p.m.
Thursday	January	14th	10:30 a.m.
Saturday	January	16th	10:00 a.m.
Tuesday	January	19th	10:30 a.m.
Wednesday	January	20th	1:00 p.m.
Thursday	January	21st	2:00 p.m.
Friday	January	22nd	10:30 a.m.
Wednesday	January	27th	10:30 a.m.
Thursday	January	28th	2:30 p.m.
Monday	February	1st	5:00 p.m.
Tuesday	February	2nd	11:00 a.m.
Wednesday	February	3rd	2:30 p.m.
Wednesday	March	10th	2:30 p.m.

Q: *How many courses should I plan to take, and which course should I take first?*

A: **How many courses you take depends** on *your current English skills, *your language learning ability, and *the effort you put into improving. **The PIC Test score determines which course you should register for first.** You can estimate how many semesters of ESL coursework you may need.

Generally, if your PIC Test score is

--**at Level 4** **you can expect one semester** of ESL preparation for English 102:
    1st semester   Register in **352-118** (any section).

--**at Level 3** **you can expect two semesters** of ESL preparation for English 102:
    1st semester   Register in **352-117** (section 002 or 003)
    2nd semester   Register in **352-118** (any section).

--at Level 2B you can expect two semesters of ESL preparation for English 102:
      1st semester   Register in **both** 352-116-001 **and** 352-117-001
      2nd semester   Register in 352-118 (any section).
--at Level 2A you can expect three semesters ESL preparation for English 102:
      1st semester   Register in 352-116 (section 002 or 003)
      2nd semester   Register in 352-117 (section 002 or 003)
      3rd semester   Register in 352-118 (any section).
--at Level 1 you can expect three semesters ESL preparation for English 102:
      1st semester   Register in **both** 352-096-001 **and** 352-115-001
      2nd semester   Register in **both** 352-116-001 **and** 352-117-001
      3rd semester   Register in 352-118 (any section).

Q: *What can you tell me about each of these courses?*
A: **Below are brief course descriptions.**

Course Descriptions for the Developmental English as a Second Language Sequence

352-096   **Fundamentals of Reading and Writing in English as a Second Language.**
Sustained reading of narrative, descriptive, reflective, and analytical materials and regular writing practice for acquisition of English sentence structures and vocabulary. For non-native speakers of English. **Hours and Credits: 6 hours** per week. Fee assessed for **6 non-credits.**

352-115   **Basic Writing in English as a Second Language.**
Extended analytical reading and introduction to the conventions of expository writing; reinforces the structural elements of the English language. For non-native speakers of English. **Hours and Credits: 3 hours** per week. **3 credits.**

352-116   **Introduction to College Writing in English as a Second Language.**
Analytical reading and extensive practice of the processes and basic rhetorical concepts of undergraduate expository writing. Review of English sentence structure, usage, and punctuation. For non-native speakers of English. **Hours and Credits: 3 hours** per week. **3 credits.**

352-117   **College Writing in English as a Second Language.**
Emphasis on skills needed for longer essays. The writing process, principles of organization, and development of rhetorical styles. For non-native speakers of English. **Hours and Credits: 3 hours** per week. **3 credits.**

352-118   **Writing Argumentation in English as a Second Language.**
Writing effective argumentative essays using academic reading, personal experience, and library research. Includes extensive reading. For non-native speakers of English. **Hours and Credits: 3 hours** per week. **3 credits.**

Q: *Who can give me more information and answer additional questions?*
A: **For more information,** feel free to **call Jean Mileham at (414) 229-6180,** visit her office in **678 Curtin Hall,** send e-mail to <jeanmile@uwm.edu>, or address your **FAX to Jean Mileham, ESL Writing Coordinator, at (414) 229-6258.**

Appendix A:　　　Directory

I&MT Managers

Name	Functional Area	Location	Extension	Log-in
Norb Bybee	Help Desk	Bolton 218	4270	bybee
Frank Campenni	Video & Multi-Media Prod.	Cun B189	5148	campenni
Dan Chew	Classroom Support	Bolton 218	5480	chew
Gabriel Chido	Printing Services	Kenilworth 2	4055	gabe
David Crass	Network Services	Cun B187	6383	davidc
Lana Dyer	Creative Services	Bolton 574A	4702	lana
Dean Holschbach	Data Center	EMS EB74	6425	dean
Jeff Lange	Network Services	Cun B114	6938	lange
Margaret Kennedy	CCL Manager	Bolton 210	6635	mnk
Alan Magayne-Roshak	Photo Services	Mitchell B70	4282	amr3
Chris Marshall	Learning Technologies	Bolton 552	5476	cm
Sue McKay	Visual Design	Bolton 510	2408	smckay
Jon Polek	Media Equipment	Bolton 238	5527	jjp
Joey Russell	Printing Admin. Support	Kenilworth 2	5870	jr
Vickie Schuh	Technical Solutions	North 190	4043	vlc
Tony Shulist	Desktop Support	Bolton 214	4001	tony
Tricia Smith	Client Skills Development	Bolton 229E	5140	tricia
Tom Tomter	TV Engineering	Cun B175	5471	tomter
Marge Waala	Applications Development	North 163	3707	mwaala

STS Personnel

Name	Functional Area	Location	Extension	Log-in
Regina Bard	Peer Training	Bolton 229F	2423	regina
Lou Ann Bohn	Public Relations	Bolton 229F	2423	lbohn
Jakob Eisen	Web Maintenance	Bolton 5		myonu
Petra Esterle	Shortcourse	Bolton 229F	5395	petra
Tara Hoagland	Data Center	EMS EB65	1122	tara7285
Manjula Dammanna	Classroom Support	Bolton 238	2382	dammanna
Lorie Kieffer	Human Resources	Bolton 210	4681	lkieffer
Dan Poulsen	Desktop	Bolton 241	6487	bpoulsen
Aamir Qazi	Help Desk	Bolton 225	2842	qazi
Noah Rosenberg	CCL Supervisor	Bolton 227	3782	integral
Patricia Singer	STS Manager	Bolton 229F	2423	patricia

Campus Computer Lab Supervisors   Bolton 227   3782

Name	Functional Area	Extension	Log-in
Petra Esterle	Bolton Lab	6151	petra
Zach Karpinski	EMS Lab	2239	zachkarp
Wade Janecek	Library 1 Lab	2266	wadej
Matt Carroll	Library 2 Lab	6418	mmc2
Regan Kwiatkowski	Mitchell Lab	4957	cheshire
Harp Dulai	SBA Lab	2510	harp
Jason Vandyke	Sandburg LLC	5343	
Nina Rosenberg	Union Lab	6025	ndr

Appendix B

Organization Chart

Appendix C

I&MT Campus Computer User Policy and Guidelines

Information and Media Technologies (I&MT) maintains the academic computing labs at UWM for the purpose of supporting the educational, research, and service missions of the university. Users are invited to use the resources for incidental personal use, while bearing in mind that we endeavor to maximize the available resources for their primary purpose within financial constraints and legal commitments of our governing bodies.

The following statements are intended to contribute to an amicable and ethical working environment for staff and users alike. People who exhibit poor judgment may have their access to resources suspended or curtailed.

- Use of the university campus computer network and resources is a privilege. Only UWM students, faculty and staff members are authorized to use UWM computers and campus computer labs.

- Each individual is responsible for keeping the confidentiality of his or her own password and may not share accounts with others, within or outside of the campus community.

- Individuals are responsible for:
  - refraining from harassing other users with threatening e-mail,
  - attempting to steal passwords, and
  - attempting to corrupt files.

- Communications that violate Wisconsin, federal or international laws are unacceptable.

- Individuals are prohibited from exhibiting any behavior that may interfere with the work of other users or with their ability to make effective use of the network.

- Campus Computer Lab Consultants, as employees of I&MT/STS and the campus, are delegated with the responsibility and authority to maintain a constructive educational atmosphere in the labs.

- When patrons are waiting in a campus computer lab, I&MT/STS will impose a one hour time limit on the use of a workstation. A consultant may ask a patron to vacate the workstation for someone who is waiting, or to move to another location. If the patron does not comply, the consultant will immediately refer the case to a higher authority.

The following guidelines enable the UWM community to get the most out of limited resources.

- Do not keep unnecessary files, carelessly execute intensive programs, or generate excessive printer output or electronic mail.

- Selected game playing is permitted as an instructional exercise. However, game playing is considered wasteful if it is dominating resources needed by other users. The system is tuned to restrict game playing as workload increases.

- The only software programs allowed are those installed and regulated by I&MT.

- As a courtesy to other people using the network, do not transfer large amounts of data between computing systems during daytime hours. Transfers of large files during the day severely degrade the performance of the network.

- Do not mail chain letters to other people. If you receive one from off campus, delete it. If it was sent to you from someone at UWM, forward the message to "help" for administrative action.

- Do not post messages to large numbers of news groups. Do not post chain letters or money-making schemes to any news groups.

- Do not run robot programs for use with chat programs or muds.

- Do not write, talk or send e-mail to people you do not know or have a legitimate reason to contact. Asking them if they want to chat is not a legitimate reason to contact someone you do not already know.

- Do not attempt to forge mail messages, news postings or otherwise represent yourself as someone else.

The above statements are not meant to be exhaustive. Until an issue is resolved, questionable use should be considered unacceptable.

Remember: All university records, including electronic files and e-mail, may be subject to disclosure under the Wisconsin Public Records Law. The network should not be considered a secure network and should not be relied on for the transmission of confidential or sensitive data.

STS Student Employee Agreement

I have read the STS Student Handbook and I agree to abide by the guidelines and policies set forth therein.

Additionally, I realize that I have a right to build a meaningful record of achievement for recommendations to future employers and can expect merit raises and regular work performance evaluations over my time as a student employee with STS.

I understand that failure to abide by these policies may, depending on the infraction, result in a poor evaluation and/or immediate termination.

_____   _____
Name (Please Print)   Signature

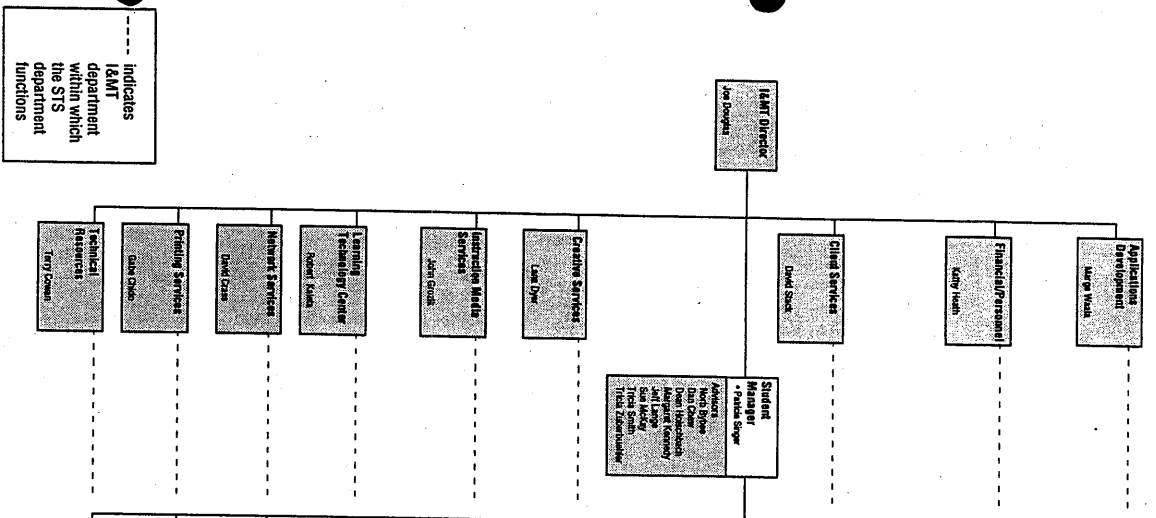_____
Date

_____   _____
Supervisor (Please Print)   Signature

_____
Date

Return this form to STS Human Resources Coordinator, Bolton Hall Room #210.

Information & Media Technologies — Student Technology Services

March 1999

I&MT Student Technology Services (STS logo)

Legend

- - - - - indicates I&MT department within which the STS department functions

▓ I&MT staff mentor/supervisor

I&MT Director — Joe Douglas

Departments

- Applications Development — Marge Webb
- Financial/Personnel — Kathy Hash
- Client Services — David Stack
- Creative Services — Lisa Dyer
- Instructional Media Services — John Groulx
- Learning Technology Center — Robert Kvavik
- Network Services — David Cross
- Printing Services — Gene Chalk
- Technical Resources — Terry Cowan

Applications Development — Marge Webb

- Programming Development
  - Thelma Lubkin (LTE)
  - Programmer
    - Zack Karpinski
    - Matt Horne
    - Mike Ash

Administrative Support — Marge Webb

- Database Administrator — Vacant
  - HR Supervisor: Lorla Kohler
  - HR Asst. Supervisor: Nina Rosenberg
  - Telephone Billing Asst.: Nicole Morris
  - (Norma Evert / Tony Quistorro / Sandra Lind)

Client Services — David Stack

- Student Manager — Patricia Singer
  - Advisors: Nick Bylow, Dan Choe, Dave Steinback, Margaret Kennedy, Jamel Ireland, Jeff Lange, Gia McKay, Tricia Smith, Tricia Zuberbuehler

Campus Computer Labs — Noah Rosenberg (KCL Supervisor)

Help Desk — Aamir Oad
- Support Staff: Chris Burg, Billy Cummings, Dave Clay, Brandon Brunson, Dawn Green, Szabolcs Erdely
- Asst. Supervisor: Aaron Horwath, Vishal Patel
- Support Staff: Ragan Kwidzinowski, Mike Copeland, Justin Seipel, Brandon Brunson, Sujal Bahamwala, Serpey Tatissev, Brian Ketsche

Desktop — Dan Prudan

Training
- Peer Training — Regina Bard (Peer Training Supervisor)
  - Peer Trainers: Lou Ann Bohn, Brandon Brunson, Michele Azib, Allison Mackay, Smriti Sharma, Shivani Turner
- Asst. Supervisor: Michelle Fritzka
- Shortcourses — Petra Esterle (Supervisor)
- Registration Specialist: Shivani Turner
- Learning Technologies — John Beecher (Technology Assistant)

Library 2nd Floor — Mathew Carroll (Supervisor)
- Asst. Supervisor: Vacant
- Consultants: Eric Balzer, Travis Quella, Andrew Schiller, Jennifer Ziebol

EMS — Zach Karpinski (Supervisor)
- Consultants: Long Dinh, Frances Louise, Pete Pramata, Travis Quella, Andrew Schiller, Jennifer Ziebol

Library 1st Floor — Wade Jancek (Supervisor)
- Asst. Supervisor: Vacant
- Consultants: Mohammed Long, Anne Fitzgerald, Said Fomi, Hyoung Kim, James Schwecker, Ben Shaw, Rob Saepudro

Mitchell Hall — Ragan Kwidzinowski (Supervisor)
- Consultants: Allison Mackay, Michael Wojtalak, Haven Langhout

LLC (Sandburg) — Jason Vandyke (Supervisor)
- Asst. Supervisor: Karl Koch
- Consultants: Brianna Anderson, Erick Balzer, Leah Bonvat, Dave Clay, Leah Duckart

Union — Regan Kwidzinowski (Supervisor)
- Asst. Supervisor: Beth Feldkamt
- Consultants: Allyssa Bale, Tadas Blada, Alex Stabtzebovich, Sutton Kabat, Kevin Wilson

Instructional Media Services — John Groulx

Classroom Assignments — Michael Copeland
- Classroom Assignments Asst.

Classroom Support — MohJata Dammanna (Supervisor)
- Support Technicians: Saif Abdulrad, Frank Prah, Tao Yin, Eric Werner

AV Equipment Distribution — Audio-Visual Field Worker
- Jack Barnum, Kalmein Doboo, Chad Hanke, Kevin Jakella, Dan Kliteka, Boyd Lescher, Robert Pardahn, Peter Selpo, Frank Prah

Video & Multimedia Production
- TV/Engineering Technician: Steve Zimmerman
- Support Staff: Erin McCann, Kevin Wilson, Robin Liskell, Brad Boreczkewicz, Jennifer Lord, Chris Fulcher, Joy Carlo

Photographic Services — Lou Ann Bohn (Public Relations Supervisor)

Public Relations

Creative Services — Lisa Dyer

Visual Design Services — Vacant (Graphic Artist)

Web Maintenance/Design — David Clay (Web Specialist), Vacant

Network Services — David Cross

Network Operations — Brian Nelson, Kalyan Musunuru, Tao Yin, Kristel Stramiska, Course Book Fulfillment, Tony Necd

Network Staff — Support Staff: Alm To

Telephone Services — Kosa Yang (Receptionist)

Printing Administrative Support — Joey Russell (Database Programmer)
- Data Entry Specialist: Laurel Turner

Technical Resources — Vicki Schulh

Technical Solutions
- Tech. Resources Web Specialist: Jason Piyke
- Tech. Resources PC Specialist: Matthew Carroll

Data Center — Tara Hoagland (Supervisor)
- Jill Warntus, Brad Ralph, Patrick Knipping

UWK System Operator / Switchboard Operator, Courier (students perform all 3 jobs):
Zach Hootin, Michael Hrobicki, Allison Floyd, Anna Bales, Andrew Schiller, Jack Barnum, Justin Dyson' only, Romney Parehani' only, Howard Towne' only, Erica Copeland

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Center Support — Vacant
- Support Staff

Charlene Douglas

Roy Badger

Student Employee Organization

- T.V. Engineering
- Printing Services
- Visual Design
- Video/ Multimedia Productions
- Classroom Support
- DOCE
- LAN
- Data Center
- Office Staff
- Help Desk
- Training
- CCL
- Technical Solutions
- Publications
- Server Support
- Installation
- Administration Applications
- Network Design
- Applications Development
- Telephone
- Photography
- Desktop

STUDENT TECHNOLOGY SERVICES has been recognized by the local media for its unique melding of technology training and resume-building employment opportunities available to UW-Milwaukee students.

WTMJ-TV CHANNEL 4 of Milwaukee featured STS in its **"POSITIVELY MILWAUKEE"** segment on March 6, 1999. **BILL TAYLOR**, long-time reporter and anchor for WTMJ-4, spent an afternoon with STS employees filming them at work and learning why the STS program is critical for developing Information Technology workers for Wisconsin's job market.

WUWM (FM 89.7), the local National Public Radio affiliate, aired an interview with Joe Douglas, Director of I&MT, on its **"AT TEN"** show March 23, 1999. Joe discussed the uniqueness and the success of the STS organization with **DAVE EDWARDS**, General Manager of WUWM. Listeners learned that, upon graduation, STS employees are uniquely qualified to move into jobs that will satisfy the technology needs of Wisconsin's business community.

Lou Ann Bohn
STS Public Relations Supervisor
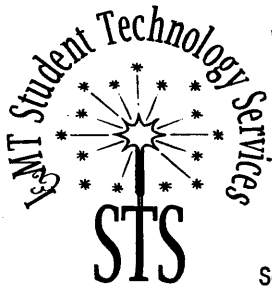
Student Technology Services:
Training for the future

With the new Student Technology Services (STS) organization up and running, one of the first orders of business was instituting a comprehensive training program for STS staff. This organization within I&MT has the empowerment of student employees as its main mission. To better accomplish this goal, a three-level training program was designed. The first series of courses were held during the summer.

Employment in STS is automatic for all I&MT student employees. The program provides the students with opportunities to supplement their educational experience at UWM with technical and managerial training that will be directly transferable when they graduate. I&MT Director Joe Douglas is solidly behind the STS program, and has modeled I&MT's program after similar successful initiatives he was involved with at Washington State University prior to his coming to UWM.

The first level of STS training, for persons having little experience, consists of entry level technology topics and "soft skills" such as customer service. The second level of training, for students with at least one semester of work at I&MT, covers intermediate topics. Level three training covers advanced topics and focuses on specific job areas, such as Help Desk, Classroom Support, Desktop Support or working in the Campus Computer Labs (CCLs).

STS is also working on a process that determines where an employee should be placed for training, and proceed to a higher, and perhaps more meaningful, level of training if necessary. Patricia Singer, STS Consultant and Peer Trainer, explained how this was being done.

"We're working on some kind of certification so that people can test out of some levels if they know the basics," Singer explained, "and if so, they can start at the intermediate level. Right now we're sorting people out to see where their skills are and see what kind of remediation they may need."

Involvement of I&MT's permanent staff has been critical for the level three training, and Singer mentioned how their support has helped make this part of the training very successful. "For the most part, everyone that I've worked with from the permanent staff has been very helpful," said Singer. "Some of the full time staff have volunteered to teach some of the level three training classes, which is very

Student Technology Services (STS) lab supervisors: (seated, left to right) Tom Barney, Noah Rosenberg, (standing, left to right) Petra Esterle, Jason Pipes and Nina Rosenberg.

helpful because there aren't many students that have that much knowledge of particular subjects. I don't think anyone in STS has had any bad experiences in getting help of answers from the permanent staff."

Within the training itself, a variety of techniques have been utilized, and evaluation of the training has been done by facilitators and other staff members. First and second level training also included some "soft skills" training, where the focus was on interacting with a diverse population in a variety of situations. Bob Gleason, of the Revere Group, conducted several workshops for STS staff, and instructed participants in leadership skills and in how to train others. The connections between work and personal life were also explored, and participants came away with a better sense of how one's work and one's personal life can be balanced together.

"There was a lot of use of the 'fishbowl technique' in the training classes," Singer explained, "where a fishbowl was brought in that was full of written questions and sample problems. We had everyone work in groups to solve these questions. Even if one person didn't know the answer, it could still be a learning experience for everyone else, with others joining in to help with the question."

Reactions to the training program by participants have also been positive. Not only does this program provide payment to students while they are receiving training, it helps them develop the skills and confidence they will need to do their jobs while at I&MT and when they graduate.

"It's a great opportunity to be paid while learning," Singer stated. "I think that a lot of people have felt that the training has helped them in their jobs. People may feel pressured on the job when they don't know the answer to questions that they're asked. They don't want to feel that way, so the training helps them feel more comfortable on the job."

"I've talked to a number of people who are taking training now and will start consulting in the fall," Singer continued. "They really appreciate the training because they get a sense of where they should be and what they should know before they are expected to be on their own on the job." ■
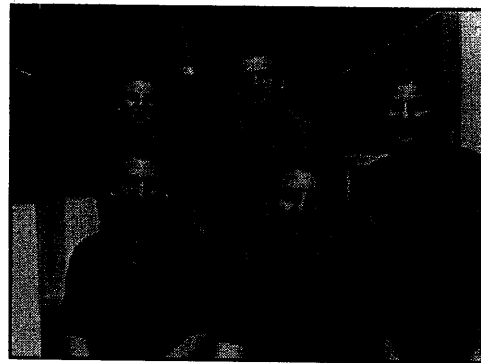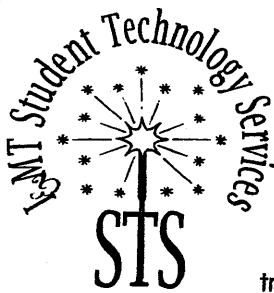
Student Technology Services:
New lab projects keep STS busy

After a summer spent on intense training, the Student Technology Services (STS) unit of I&MT focused on several new projects for the fall. Two new labs were opened: a general access Campus Computer Lab (CCL) in Mitchell 353 and an email only lab in Bolton 172, the Union CCL was upgraded, the STS Web page debuted, and a new authentication scheme providing easier access to the CCLs was instituted.

STS Public Relations Coordinator Petra Esterle and Lead CCL Supervisor Noah Rosenberg recently outlined the new additions to the campus computing resources. The new Mitchell CCL has 16 workstations, all Power Macintosh computers featuring 300-megahertz processors. Many of the computers have video editing capabilities, and future additions call for full size music editing keyboards as well. Software specialties at this lab include Quark Xpress, a high-end page layout program, and Adobe Premier, a popular video editing application. The lab also carries the full complement of basic software packages that are available at all CCLs. Although the primary focus for this new lab is on the School of the Arts students, it's open to any student.

The email only facility is in the Enrollment Services computer lab in Bolton 172. This lab is available for students to use to check email during the times when the registration process is not active. While Bolton 172 isn't the place to camp out to work on papers or Internet research, it does provide several additional workstations for a quick check of email or class listservs in a convenient location.

While these new developments were taking place, the Union CCL received a welcomed upgrade. The electrical wiring, left relatively untouched since the opening of the Union addition in 1972, was upgraded to current standards and should provide consistent, trouble-free power for new and existing computer hardware.

UWM students are now able to contact STS directly with problems, complaints or concerns much more

Students work on computers in the newly upgraded CCL in the UWM Union.

easily now that the STS Web page is up (see picture, next page). Located at www.uwm.edu/IMT/IMTStud.html, or accessible as a link from the I&MT homepage (www.uwm.edu/IMT), students can find out a specific CCL's location and schedule of hours, lab procedures, software availability, or fill out an application for employment with STS. There's also an electronic comment form for registering problems or complaints students may have had while using the CCLs.

"Students can submit a comment or question and get a response back if they provide a contact mechanism, such as their email address," Esterle related. "Each individual lab supervisor is in charge of responding to questions or comments concerning their area."

A new authentication scheme provides easier access to the CCLs and eliminates the need for scanning IDs to gain entrance. Instead, you enter your valid Alpha login and password into the individual machine in each CCL. This authentication process also provides a mechanism for having your files "follow you" as you move from lab to lab. Rosenberg explained how this change works.

Part of the authentication process creates a volume (folder), "MyFiles," where you store your documents in progress. MyFiles is a "mapped" volume that is linked to the user. Files in MyFiles follow you from computer to computer, from lab to lab. Rosenberg notes, "This way, you can save your files right on the computer and when you move to another computer, your files will move with you. You don't have to carry a disk around and worry about disk problems. It seems like about 90% of our problems in the labs are disk related problems."

While these hardware and software additions have occupied a good deal of attention from the STS staff, customer service is still a major concern.

"There's a common misconception about the CCLs by some people because they may have experienced poor customer service from some lab consultants in the past," explained Esterle. "This doesn't seem to be a problem now, because we have more staff coverage with each CCL having a supervisor. Usually the supervisor or the assistant supervisor is in the lab at all times, observing what is going on and keeping staff doing what they should be doing. There's more of an emphasis on customer service since Joe Douglas came here and started STS."

This increased emphasis on customer service, combined with increased levels of training and the shifting of responsibility to the STS student employees themselves, has helped make STS into a smoother functioning work team. Rosenberg sees this as an important component in the success of STS.

"By having students run the labs, we're able to push harder," Rosenberg emphasized. "Because students are working with the budget and everybody sees it, student managers are able to work a little harder and everybody wants to give a little more." ■
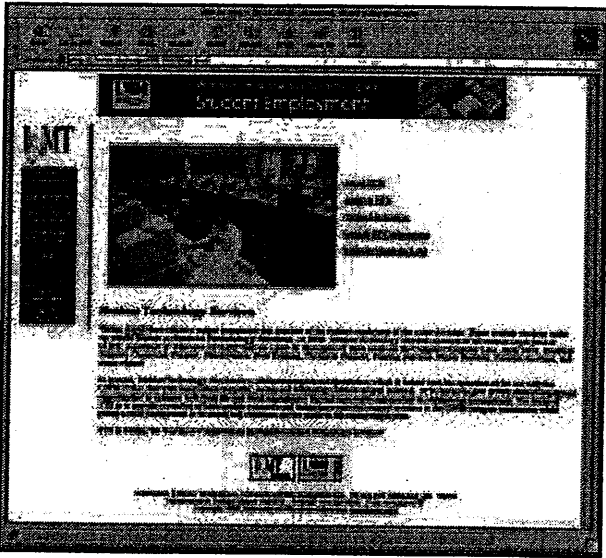
The STS homepage.

I&MT's empowered students

Student empowerment within I&MT is much more than just another popular buzzword, and the attention to student training, growth and development in I&MT stands as a model for the entire campus community. Renewed focus on student recruitment, training and placement has helped make I&MT a preferred choice for UWM students wishing to supplement their knowledge and skill base, not to mention their income, while pursuing their studies.

I&MT Director Joe Douglas has made the empowerment of I&MT's student employees a top priority, and he's brought along with him a highly successful model that was very popular with students at Washington State University (WSU), where Douglas served as Director of Communications. At UWM, the program is open to all I&MT student employees, and offers them an opportunity to supplement their education with technical and managerial training that will be directly transferable when they graduate and go out into the workforce. Douglas took some time recently to outline the features of the student empowerment program in I&MT.

"We're creating the Student Technical Services," Douglas explained, "a new unit within I&MT, with students as managers, supervisors, consultants, technicians, artists and computer and switchboard operators in it. We want this to be an organization with the students in charge delivering services to other students through functional areas, such as the Campus Computer Labs."

"We want to hire students in at the lower levels and provide additional training while they're going to school," Douglas continued, "We want to develop them as professionals, so that by the time they're done with their academic career, they've worked their way up to one of the supervisor positions, and they'll have the technical knowledge, practical experience, supervisor skills and planning skills needed in today's workplace."

The program in I&MT is similar to what Douglas had built at Washington State University. Within I&MT, several permanent staff have been assigned to work as mentors to the student employees in their areas. Margaret Kennedy, Tricia Smith, Tricia Zuberbuehler, Norb Bybee, Dean Holschbach and Dan Chew will be working closely with student employees in their areas to help the students develop and understand what it means to provide services to other people.

"This group of over 120 student employees basically sells a group of services to the other 22,000 students at UWM," Douglas added. "They don't know how to do that when they walk in, so we have to train them, and we have to set them up with things that will help them be successful. The CCLs are one area, the Help Desk, Desktop Support, Computer and Switchboard Operations, and Classroom Support are other areas. We're also talking about training a group of students to go out to departments to do desktop support on site."

The purpose of the student empowerment program is to give student employees the instruction that they need, and then also give them the responsibility and authority to make decisions and provide customer services. Other features of the program include the ability to change their work area each year as opportunities become available through attrition and graduation. By providing I&MT with a trained, committed workforce, the students gain valuable real life work experience, and I&MT gains from lowered personnel costs and a dedicated group of student employees. The program is open to students from any discipline or major program, and Director Douglas emphasized the wide variety of students involved.

"It doesn't matter what their discipline is; we get art students, music students, education students, architecture students and so on," Douglas said. "The key is that the person has some basic interpersonal skills, that they can relate to other people well and that they have some kind of an
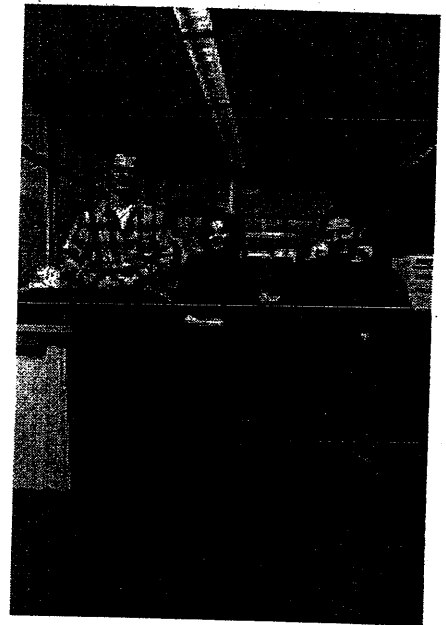
Three current student Lab Supervisors pose for a photo in I&MT's new Bolton Hall Resource Center Lab. Pictured (left to right) are: Ed Hagopian, Asst. Supervisor of Help Desk; Petra Esterle, Supervisor of Bolton Resource Center Lab; and Noah Rosenberg, Supervisor of the Library Campus Computer Lab.

interest in technology, whatever that may be. There's almost no discipline today that doesn't require some knowledge of technology."

Besides invaluable training in managerial and technological skills, students that have been through the program Douglas instituted as WSU also did rather well when looking for jobs after graduation.

"The folks who went through the program, compared to their classmates, got hired first, and they got on average, $5,000 more in starting salaries," Douglas related.

"The program was much older at WSU and had a lot more experience

behind it," continued Douglas. "We had people there who would regularly recruit their friends and family members for the next generation of student employees.

"We need to show the students that there is some sort of long-term gain from this program," Douglas stated. "They have to see that there is some pay-off to stay in the program for a while, and they do, at least in my experience. Students are smart and they understand that there is a huge benefit in being involved in something like this."

The obvious side benefit is the students involved stay in school longer and make much better employee prospects upon graduation. The students, the ultimate employers, and UWM, all benefit from the program. ■
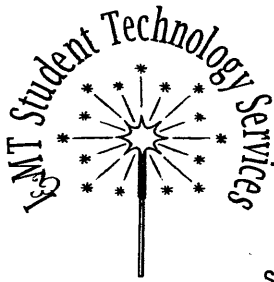
STS implements new staff evalutation process

While I&MT's Student Technology Services (STS) area continues to provide quality service to the UWM community and the necessary training to their staff, they have now turned some of their focus toward evaluating the performance of their staff. Beginning this semester, all STS employees will participate in a new performance evaluation process designed by STS Human Resource Supervisor Lorie Kieffer.

According to Kieffer, the performance evaluation process that she designed has three basic objectives. First, it should provide an opportunity for supervisors and employees to discuss work related issues, second, it should mirror "real world" performance evaluation processes, and third, it should give the employee a chance to express their career objectives. Kieffer feels that the new process will meet all of these objectives.

Kieffer came to UWM this past fall to begin her Masters degree in the Human Resources and Labor Relations program, in addition to serving as the STS Human Resource manager. Kieffer feels that her academic interests will complement her work with STS, and the STS experience will provide her with some marketable experience as well. The design and implementation of the new STS performance evaluation process also ties in with her academic interests and will provide STS with a valuable tool for assessing the best use of personnel as STS continues to grow and evolve.

"The performance evaluation process was redesigned this semester when I put the current form into use," Kieffer explained. "I reviewed what was used in the past, and I didn't think that it was serving the purpose of

bringing STS student leads and their employees together to communicate. The objective of a really strong performance evaluation is to get your supervisors and employees together and talking so that they're both sharing what is happening in the work environment. We want them both communicating and helping to develop the employee to move up within our STS organization. We want STS to be viewed as a career, where there are promotional opportunities and ways to enhance your resume and become a more productive employee to someone who might hire you after graduation."

Lorie Kieffer, STS Human Resources Supervisor

The performance evaluation seeks to evaluate each STS employee in seven critical performance factors: dependability, teamwork, customer satisfaction, initiative, flexibility, interpersonal skills, and technical competence and job knowledge.

Dependability is assessed with regard to meeting commitments and assigned tasks, teamwork is looked at as it relates to the employee's ability to establish and maintain cooperative and productive work relationships with other employees, and customer satisfaction is measured in terms of how an employee responds actively and sensitively to the needs of internal and external customers.

Additionally, an employee's initiative is examined for the ability to originate new ideas or methods to improve the job; flexibility is looked at for the ability to respond to changes in procedure, technology or assign-

ment; and the employee's interpersonal skills are assessed for the ability to show understanding, support and courtesy in interactions with co-workers and customers. Finally, each STS employee's technical competence and job knowledge is also evaluated to ensure that they understand their work environment, their job requirements and the customers needs. STS management staff have an additional criteria that measures their management skills and how closely those skills reflect STS goals and objectives.

"This performance evaluation process that I designed mandates that each supervisor meets with every employee that they supervise," said Kieffer, "so they have an information sharing session where they discuss the employee's career, work performance, any type of training issues and any attendance issues. They also discuss the employee's career development, both in terms of where does the supervisor see this person going and what does the employee have in mind regarding where they may want to go. I've designed the evaluation form to target what I think are critical key areas."

Kieffer recognized the diversity present in STS, in both staff and types of work areas, and took that into account when designing the evaluation process. She designed a form that everyone in STS could use, and provided an opportunity in the performance evaluation for supervisors to customize it for particular situations.

By providing qualifying statements with each performance category, Kieffer feels that any potentially subjective areas can be better explained to both supervisors and employees. These statements provide the supervisors with either a

simple sentence or an example of how each category should be used.

"I tried to structure the evaluation like a real world performance evaluation," Kieffer summarized. "I actually looked at a UWM performance evaluation model and tried to incorporate as much as I could. We really want to give STS employees a real world experience when they are working here and these are the types of things that they're going to encounter in full-time jobs."

"I'm looking forward to a lot of feedback on this process," added Kieffer. "I've spoken to a few of the STS supervisors and asked them what they thought of it. So far, I've gotten a lot of positive feedback. Everyone seems to really like it."

For more information on the STS Performance Evaluation Procedure please contact Lorie Kieffer at *lkieffer@uwm.edu* or call 229-4681.

Tech recruiters looking for hottest prospects

Small-business owners take their search to college campuses

This fall, Paresh Shah and Bob Gemmell, along with a small army of corporate recruiters, will be invading college campuses across the United States searching for rising stars to add to their payrolls.

Shah is vice president of business development at Paresh Shah, Aether Technologies International, LLC, an Owings, Md.-based wireless software and application company. Gemmell is president of Digital Wireless Corp., a manufacturer of wireless data products in Norcross, Va.

What better place to find brilliant minds than at colleges, many of which are laboratories for tomorrow's hot technologies? With colleges turning out talent anxious to land jobs with state-of-the-art companies, recruiters like Shah and Gemmell are eager to get their hands on the best of the best. While it's a seller's market, both recruiters say that finding that special person takes some digging.

Because both companies are small and growing rapidly, their staffs are tiny and the members are handpicked. Not only must new hires be technical wizards, they must also fit into the company's fast-paced culture.

Shah and Gemmell are representative of recruiters from fledgling companies, typically those with less than 100 employees, who are searching for highly motivated candidates driven more by technological curiosity than a fat paycheck.

Shah won't talk to any potential software developer not skilled in C++, Windows NT and object-oriented design. More specifically, Shah says he's looking for a "specific type of mind and attitude anxious to explore new technologies."

"We're looking for people with a macroperspective who can understand the implications of new technology," he explains. In short, the ideal candidate must have what Shah describes as a "vast capacity to learn."

"The wireless industry is changing rapidly," Shah adds. "We operate at the interface of several industries and what we're doing has never been done before. We need people who can function and adapt quickly to ambiguous environments."

Gemmell is going to be hitting technical schools looking for engineering talent, specifically candidates who can write software for embedded applications, which are used in microprocessors.

And, they have to be fast learners who graduated at the top of their class with 1300 SAT scores.

"I'm looking for people who can jump right into complex development projects," he says. "If you have a graduate degree, better yet."

Digital Wireless' top gun isn't about to settle for second-best, either. "This isn't '80s technology," says Gemmell. "This is complicated, hard stuff. We need rocket scientists who can leap over tall buildings in a single bound."

Like most campus recruiters, Gemmell and Shah will be searching for candidates who come as close to perfection as possible.

Both men are looking for common attributes, such as flexibility, the ability to work well in teams and coping with tense, often numbing deadlines and work routines.

Explains Shah, "Small companies need self-starters who can work unsupervised, understand an entire project and tie all its pieces together."

The more work experience you have, the better your chances of being considered. Gemmell says students with co-op, internship and summer job experience are immediately attractive.

"It's not worth it to hire entry-level people with no concrete work experience," says Gemmell.

How to make a great impression? "Do your homework and know something about our industry and company," says Shah. "We don't expect students to be experts, but we do expect high level of enthusiasm about our industry."

If you meet recruiters like Shah and Gemmell, impress them with what you've accomplished rather than what you know. Cite a class project you spearheaded or an actual work experience when you took the lead and delivered impressive results.

Shah says the ideal person can express an interest in the entire business equation. "This is the person who is not only technically competent but interested in the sales and marketing end and meeting the customer's needs."

Salaries? They vary all over the map. Gemmell is starting engineers out in the low- to mid-$40,000 range. With an M.A. degree, you can expect a figure closer to $50,000.

Gemmell advises recent grads anxious to land good jobs to bone up on their writing skills.

"I am stunned at the atrocious writing skills of recent grads," he says. He's talking about resumes and cover letters gorged with poor sentence structure, sloppy phrasing and redundancies. "All it takes is a little discipline and time to write grammatically correct and structurally sound sentences."

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Careers

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HR Managers Survey

- ☑ Communication skills
- ☑ Work experience
- ☑ Technical skills
- ☑ Enthusiasm/desire
- ☑ Education
- ☑ Interview appearance
- ☑ Impressive references

And the survey says . . .

Wisconsin hiring managers reveal what's most important in landing jobs at their companies — and the biggest mistakes job-seekers make in pursuing them.

Communication skills valued by employer

By Terry Higgins
Special to the Journal Sentinel

As we count down to the millennium, it seems as though there has never been a better time to be looking for work.

Be it an entry level, skilled trade or high-tech opportunity, there are jobs to be had and careers to be launched.

To give readers a head start on making the most of these opportunities, Careers conducted a survey of members of Wisconsin's Human Resources Management Association.

While not a scientific sampling, the questionnaire asked the people who do the hiring at large and small companies a number of questions.

For the purpose of analyzing the results, a firm employing fewer than 500 people was considered a small company, while a large company employed 500 or more. Human resources executives from 44 Wisconsin companies responded to the survey.

The questionnaire asked them to rank, in order of importance, seven criteria or skills that are factors in a hiring decision. Those criteria were communication skills, references, enthusiasm, work experience, high-tech skills, interview appearance and resume/cover letter.

It also asked for comments on problems in cover letters and resumes that eliminate prospects from consideration, to list jobs for which they are having the hardest time finding qualified candidates, and for tips to ensure a successful interview.

While the results won't shock anyone, there are some interesting trends, as well as some notable differences between the needs of large and small Wisconsin companies.

To begin with, representatives of both large and small firms cited communication skills as the most important asset a new hire can bring to a company.

Definitions of good communication skills ranged from the ability to interact competently and professionally with clients to the ability to clearly express goals to co-workers.

The criteria at the bottom of the list were the same for both large and small firms.

Education was ranked fifth, interview appearance sixth and references wound up in the seventh and last spot.

Some significant differences, however, showed up in the middle of the rankings.

Small firms listed experience, enthusiasm and technical skills as the second, third and fourth most important criteria in evaluating job seekers. Large firms

listed technical skills as second in importance, followed by experience and enthusiasm.

These differences shouldn't come as a great surprise to those familiar with the needs of small businesses, according to Kurt Thomas, a human resources consultant with the Milwaukee firm P.J. Murphy & Associates.

"You have to remember that in a small firm, a good fit becomes important. People are working together very closely, and you have to have people who can get along. In this market, if someone doesn't like the people he's working with, he's going to leave."

In addition, while a variety of experience is a good thing to bring to a small company, willingness to learn and grow is equally important, said Thomas.

"You talk to people who have advanced to the upper levels in a smaller firm, and often you find that they started out with some pretty basic responsibilities," Thomas said. "Smaller firms are usually very good at recognizing and supporting enthusiastic workers."

On the flip side, the techno-

logical demands at larger companies often require a greater familiarity with computer hardware and software, according to Sheri Stolp, regional human relations manager at GE Medical Systems Inc., Milwaukee.

"Generally speaking, the sophistication of systems is in smaller companies," "The larger firms usually invested heavily in technology and, as a result, need people who can work with systems."

Similarly, larger firms have more people using software and have a need for help desk administrators, maintenance and troubleshooting experts and other computer literate people.

Finding an attractive job is only the first step of a process. The potential candidate must get hired. Unfortunately, it seems as though a number of job seekers are their own worst references.

One universal problem identified by the human resources professionals surveyed: resumes and cover letters that contain misspellings, bad grammar, incorrect punctuation and other correctable ills.

"It's disheartening, but surprising, to hear that this problem is being noticed at different companies of all different sizes," said Robert Swanson, manager of compensation/benefits at Medical Associates Health Centers, which operates clinics throughout southeastern Wisconsin. "I'm not glad about it, but at least I know it's not just us."

Need more proof? Consider the following responses to the survey question that asked, "What are the most common problems with resumes and cover letters that eliminate prospects from consideration?"

■ "False information, spelling errors." (a manufacturer employing approximately 6,000 people)

■ "Spelling, grammar errors." (a 50-person management consulting firm)

■ "Poor spelling and grammar." (a 450-person technology consulting firm)

Why are so many people omitting critical documentation, fatal errors? Ironically, Swanson said he believed it was due in part to over reliance on technology intended to make life easier.

"I think that as a consequence to the information age, people are relying too heavily on technology that they think takes the responsibility out of their hands," he said. "People

Please see SURVEY page

ERWIN GEBHARD/STAFF PHOTOGRAPHER

Robert Swanson, manager of compensation/benefits at Medical Associates Health Centers, called it "disheartening" that most companies find bad spelling and grammar in resumes they receive.

Survey results

The Journal Sentinel, with the assistance of the Human Resources Management Association, questioned Wisconsin human resources directors about a number of staffing issues, including candidates' skills, resumes, cover letters and interviews. Data from the 44 respondents in the non-scientific survey found communication skills were considered most important when compared with technical skills, work experience, references, appearance/neatness in an interview, education, and enthusiasm/desire.

Below is the combined average score for each category in the survey. A ranking as most important counted 1 point, second-most important 2 points, etc. A ranking as least important counted 7 points. The lower the score, the more important the item is considered among the respondents.

Each category carries three scores in the chart below: an average of all 44 respondents; an average of the 24 smaller companies (fewer than 500 employees) that responded; and an average of the 20 larger companies (500 or more employees) that responded. The chart also indicates how many times an item was ranked most important, among the three most important and among the three least important.

Item	Average rank			Times ranked		
	Total	Small	Large	1st	1-3	5-7
Communication skills	2.39	2.18	2.69	14	38	2
Work experience	2.68	2.45	3.00	10	33	5
Technical skills	3.13	3.32	2.88	8	27	9
Enthusiasm/desire	3.34	3.14	3.63	9	22	9
Education	4.58	4.95	4.06	2	9	30
Interview appearance	5.21	5.05	5.44	0	6	37
References	6.42	6.50	6.31	0	1	41

ran it through the spell-checker,' as if that's some sort of perfect solution.

"Technology can be a help, but it's not meant to replace common sense."

According to Swanson, common sense involves carefully reviewing any document that goes out with your name on it.

Having another person look over the resume and cover letter was another of his recommendations.

Other critical problems cited in regard to resumes and cover letters: a lack of detailed information about duties in previously held positions; sending a canned cover letter that doesn't provide specific information about interest in a given position; and missing information (gaps in employment history, not listing a year of graduation if college is mentioned, etc.)

Once a resume earns a candidate an interview, it's important to be prepared, according to survey respondents.

When asked to provide tips for a successful interview, many respondents said they were disappointed in how few interviewees were familiar with their firm and the industry in which it competes.

"I highly recommend researching the company ahead of time," said Susan Muenter, assistant human relations manager at Power-Mation in Waukesha. "Candidates should be able to discuss how their experience and qualifications would make them a good fit for the job.

"It doesn't make any sense to go into an interview without having a good idea of what will be expected of you."

Other interview tips listed by those making hiring decisions include dressing appropriately for the position sought (a human resources manager at a manufacturing firm said that while a suit and tie is appropriate for a white-collar position, it could send the signal that a candidate for a shop floor position doesn't want to get dirty or work hard); ask questions about the firm that show you've done your research; and provide specific examples of accomplishments in previous positions.

In IT world, glass ceiling more of an obstac

Statistics can be daunting when taken as gospel. Women in the work force, and especially in information technology, have their problems — especially if they hope to scale the corporate ladder.

According to Computerworld, women make up nearly 40% of the IT work force, yet female chief information executives represent less than 5% of the total positions nationwide.

Sheri Anderson, senior vice president and chief information officer of Novell Inc., a network software provider based in San Jose, Calif., doesn't dispute the accuracy of these stats, nor does she question the existence of a glass ceiling.

Still, she holds Novell's top IT job, overseeing the company's worldwide information systems, proving the glass ceiling can be shattered.

But while more women today are joining IT ranks than in the past, relatively few are at the top. What are they doing wrong and, most importantly, what can they do to change the situation?

Mary Mattis, vice president, research and advisory services, at Catalyst, a non-profit organization dedicated to the advancement of women, observes that more women are pursuing IT, yet many are reluctant to compete for management jobs because the pace and demands are unending.

Building a serious IT career

translates into a life with little time left for self or family.

Mattis also contends that women are still excluded from the informal powerful networks that run many companies.

But that's not the whole story. Anderson asserts. "Women are still trying to figure out the rules to get ahead," she says. "They need to understand they can't figure it out from the rearview mirror because the IT environment is changing so rapidly."

It's no secret that the pace in IT companies can be grueling. But success for women means they must get used to not always being comfortable, according to Anderson.

"Many women are consensus-builders when it comes to problem-solving," she explains. "That's wonderful if you have time, but often you don't have much time to make decisions. The ability to size up a problem and solve it quickly is a critical skill that is essential in IT organizations. You must get used to the idea that you won't always know everything you need to know to make a decision. Often,

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you must take chances. That's tough for many women because it means not being right all the time."

Anderson's advice: Rather than obsessing over being right all the time, "work toward having a success percentage instead. The ability to make instant decisions is a critical success factor."

A trap many women fall into is trying to be something other people want them to be. "This is especially true for young women," says Anderson. Its roots, she says, are in archaic cultural expectations that once forced women to conform to societal and family pressures.

Long ago, Anderson discovered the importance of being herself.

"You have to be who you are," she says. "Don't let someone else tell you who you should be. Unfortunately, girls get a lot more messages about 'should' than boys do. Resisting it can be tough."

How do you deal with that invisible glass ceiling? Naturally, good old-fashioned hard work and persistence are still important. But those traits alone aren't going to win you a corner office. More important is having an open mind regarding your career path.

Anderson never viewed her path as a straight line. It looks more like a zigzag taking her into many unplanned lateral

moves. "Some people perceive a ceiling as a bar[rier] in fact, it's only an obs[tacle] says. And obstacles ca[n] come.

"When I couldn't g[o] wanted to go, I went so[me] else," she adds.

Anderson's big les[son] more important to b[e] tionally correct rather t[han] perfect career course," [she says.] "The idea is to reach y[our goal] Don't be afraid to take [different] routes. The idea is to co[nstantly] challenge yourself an[d grow] on."

What do you do wh[en you] think you've hit an impassa[ble ceiling? "Ask yourse[lf if it's] really a barrier or just a[n obst]acle that can be overcom[e," An]derson advises.

That's not to say that [it's not] tough reaching the top. A[nder]son is not minimizing th[e strug]gle, hidden land mines a[nd po]litical battles along the w[ay. But] if you're up for the bat[tle,] don't allow yourself to [get too] comfortable along the w[ay, if] possible. "Comfort is the [enemy] of ambition," she says.

That's the admission p[rice to] the big leagues.

Put easily read, understood signposts on your career path

A good resume screener can assume a lot from your career path — where you started, how long you stayed, whether you shifted roles or settings, how fast you were promoted and who has employed you.

She or he is governed by a few major principles:

1. Address my (the screener's) needs and priorities, not your wishes and aspirations. Resumes and cover letters that carry on and on about your needs and goals are definitely a turn-off.

2. Don't tax my patience or my credulity.

3. Give me the information I want — and only the information I want — in a sequence that lets me make the most accurate quick judgment about you.

The thought process that follows is similar to this:

■ What is the product statement here? What do you claim to be? (This information is

usually found in the summary statement or objective.)

■ Who trusted you before? (Mobil will make a better impression than Charlie's Travel Agency).

■ How long did they trust you? (If it's three years or more, you must have some abilities. If it's 20 years without a promotion, there must be a problem.)

■ What were you trusted with? What were the stakes? This is usually reflected in your position title.

■ What were your responsibilities? (This is the place for an objective job description to show the nature and scope of your accountabilities — no bragging.)

■ Who trusted you before the last job? How long? What were the stakes, responsibilities, accomplishments? (If there are

many jobs or 15+ years, collapse the history.) Why is there a four-year gap in your history?

■ Where did you go to school? Why is the date of your degree missing?

■ What else do you have to offer?

The resume is a screening tool to help employers decide who is worth meeting in person. You will be able to expand on the de-

tails, amplify strengths demonstrate your personal [attri]butes at the interview. Thi[nk of] your resume as a suitcase, [not a] steamer truck. Keep it lean, objective, orderly and logical.

Why communications skills top employers' lis

Accuracy, clarity of information can help workers be more efficient

By Jerry Higgins
Special to the Journal Sentinel

In the 1967 film "Cool Hand Luke," a famous failure to communicate leads to fatal consequences.

In the 1999 job market, a failure to communicate could have drastic consequences of a different kind.

Members of the Human Resources Management Association who responded to a survey by Careers cited good communication skills as the single most important characteristic a potential employee should possess.

The finding cut across large and small firms, technical companies and service-oriented operations, family businesses and publicly held firms.

"I'm not surprised, and I don't think that's anything new," said Ken McAleer, director of the career placement office at the Milwaukee School of Engineering. "We've been hearing that for years from the companies that come here to recruit.

"Beyond that, when we survey our graduates after five or 10 years, they tell us their ability to communicate is the most important skill they bring to a position."

Indeed, the demand for those with advanced communication skills is not just a local phenomenon.

A survey conducted in 1998 by the National Association of Colleges and Employers showed that communication skills are the top personal quality sought by employers nationwide.

The Job Outlook '99 survey showed that interpersonal skills — an ability that requires good communication between coworkers — topped the list of professional skills employers desire (4.66 on a 5-point scale, where 5 is extremely important), followed by teamwork skills (again, an ability that uses good communications as a base) at 4.54. Verbal communication skills (4.48) was third.

Why do employers place such a premium on communication skills? For several reasons.

To begin with, many jobs, by definition, require employees to

RONALD M. OVERDAHL/STAFF PHOTOGRAPHER

Claims adjusters Mary Ondrejka and Teresa Johnson talk with team leader Ann Zambito at Employee Benefit Claims of Wisconsin Inc.

Susan Muenter, Power-Mation:

"When you have employees dealing directly with customers, you want someone who's confident and self-assured."

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gather, process and disseminate information directly to customers and clients. In these positions, the ability to understand other people and to be understood is paramount.

"Many of the positions here require employees to answer questions that come in about health care and dental plans," said Merry Lee Lison, vice president of human relations at Employee Benefit Claims of Wisconsin Inc. "In that case they absolutely have to be clear and accurate in their answers.

"The entire transaction is based on solid communication."

In other cases, corporate cultures emphasizing teamwork need to ensure an accurate flow of information.

"It's no longer the kind of world where you can have

someone stuck off in a corner working by himself," said Laurie Nelson, college relations coordinator for Wisconsin Electric Power Co. "You're working closely with other people and have to be able to effectively state your arguments and clearly make your points."

That's especially true in firms that have gone through the downsizing process. Employees in those firms usually find themselves taking on more duties and must be able to communicate well with all personnel levels of a firm.

What constitutes having good communication skills? According to HRMA members, it involves several things:

■ The ability to write clearly.

"It's absolutely amazing to me to think that some people can get through four or more years of college and write as poorly as they do," said Kurt Thomas, a human resources consultant with the Milwaukee firm of P. J. Murphy & Associates Inc. "They take forever to get to a point or don't make a point at all.

"This absolute inability to write really hurts their chances of advancement."

■ The ability to make a presentation.

Laurie Nelson, Wisconsin Electric Power Co.:

"It's no longer the kind of world where you can have someone stuck off in a corner working by himself."

"Very few people feel completely comfortable in speaking before a group, but it's something you can practice and improve at," said Sheri Stolp, regional human relations manager at G & K Services Inc., Milwaukee. "If you're a college student, there are all sorts of opportunities to practice this.

"If you're not in college, you can still find a group to join that will help you practice your presentation skills."

■ The ability to listen carefully.

"Sometimes people forget that communication is a two-way process," said Lison. "They start out intending to get a message across but forget that this message could be affected by what the other person has to say.

"Good communication involves factoring in the informa-

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tion you're receiving from the other person and responding appropriately to it."

■ The ability to be and put others at ease.

"When you have employees dealing directly with customers, you want someone who's confident and self-assured," said Susan Muenter, assistant human resources manager at Power-Mation, Waukesha. "The last thing you want is an employee who makes the customer nervous or who causes a customer to doubt his or her competence.

"I can train someone in most things, but that's not one of them. If a candidate can't come across as confident and comfortable in an interview, I have a hard time thinking I want to hire that person."

Several human resources executives said they don't believe colleges are doing enough to teach communication skills. They suggested curricula be revised to emphasize them.

Most schools, including Waukesha Area Technical College, do offer formal classes in communication skills.

"We consider that an essential part of our curriculum," said Theresa Barry, director of MATC's Career Planning Center. "It's become such an important issue for employers that I think we would be doing students a disservice not to include it."

Similarly, MSOE offers courses in technical writing, English composition and other communication-oriented subjects, as well as making a point of stressing clarity of writing in lab reports submitted in classes.

Even if a class in communication isn't required as part of a core curriculum in a university business school, it's often possible, and advisable, to take one as an elective. Both Marquette University and the University of Wisconsin-Milwaukee, for example, offer students this option.

Active membership in a professional or service organization was also suggested by hiring managers as a means of developing communication skills.

For those not enrolled in college, organizations such as Toastmasters International exist specifically to provide opportunities to hone communication skills.

Corporate universities for small companies

In-house training is helping companies attract and retain people, but it also helps employees keep up with the information onslaught

BY DONNA FENN

YOU MIGHT THINK THAT WHERE THERE'S a corporate university, there's a big company with an even bigger institutional ego bent on molding men and women into company clones. Not so fast. An increasing number of growing businesses are starting their own "universities"—ongoing skill-enhancement programs that draw on both internal and external resources to train new employees and keep veteran ones current with a rapidly changing business environment. "Training isn't just a nice thing to do anymore," says Laurie Bassi, vice-president of research at the American Society for Training and Development, in Alexandria, Va. "Companies are now thinking of training as a strategic imperative."

There are at least two reasons for that: Employees are now keenly aware that training is essential to their future marketability and are making career choices based on opportunities for learning. And CEOs are beginning to realize that the burgeoning amount of new information—combined with the speed with which it bombards the marketplace—makes learning through osmosis increasingly difficult.

Companies with in-house universities report several benefits, including—

Improved recruitment. Edward Beaumont, CEO of CoreTech Consulting Group Inc., in King of Prussia, Pa., says that his technology-consulting company uses training as a key recruitment lure. "We needed a robust training and educa-

tion facility to be competitive," he says. So two years ago he started "CoreTech University," which offers short training sessions to help employees hone both technical and interpersonal skills, such as quality management and team building. The program, which draws upon employee instructors as well as professors at Pennsylvania State University and Drexel University, is now not so much a differentiator for the company as it is a requirement, says Beaumont. "We're finding that compensation is less of an issue for employees and that growth and career development are more important," he says. "Most consulting firms have something like this in place."

Increased revenues. Bob Kirkpatrick, CoreTech's chief people officer (yes, that's his real title), estimates that the company spends approximately $4,500 per employee each year on training but says that it's ultimately money well spent. Employees can use CoreTech's training to become officially certified as, say, a project manager or a Microsoft Certified Systems Engineer. Every employee is required to attend, primarily on company time, technical and "soft skills" training courses that are linked to the company's overall mission. For instance, a course in project management is tied directly to the company's quality goals.

If CoreTech University sounds like an extravagance, consider this: the company used the curriculum to create CoreTech Institute, a separate for-profit training organization that offers courses to the general public—participants are mostly chief information officers and information-technology managers. It has generated $325,000 in revenues so far and will break even by the end of this year, says Kirkpatrick.

Reduced turnover. Douglas Palley measures the success of his company's university through the significant drop in turnover at Unitel, his call-center company in McLean, Va. Since he started Unitel University two years ago, average monthly turnover has dropped from 12% to 6%—a dramatic change for a company staffed primarily by low-wage employees. "Unemployment in our area was 1.5%, and we were looking for ways

CLASS ACT: At CoreTech Consulting Group, Lucy Wright runs an in-house training program for employees as part of 'CoreTech University.'

to improve retention and morale, and to give people a career track," says Palley. As part of Unitel U., entry-level employees can take such courses as computer training and customer service through a variety of self-directed study programs or at a local university. Palley spent $150,000 on the program the first year, and based on the decrease in turnover, he believes that Unitel U. is "very close to the break-even point."

Better employee advancement.

After 90 days at Unitel, newcomers are eligible to become "freshmen" at the university and can take several more hours of classes beyond their initial orientation courses. If they pass, they receive a raise of up to 8% of their pay. Then every 90 days, employees can take more in-depth courses in telephone sales, customer service, and computer skills. When they successfully complete each level (sophomore, etc.), they earn another raise of up to 8%. Criteria for passing are rigorous, says Palley, and "if they're late twice in a 90-day period, they have to start that level

over again." The program isn't mandatory, but employees know that training is the quickest path to increased pay and responsibility. "It's been an outstanding recruiting tool," says Palley. Amanda Brust confirms that. "When I took the job, I thought the university would help me move up more quickly than at another company," she says. And it has. Brust, who finished her "sophomore" level at the university last August, started at Unitel in May 1997 as a telephone-sales representative and within eight months was promoted to team leader.

A wider talent pool.

Jane Callanan, vice-president of human resources at i-Cube, a Cambridge, Mass., information-technology consulting-services company, credits her company's internal university with easing the heavy burden of recruiting 155 people in the past two years. "The hiring landscape was pitiful," she recalls. "We wanted to tap into college recruiting, to hire people who were very bright but didn't have several years of work experience." A five-week, 9-to-5 pro-

gram, called i-Altitude, staffed primarily by senior managers, allowed the company to hire workers with little experience and then give them the technical training they needed to serve clients. "It really opened the labor market for us," says Callanan. "We can hire a physics major with a 3.8 but with no computer-science training. After five weeks, they're ready for a project. You can't do that without a good educational program."

When i-Cube employees complete i-Altitude, they can then choose from more than 80 additional courses to help them develop professional and managerial skills to move up the i-Cube ladder. The cost: more than $50,000 annually, which also includes courses at Outward Bound and the Browne Center, two outside experiential-learning programs. Callanan can't quantify the benefits of such generous spending but insists that "people are our product, and we'd be crazy not to continue to invest in them." ∎

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Student Technology Services

This list of competencies comprises the current curriculum for Student Technology Services (STS) employees. The curriculum consists of workshops and classes that will be made available at various times throughout the calendar year. This is an accelerated, self-paced, seamless curriculum that offers technology skills, as well as interpersonal skills, which will be beneficial to you as you begin to move through the STS job levels and as you begin preparing for employment upon graduation from UWM. Even though this curriculum is self-paced, it is a condition of employment that you complete a minimum of three training sessions a semester and that you attend your respective orientation class. Each level of training represents some required and some elective coursework. Additional, specific training may be needed to effectively meet the job requirements of whatever position within the STS organization to which you are assigned.

Orientation – One Day

New Employees:
Morning – taught by Level 2, 3, & 4 STS Employees
Understanding of STS handbook (15-20 question quiz given upon
    completion)
Overview of I&MT and STS organizations
Customer Service Training (Work Habits, Phone Skills, Emergency
    Procedures)
Internal Procedures (based on STS position you are assigned to)

Afternoon
CPR Skills (Red Cross)
Anger Management 1 (Norris Health Center)
Overview of Basic Software (I&MT personnel)

Returning Employees:
Morning
Conduct training for Level 1 Orientation

Afternoon
Listening Skills (Norris Health Center)
Working With Difficult People (Norris Health Center)
Anger Management 2 (Norris Health Center)
Diversity Training (Charmaine Clowney)

1

Level 1
(Plus specific technical skills for Level 1 student workers according to area)

Fall Semester
Email – Pine and other common mail programs*
Netscape and/or other browsers*
Microsoft Office97 – Basic Skills (Word, Access, PowerPoint, Excel)*
Basic Unix*
Basic Web Page Development*
Basic Portfolio Development

Spring Semester
Windows95 and/or Windows98, Windows 3.1 and Mac familiarity*
Microsoft Office97 – Basic Skills (Word, Access, PowerPoint, Excel)*
Virus Protection for Your Computer
Basic Resume Writing
Basic Technical Writing

Summer Semester
(Repeats of selected Fall and Spring workshops)

** **Can be quizzed out of via demonstrating proficiency***

Level 2
(Plus specific technical skills for Level 2 student workers according to area)

Fall Semester
Office97 – Intermediate Skills (Word, Access, PowerPoint, Excel) *
Troubleshooting your PC or Mac
Basic Networking
Web Page Development – Elective
Portfolio Development – Elective

Spring Semester
Office97 – Intermediate Skills (Word, Access, PowerPoint, Excel) *
Team Building
Project Management
Resume Writing – Elective
Technical Writing – Elective
Summer Semester
(Repeats of selected Fall and Spring workshops)