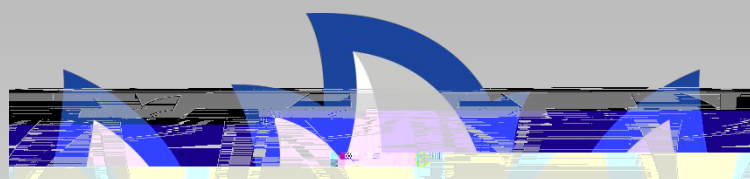


Saint Louis University  
**STUDENT EMPLOYEE**  
Professional Development Manual

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**

## **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	Score	Score	Score
Row 2	F	F	G	F
	Curious	Curious	Curious	Curious

## Greens

## Oranges

Push themselves to improve  
Seek perfection in play  
Are hard on themselves

Can become virtuosos

Love puzzles  
Are drawn to tools

Believe work is play

Are drawn to technical occupations

Analyze and rearrange systems

Focus on the future

Bring innovation to society

Are bold in relationships

Are generous

Have difficulty finding time

Like to live in a casual atmosphere

Bring excitement to situations

Are often impatient

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

Are in touch of themselves

Need to be interesting

Must be true to themselves

Look for symbolism

Value close relationships

Encourage expression

Desire quality time with loved ones

Need opportunities to be creative

# 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:

# 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



**Division of Student Development**  
***Student Employment Evaluation Form***

This form is to be completed by the supervisor and shared with the student employee.

<p><b>1 – Below Expectations</b>  <i>Performance is below the expected level for the current position.</i></p>	<p><b>2 – Meets Expectations</b>  <i>Performance meets minimum expectations for the current position.</i></p>	<p><b>3 – Exceeds Expectations</b>  <i>Performance consistently performs above the minimum expectations for the current position.</i></p>
--	---	---

**Learning Outcome # 1: Communication Skills**

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

**Comments:**

**Learning Outcome # 2: Professionalism**

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

**Comments:**

Learning Outcome # 3: Teamwork

Division of Student Development  
Self-Evaluation  
**Student Employment Evaluation Form**

This form is to be completed by the student and shared with the supervisor.

**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 above expectations.*

**Learning Outcome # 3: Teamwork**

<i>Positively interacts with a diverse population.</i>	1	2	3	N/A
<i>Willing to support colleagues, students, faculty and staff, etc.</i>	1	2	3	N/A
<i>Contributes to an inclusive work environment.</i>	1	2	3	N/A
<i>Specific questions related to position.</i>	1	2	3	N/A

**In what ways could you improve in each of these areas?**

**Goal Setting**

**Reflection Questions:**

**Overall Comments:**

## 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*