Saint Louis University
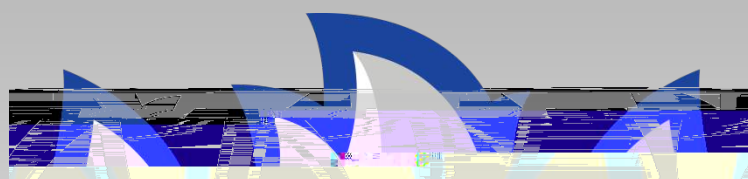# STUDENT EMPLOYEE
Professional Development Manual

Developed by the Division of Student Development

SLU

SLU
OVERVIEW

Introduction

This section provides important information for student employees about the University's mission, frequently asked questions and general facts about the University.

Learning Objective

Student employees will gain an understanding of the organization in which they work including culture, values and expectations.

Division of Student Development

Frequently Asked Questions

How can I learn more about the Jesuit, Catholic mission of Saint Louis University, and how it relates to my work?

What's a Billiken?

Who is the President of SLU?

SLU at a Glance

Founded:
Religious affiliation:
Location:

Enrollment:

Admission stats:
Majors and programs:

Communication
Skills

Introduction

These communication skills are used across all career fields and will be vitally important to students as they prepare for their first professional position. In this section, student employees will be provided information to assist them with developing strong communication skills related to customer service, conflict resolution and telephone and e-mail etiquette.

Learning Objective

Students will demonstrate active listening and effective communication skills.

Employee Skills/Qualities

Ability to verbally communicate with persons inside and outside the organization
Ability to make decisions and solve problems
Ability to create and/or edit written reports

*"The emergency response skills are immediately transferable, as well as prioritizing. In athletic training, you must immediately be able to prioritize not only the importance of attending practices and games, but also each individual entering the room for treatment. Additionally, **the communication skills I've built here are useful for communicating with parents, coaches, and students. Being able to tailor what I say to the individual is extremely important."***

Communication Skills

8 Keys to Successful Customer Service:

Be available in a timely manner:

Greet the customer in a friendly but appropriate way:

student's name

student's name

Appear eager to help

Help the customer by directly addressing the customer's request/solving the customer's problem:

Conflict Resolution:

○
○
○
○
○

○

Telephone Etiquette:

Do's

E-mail Etiquette Tips:

1. Take Another Look Before You Send a Message –

2. Do Not Default to "Reply All" –
3. Keep Emails Short -

.

Skill Development

Examples of Good and Bad Customer Service:

"Bad" example of customer service situation:

"Good" example of customer service situation:

Examples of Good and Bad Telephone Etiquette:

Example of unprofessional telephone response:

Example of professional telephone response:

Examples of Good and Bad E-mail Etiquette:

Example of "unacceptable" e-mail to professor:

Example of "acceptable" e-mail to professor:

Work
Ethic

Introduction

Employers identify the areas related to work ethic as some of the most important skills they look for in recent college graduates. The concepts that make up a strong work ethic will be discussed in this chapter. These include content related to problem solving, taking initiative and decision making.

Learning Objective

Students will demonstrate personal accountability through effective work habits.

Employee Skills/Qualities

Ability to make decisions and solve problems
Ability to plan, organize and prioritize work

Decision Making

Decision Making Models:

Skill Development

For the following statements, please indicate your preferred action.

Division of Student Development

Dependability

Punctuality

Knowledge

Dedication

Appearance

Communicate

Customer Service

Detail Oriented

Respect

Introduction

Leadership extends beyond titles and job descriptions. At Saint Louis University the

TOP WAYS TO IMPROVE YOUR LEADERSHIP SKILLS

Margaret Buj | December 10, 2012 |

1. Have a clear vision

2. Know and utilize your strengths and gifts

9. Motivate others to greatness

10. Be willing to admit and learn from failures and weaknesses

11. Continue to educate and improve yourself

Instructions: Compare all 4 boxes in each row.

	Score E	Score F	Score G	Score
Row 2	Curious	Caring		

Greens

- Push themselves to improve
- Seek perfection in play
- Believe work is play
- Are drawn to technical occupations
- Analyze and rearrange systems
- Focus on the future
- Bring innovation to society

Oranges

- Can become virtuosos
- Live off rises
- Are drawn to tools
- ...in the here and...
- Are bold in relationships
- Are generous
- Have difficulty finding...
- Like to live in a casual at...
- Bring excitement to s...

Golds

- Are dutiful and stable
- Need to be useful
- Want to be self-sufficient
- Desire punctuality
- Schedule their lives
- Make and keep commitments
- Measure worth by completion
- Are goal-oriented

Blues

- Are in search of themsel...
- Need to...
- Must be true to themselves
- Look for symbolism
- Value close relationships
- Encourage expression
- Desire quality time with loved ones
- Need opportunities to be cr...

Diversity &
Inclusion

Introduction

As our economy continues to expand global, the workplace is becoming more diverse and employers are looking to hire individuals who are able to effectively interact with people from a variety of backgrounds and experiences. Through this section, student employees are provided strategies and information to interact with culturally diverse populations effectively.

Learning Objectives

Students will use collaborative skills to contribute to an inclusive work environment.

Employee Skills/Qualities

Ability to work in a team structure
Ability to verbally communicate with persons inside and outside the organization

Diversity and Inclusion

Diversity at Work:

Diversity:

Identity:

Cultural Identity:

Social Identity:

Oppression:

Pluralism:

Ginter & Glauser, 2005)

Ableism:

Ageism:

Anti- Semitism:

Social Identity Groups

Examples   *(Feel free to use your own language for your identities.)*

LARA Method:

Skill Development

Case Studies:

Clare

Yoshi

Chris

Helen

Reflection:

The Community College: A New Beginning Fourth Edition

Oath of Inclusion
Wednesday, December 1, 2010
Student Government Association

We as students form a diverse and vibrant university community. We do not enter into this community by proximity, but by virtue of a shared mission – to pursue higher truths, obtain greater knowledge, and strive for a better world. In this mission, we do not succeed by our individual ambitions, but by our discovery of each other. We find higher truths when we seek to understand the complexity of our neighbor's identities; we obtain greater knowledge when we consider the perspectives of our fellow students, and we begin to strive for a better world when we build a stronger community.

This is the SLU I believe in.

This is the community I am building.

This is our SLU.

Introduction

Employers state that college students are not able to articulate their skills and abilities in conversations with employers including during the interview. It is crucial that students understand how what they are learning in college will apply to their professional role. This section will provide a framework for student employees to gain an understanding of how their student employee role will be applicable to their intended career through the transferable skills they are developing including career action plan, list of transferable skills and worksheet on transferable skills for a resume.

Learning Objectives

Student employees will learn how to apply current responsibilities to future career skills.

Career Development

Skills and Qualities Desired by Employers

CAREER DEVELOPMENT ACTION PLAN WORKSHEET

NACE Skills	How is skill being developed? (What work tasks utilize this skill?)	How do these skills relate to your intended career path?	What skills & experience would you like to develop?	How will you build these skills?
Leadership				

Identifying Transferrable Skills for your Resume

Tools for Supervisors

SAINT LOUIS UNIVERSITY

Division of Student Development
Student Employment Evaluation Form

1 – Below Expectations	2 – Meets Expectations	3 – Exceeds Expectations
Performance is below the expected level for the current position.	*Performance meets minimum expectations for the current position.*	*Performance consistently performs above the minimum expectations for the current position.*

Learning Outcome # 1: Communication Skills

Communicates clearly and effectively when speaking.	1	2	3	N/A
Ability to adjust communication style appropriately.	1	2	3	N/A
Engages in active listening behaviors.	1	2	3	N/A
Specific questions related to position.	1	2	3	N/A

Comments:

Learning Outcome # 2: Professionalism

Manages time effectively to increase productivity.	1	2	3	N/A
Shows up on time and ready to work.	1	2	3	N/A
Displays ability to make ethical decisions.	1	2	3	N/A
Specific questions related to position.	1	2	3	N/A

Comments:

<u>Learning Outcome # 3: Teamwork</u>

Division of Student Development
Self-Evaluation
Student Employment Evaluation Form

1 – Below Expectations
Performance is below the expected level for the current position.

2 – Meets Expectations
Performance meets minimum expectations for the current position.

3 – Exceeds Expectations
Performance consistently performs aboi(e)1( )ai1D 15 53ats ts ts ts t

<u>Learning Outcome # 3: Teamwork</u>

Positively interacts with a diverse population.	*1*	*2*	*3*	*N/A*
Willing to support colleagues, students, faculty and staff, etc.	*1*	*2*	*3*	*N/A*
Contributes to an inclusive work environment.	*1*	*2*	*3*	*N/A*

Specific questions related to position.	*1*	*2*	*3*	*N/A*

<u>In what ways could you improve in each of these areas?</u>

<u>Goal Setting</u>

<u>Reflection Questions:</u>

<u>Overall Comments:</u>

Providing References

Reference Providers (faculty, college administrative staff, and

Employee Awards and Recognition

Communication Skills

Professionalism

Teamwork

On-Campus Student Employee Confidentiality Agreement

Emergency and Safety Information

Guidelines for Critical Incident Response:

Emergency Protocol and Procedures:

Fire:

x

Hazardous Condition:

Sounds like a Gunshot: Run, Hide, Fight

References

The Community Colle