

Saint Louis University
STUDENT EMPLOYEE
Professional Development Manual

Developed by the Division of Student Development



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August 22, 2016

Dear Supervisor:

Congratulations! Hiring a student employee can be a mutually rewarding experience for the student and your department! To assist you in training and developing your student employees, the Division of Student Development has created this manual. The *Student Employee Professional Development Manual* gives guidelines on a variety of qualities and skills that are important to the efficient running of your office as well as essential skills for your student's future career.

Communication, teamwork and problem solving are just a few of the important skills and qualities that employers look for in new hires, according to the National Association of Colleges and Employers (NACE- see page 37). You can use this resource to train student employees on various areas such as customer service, e-mail and telephone etiquette. In addition to training guidelines for general office procedures and skills, the manual also includes information on leadership, diversity & inclusion and a SLU overview.

The final section of this manual helps student employees focus on their own career development. An on-campus job can help students gain skills for their future career as well as help them understand their needs and preferences in regards to work environments and work values. By sharing this section with your students, they will learn more about themselves, the workplace, and employer expectations.

If you have any questions or comments about this manual, please contact Kim Reitter, Director of Career Services, at reitterk@slu.edu or Eric Anderson, Director of Campus Recreation, at andersew@slu.edu. We hope you find this manual helpful as you support students in becoming great employees of the future!

Cordially,

Student Employment Aspiration Team
Division of Student Development
Saint Louis University

CHAPTER ONE:

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.

"I believe that attending Saint Louis University was one of the best decisions I have ever made. Because I have had the opportunity to interact with many different kinds of people, organizations, and experiences, I have become a much more confident and organized individual prepared to make my appearance in the job market when I graduate."

General SLU Information

University Mission

The Mission of Saint Louis University is the pursuit of truth for the greater glory of God and for the service of humanity. The University seeks excellence in the fulfillment of its corporate purposes of teaching, research, health care and service to the community. It is dedicated to leadership in the continuing quest for understanding of God's creation and for the discovery, dissemination and integration of the values, knowledge and skills required to transform society in the spirit of the Gospels. As a Catholic, Jesuit University, this pursuit is motivated by the inspiration and values of the Judeo-Christian tradition and is guided by the spiritual and intellectual ideals of the Society of Jesus.

As members of the Saint Louis University community, we demonstrate conduct and performance consistent with SLU's mission - the pursuit of truth for the greater glory of God and for the service of humanity. We strive to always do what is right for our community and for each other, with an overall goal to work toward the common good. The principle of the common good invites us to establish mutual connections and interdependence based on reciprocal respect and solidarity. And our commitment to the common good becomes manifest in the shared values of responsibility and spirituality as we respect all persons. Behavior that fosters the common good rejects selfish individualism and seeks the well-being of all in our community.

In accord with its mission statement as a Jesuit, Catholic institution, Saint Louis University strives to be "Catholic" or "universal" in recognizing the values we share with all traditions and persons of good will. Saint Louis University celebrates a tradition that, above all, honors the virtue of love and its call to generosity and selflessness. In our aspirations to realize the University's mission, we celebrate a shared set of values that support the common good. We refer to these values as the "5Cs": competence, conscience, compassion, commitment and community.

- Competence - We develop and demonstrate innovation and competence in the performance of our responsibilities as we seek excellence. Pursuing competence enables us to comply with legal standards, to adhere to University policies and to live morality beyond legality. By competence we solve problems and support one another in difficult times. We ask questions and seek assistance when we are uncertain about the proper course of action. We promote free, active and original intellectual inquiry among all University members.
- Conscience - We cultivate and follow our conscience for the development of the whole person in community. Respecting conscience encourages us to value inter-religious collaboration and respect the faith of diverse religious communities. Through conscience we deepen and clarify ethical conduct in the ongoing quest for enlightenment, understanding and truth.
- Compassion - We embrace and show compassion through patience with and understanding of ourselves and other people. Practicing compassion helps us to demonstrate effective communication skills by listening, seeking first to reflect and understand before making decisions and taking action. With compassion, we enhance selflessness when interacting with others and we seek forgiveness when appropriate.
- Commitment - We demonstrate and celebrate commitment by implementing our responsibilities with honesty and perseverance. Honoring commitment displays our respect for the dignity of others and ourselves. Through commitment, we foster civility with others and enhance ethical performance and conduct in our lives.
- Community - We foster and express community when we respect the dignity of others as much as our own dignity. Nurturing community promotes dialogue and decision-making that address

issues of ignorance, injustice, poverty, racism and educational needs. Through community, we welcome others from all racial, ethnic and religious backgrounds.

We work together to build teamwork, to offer mutual support and to enhance our personal and professional accomplishments. This set of shared values (the 5Cs) provides a lens, so to speak, for applying the University's more general mission statement to practical matters of performance and practice by enabling us to identify standards of conduct that can promote the common good. In other words, this set of values (the 5Cs) should permeate and influence the standards of conduct for the common good that follow.

Division of Student Development

The Division of Student Development facilitates programs, services and experiences that help students develop as leaders who are holistically formed, critically reflective, and socially and personally responsible.

Our interdisciplinary approach is to focus on the following strategic priorities in order to promote SLU students' learning and development in these areas:

- **Global Citizenship:** SLU students will understand the interconnectedness of multiple perspectives and cultural identities as part of a broader humanity, and express compassion for others, act in service to others, and enact social change with others.
- **Healthy Mind, Body, and Spirit:** SLU students will understand the importance of a healthy lifestyle, and balance physical wellness, mental wellness, and spiritual development.
- **Student Success:** SLU students will understand the resources available to assist them in achieving their goals, activate their potential, and engage in strategies to strive toward their purpose after graduation.
- **Integrative Learning:** SLU students will understand that learning is a lifelong endeavor and will discover, reflect on, and apply knowledge acquired in classroom and out-of-class experiences to create meaning.

Departments within the Division of Student Development include: Athletics, Business & Auxiliary Services, Campus Ministry, Campus Recreation, Career Services, Center for Service and Community Engagement, Cross Cultural Center, Dean of Students Office, Housing and Residence Life, Retention & Academic Support, Student Health Center, Student Involvement Center, Student Responsibilities & Community Standards and University Counseling Center.

Frequently Asked Questions

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

Mission and Ministry on campus offers a variety of faculty/staff development programs aimed at just this! One specific opportunity you can take advantage of is the Shared Vision video series, which explores the history of the Jesuits, the spirit and insights of their founder Ignatius Loyola and the guiding vision that animates Jesuit education in the third millennium. You can view videos on-line at your leisure, or participate in group discussion/reflection around the videos during regularly scheduled

events. Find out more about the Shared Vision series and other ministry events and opportunities at <http://www.slu.edu/x25882.xml>.

What's a Billiken?

The Billiken is a symbol of good luck that was a national craze in the early 1900s. In 1908, Florence Pretz, an art teacher, received a patent for her version of an ancient Asian figure. Later, the Billiken Co. of Chicago adopted the likeness, giving it its name. Manufactured as a bank and statuette, the Billiken reached its peak of popularity in 1911. Its association with SLU can be traced back to sportswriters who thought the SLU football coach, John Bender, bore a striking resemblance to the impish creature. One sportswriter drew a cartoon of Bender as a Billiken, posted it in a drugstore window and tabbed the football team "Bender's Billikens." The public took up the moniker, and it soon became the official nickname of all SLU teams.

Who is the President of SLU?

Fred P. Pestello, Ph.D., is the 33rd president of Saint Louis University. The first permanent lay president in the University's nearly 200-year history, Dr. Pestello officially began his tenure at SLU on July 1, 2014.

As Saint Louis University's president and chief executive officer, Dr. Pestello leads one of the nation's oldest, largest and most prestigious Catholic universities with more than 13,500 students, 6,700 employees and a \$1 billion endowment.

A Roman Catholic, Dr. Pestello is Jesuit educated and has spent the entirety of his 30-year career in Catholic higher education. A dynamic leader known for moving the institutions he serves forward, he brings extensive leadership experience to his role at Saint Louis University.

SLU at a Glance

(Provided from 2015 University profile)

Founded: 1818

Religious affiliation: Catholic, Jesuit and welcoming individuals of all faiths and backgrounds.

Location: St. Louis, Missouri -- in the city's arts district, five minutes from the Gateway Arch on the Mississippi Riverfront. A second campus is located in Madrid, Spain.

Enrollment: Total Enrollment 13,287, with 8,564 undergraduates and 4,723 graduate students (including medical and law students) from all 50 states and nearly 80 foreign countries.

Admission stats: The average admitted freshman has an ACT score of 27.0 and a 3.70 GPA.

Majors and programs: More than 100 undergraduate programs and more than 50 graduate programs.

Student-faculty ratio: 12-1

Average class size: 25.6

Faculty excellence: 99 percent of our full-time faculty hold the highest degree in their fields.

Tuition: \$37,350

Financial aid: 97 percent of freshmen receive scholarships or financial assistance.

On-campus living: 92 percent of freshmen live on campus.

Athletics: NCAA Division I in 18 sports including baseball, basketball, cross country, field hockey, soccer, softball, swimming and diving, tennis, track and field, and volleyball; part of the Atlantic 10 Conference.

Alumni: 120,876 alumni live in all 50 states and 146 countries.

Facilities: There are 144 buildings on SLU's 809-acre campus (including the Reis Biological Station and Lay Center for Education and the Arts).

SLU Firsts

Saint Louis University boasts several firsts:

- First university west of the Mississippi River (1818).
- First medical degrees awarded west of the Mississippi River (1839).
- First radio station west of the Mississippi (1913).
- Parks College was the nation's first federally certified flight school (1929).
- First university in a former slave state to establish an official policy admitting African-American students (1944).
- First major Catholic institution with a lay board of trustees (1967).
- First human heart transplant in Missouri (1972).
- First school of public health in Missouri (1991).
- First university to participate in the Campus Kitchen program to feed the needy (2001).

CHAPTER TWO:

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:

1. Be available in a timely manner:

The first way that you make your customer feel valued is by acknowledging them as soon as possible. Often you can find yourself studying or engaged in conversation. Remember, your job responsibilities come before anything else. It's important to stay alert at all times and anticipate when a customer is approaching.

2. Greet the customer in a friendly but appropriate way:

Greeting customers as they enter your area might be the most important aspect of customer service. This is the initial contact and their first impression. Make eye contact, smile and say something such as, "Good Morning / Afternoon / Evening." Follow up by asking, "How can I help you?"

If swiping IDs, be sure to verify the photo identification and become personable by responding to the guest by using their first name, such as, "Thank you (*student's name*)!" and/or "Have a great day (*student's name*)."

3. Appear eager to help (but not in such an aggressive or rote fashion that the customer feels uncomfortable):

If a customer appears confused, lost, upset, or interested in a service ask them, "Is there something I can help you with?"

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

This may involve:

Actively listen to the customer's request. Show that you're actively listening to the customer by making eye contact, nodding, or even jotting down a note. Ask clarifying questions when the customer is finished speaking, if necessary, to get more details that will enable you to solve the customer's problem. Do not interrupt a customer when he or she is speaking. You can't listen when your mouth is moving.

5. Be cheerful, courteous and respectful throughout the customer service interaction:

Interacting with an upset or discourteous customer can be very challenging. Imitating their actions will only "add fuel to the fire." Remain level-headed and polite to diffuse the situation. If in doubt, see your supervisor for guidance in handling this type of situation.

6. Close the customer service interaction appropriately:

Remember to always finish helping a customer by actively suggesting a next step. Such as, "Is there anything else I can help you with?" or "Let me know if I can assist with anything else." You should never just say something such as, "Here you go" and move on.

7. Cleanliness is KEY!

Keeping the office and building clean is one of the most important things we can do. You are responsible for cleaning your immediate work area. Everyone is responsible for keeping the office or suite tidy and neat. Please check with your supervisor for specific cleaning, opening and closing procedures.

8. HAVE FUN!

As cheesy as it sounds, this is very important! This simply comes down to doing your job, interacting with our customers and fellow staff members, and taking opportunities to appreciate the things we do and the people we meet.

Conflict Resolution:

With any job there will be conflict to be resolved whether it is with customers, co-employees or a supervisor; disagreements will be inherent. Consider the following principles and strategies so you can resolve conflict in a productive manner

- Remember that expressed anger is typically not directed to you personally. Rather, it is most likely situational frustration or entirely unrelated to the current matter.
- Focus on the actions and behaviors and not how you feel about the person.
- Utilize your active listening skills to diffuse the situation.
 - Look at the person speaking to you.
 - Ask probing questions for clarification.
 - Be sure to listen and not be planning your response.
 - Paraphrase to check for understanding.
 - Listen for areas of agreement with what the person is saying instead of areas of disagreement.
 - Give the speaker nonverbal feedback to indicate you are listening and considering what they are saying.
- Consider the situation from the other person's view point.
- Be respectful.
- Provide next steps/alternatives or refer to your supervisor, as appropriate.

Telephone Etiquette:

Do's

- Always use a pleasant and friendly tone.
- Make sure you speak clearly and are smiling as you answer the phone; also identify yourself and your department.
- Before placing a caller on hold, ask their permission first and thank them.
- It is better to return a call than to keep someone on hold too long.
- Remember to return the call as you promised.
- Learn how to handle several callers simultaneously with ease and grace.
- Return calls promptly that have been left on voice mail.
- Always get the best number (and an alternate) and the best time to have a call returned to the caller, especially if a manager or another team member must return the call.

Don'ts

- Do not permit the phone to ring into the office more than three times.
- Never interrupt the person while he/she is talking to you.
- Never engage in an argument with a caller.
- Do not make it a habit of receiving personal calls at work.
- Do not answer the phone if you are eating or chewing gum.
- Do not give the impression that you are rushed. It is better to return the call when you can give the person the time they need to handle the reason for their call.

E-mail Etiquette Tips:

1. **Take Another Look Before You Send a Message** – Ensure the content and tone is representative of the message you wish to convey.
2. **Do Not Default to "Reply All"** – Take a minute to consider whether “reply to all” is necessary.
3. **Keep Emails Short** - Do not intimidate recipients with too much text. Make sure you use formal business writing in e-mail messages to show your professionalism.
4. **Properly Format Your Emails** – Make sure to use appropriate grammar and professional language.
5. **Write Perfect Subject Lines** – The subject gives the reader an indication of what the e-mail will be about, but do not be too clever.
6. **Clean Up Emails Before Forwarding Them** - Forwarding emails is a great way of sharing ideas, but make sure the original idea is not hidden in obfuscation.
7. **When in Doubt, Send Plain Text Email, Not HTML** - Not everybody can receive your fancily formatted emails. Some may even react furiously. Send plain text emails only when in doubt.
8. **Don't Forward Hoaxes** - Email hoaxes often contain stories that are intriguing, but sure to irritate.
9. **When In Doubt, End Emails with "Thanks"** - If you don't know how to say good-bye at the end of an email, there's one thing that will almost always be appropriate, “thanks”.
10. **Don't forward hoaxes** – Email hoaxes may contain stories that are intriguing, but they are sure to irate.
11. **Use antivirus software and keep up to date** – Make sure you are not spreading viruses via email or act as a vehicle for spreading spam.
12. **Where to Put Your Signature** – Make sure to sign e-mail message with your name, department and contact number.
13. **Punctuation matters in emails too** – Comma, colon, hyphen, and semicolon—exist for a reason: they make it easier to understand the intended meaning of a sentence.
14. **Use acronyms sparingly** – Not everyone knows every acronym, and they don't save much time anyway.
15. **Re-size pictures to handy proportions for emails** – When your photos look good in your email, you look good too!
16. **Writing in all caps is like shouting** – Don't shout in e-mails, and all caps is difficult to read.
17. **Avoid "Me Too" Messages** - "Me too" is not enough content.
18. **Re-read your e-mail message before sending to make sure there are no spelling or grammatical errors!**

(Tschabitscher, 2016)

Skill Development

Examples of Good and Bad Customer Service:

“Bad” example of customer service situation:

After the customer waits 5 minutes while you try to find out the answer: “I don’t know, and the person in charge of that is away from his desk. Come back tomorrow.”

“Good” example of customer service situation:

After customer waits 5 minutes while you try to find out the answer: “I am so sorry for your wait! The staff member with the answer is away from his desk. Can I have your name and number, and I will call you back this afternoon? Thank you, and again, I am so sorry for your wait.”

Examples of Good and Bad Telephone Etiquette:

Example of unprofessional telephone response:

“Hello? What help do you need?”

Example of professional telephone response:

“Hello! This is the Student Success Center, Claire speaking. How may I help you?”

Examples of Good and Bad E-mail Etiquette:

Example of “unacceptable” e-mail to professor:

Hi Steve!

Couldn’t make class yesterday so let me know what I missed. ☺

Claire

Example of “acceptable” e-mail to professor:

Dear Professor Meyers:

Because of sickness, I was unable to make it to class yesterday. I went to Student Health and Counseling and have a note to provide at the next class. I will stop by your office during your office hours tomorrow to find out what assignments I missed.

Sincerely,

Claire Kent

CHAPTER THREE:

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

Problem Solving:

When on the job, there will be times where you need to provide solutions to various problems. The following is a guide to assist with developing sound solutions to those problems (Decker, Hoevemeyer & Rowe-Dimas, 2006).

- Define the problem
 - Consider if the problem is a real issue, identify what it is, the size of the issue and whether or not it will continue to be a problem.
- Gather Information
 - It is important to gather information related to the problem to best assess the most appropriate solutions.
- Consider alternative solutions to the problem.
 - Develop a list of solutions to the problem and prioritize them.
- Pick the best solution
 - From the prioritized list, select the solution most likely to succeed; however, be prepared to move to the next solution if the first does not produce the desired results.
- Apply the best solution
 - Take action on the solution chosen and monitor the results to see if it resolves the issue. If not, try a different alternative from the list.
- Talk with your supervisor
 - After assessing the situation, propose your action plan to your supervisor.

Taking Initiative:

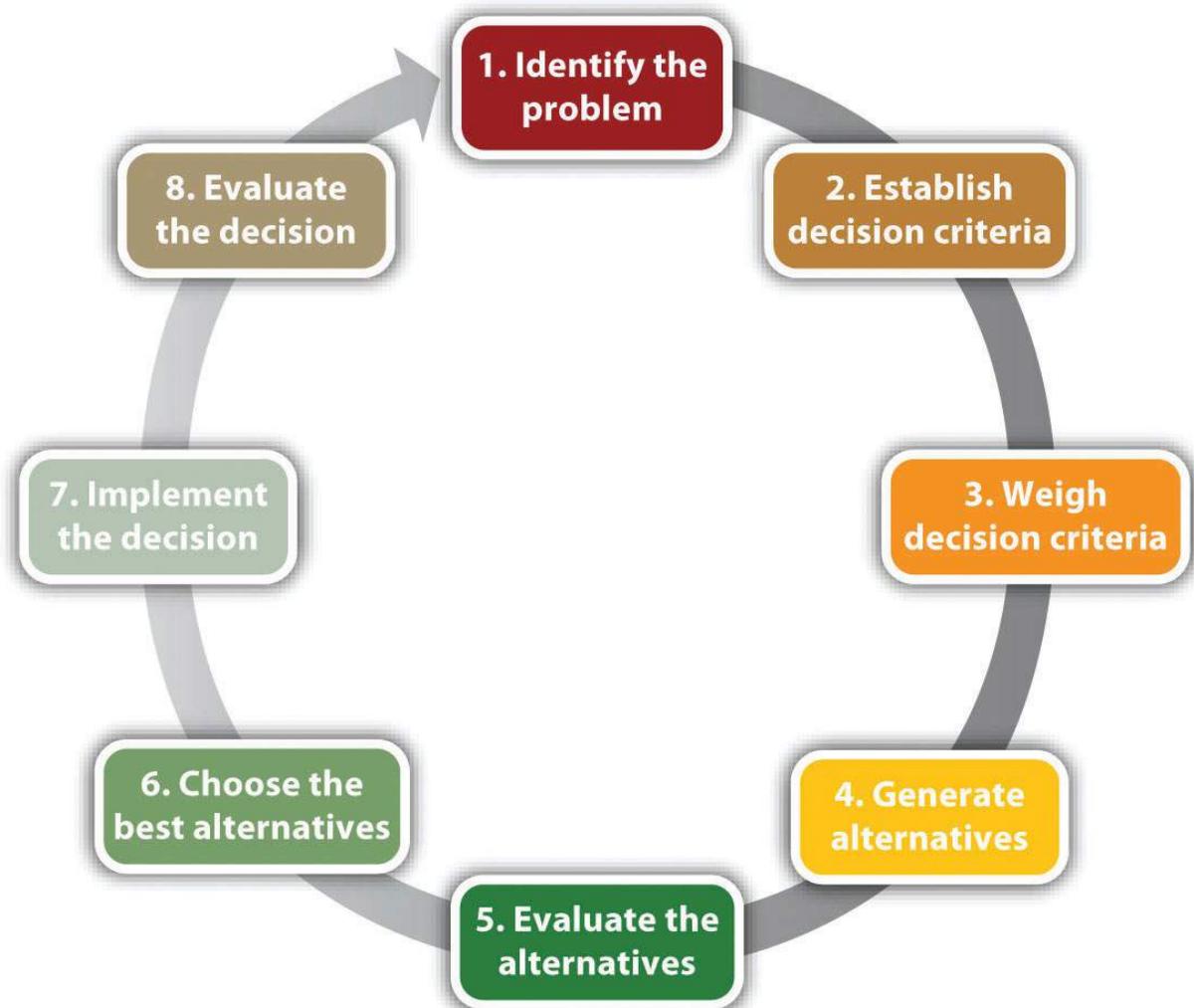
Taking initiative is figuring out what needs to be done and then doing it without being asked (CareerToolsHQ, 2010). The following are some characteristics of people who take initiative:

- Are motivated
 - People who take initiative want to move forward and develop as individuals.
- Act without being told
 - The person sees a situation that needs to be addressed and takes action.
- Do a job well and right
 - Just because the initiative is taken, it does not mean that half the job is sufficient. It does not count unless the job is done well and the follow-through is complete.
- Ask necessary questions
 - If you are new to the job or are taking on a new task, there will probably be questions. Do not assume that the task has to be completed without assistance. Take the initiative to ask questions. To ask the right questions, assess what is known and what needs to be discovered. Develop questions around the information that needs to be uncovered.
- Finish the task, then ask for more
 - This shows responsibility, that you care about the job, and that you do not intend to be lazy on the job. Also, what better compliment to be given during a reference check after college?

Decision Making

Decision Making Models:

Good decision making is important to any job. Here is a decision making model that you can use for both work and academic situations.



Skill Development

For the following statements, please indicate your preferred action.

1. When finished with my projects for the day, I spend time checking my personal e-mail or Facebook account.

<input type="radio"/> Always	<input type="radio"/> Sometimes	<input type="radio"/> Rarely	<input type="radio"/> Never
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2. When finished with my projects for the day, I ask staff if they have any additional work or projects to complete.

<input type="radio"/> Always	<input type="radio"/> Sometimes	<input type="radio"/> Rarely	<input type="radio"/> Never
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3. When students/patrons walk into the department, I routinely ask if they need assistance even if I am not at the front desk.

<input type="radio"/> Always	<input type="radio"/> Sometimes	<input type="radio"/> Rarely	<input type="radio"/> Never
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4. When faced with a problem at work, I try to come up with solutions to the problem, but make sure to discuss the solutions with my supervisor before implementing them to make sure I am on the right track.

<input type="radio"/> Always	<input type="radio"/> Sometimes	<input type="radio"/> Rarely	<input type="radio"/> Never
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5. When faced with an angry customer, I patiently listen to the issue and try to come up with solutions based on department policy.

<input type="radio"/> Always	<input type="radio"/> Sometimes	<input type="radio"/> Rarely	<input type="radio"/> Never
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6. When the telephone rings at the office desk, I often find other things to do other than promptly answering.

<input type="radio"/> Always	<input type="radio"/> Sometimes	<input type="radio"/> Rarely	<input type="radio"/> Never
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7. I am rarely late to work.

<input type="radio"/> Always	<input type="radio"/> Sometimes	<input type="radio"/> Rarely	<input type="radio"/> Never
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Things I do at work to show a high work ethic:

Things I can improve upon:

Division of Student Development

Student Employee Expectations

Dependability	As a SLU employee, if you are assigned a work shift, it is your responsibility to work that shift or find a substitute (if appropriate in your department). Take the job seriously and realize that you will be held accountable for your duties.
Punctuality	You must be prompt for all shifts and meetings. If you will be late or sick, let your supervisor know in a timely manner.
Knowledge	You will be expected to familiarize yourself with departmental rules and policies. You should also familiarize yourself with all Department programs, services and facilities. Never answer a question you do not know the answer to. Please do your best to find the answer or refer them to the most appropriate person.
Dedication	Take pride in your work, in your department and SLU. Tackle each task with pride and a commitment to learn new skills. You represent the department and University each time you work.
Appearance	For some positions, a uniform or dress code may be required. It is your responsibility to maintain a professional appearance at work. Check with your supervisor for specific work attire for your department.
Communicate	Practice effective communication skills with faculty, staff, students and others.
Customer Service	Be cheerful and cooperative. Make every effort to improve the situation no matter how trivial it may seem. We are here to assist everyone.
Detail Oriented	Even the smallest detail can be critical. Be accurate on all tasks, making sure all information is gathered and tasks completed. Be sure to double-check your work.
Respect	Be respectful of all people. Treat people as you want to be treated. Please remember that everyone comes into each situation with different experiences and offers an opportunity to learn from each other.
Teamwork	Positively interact with diverse populations. Contribute to an inclusive environment. Be able to work with others. Collaborate with your colleagues.
Initiative	Strive to make the work environment better. Take time to learn everything possible about our University/ department.
Policy Enforcement	Each department sets policies and procedures as appropriate. It is the employee's responsibility to ensure these are followed. If you have concerns about any work related items, please let your supervisor know.

CHAPTER FOUR:

Leadership Skills

Introduction

Leadership extends beyond titles and job descriptions. At Saint Louis University the concept of servant leadership aligns with our values. Ultimately, effective leaders are able to synthesize a team towards achievement of a common goal. In the work setting, employees who are able to do this are highly sought after.

Learning Objectives

Student employees will learn information and develop confidence in being a leader in both formal and informal ways in the workplace.

Employee Skills/Qualities

Ability to verbally communicate with persons inside and outside the organization

Ability to work in a team structure

Ability to make decisions and solve problems

Ability to sell or influence others

TOP WAYS TO IMPROVE YOUR LEADERSHIP SKILLS

Margaret Buj | December 10, 2012 |



Whether you consciously aware of it or not, on some level you are continually leading yourself and others – you don't necessarily have to have a large team reporting to you to be considered a leader and to need effective leadership skills.

In one leadership study, qualities such as assertiveness, adaptability, intelligence and conscientiousness were cited as the most important leadership skills. Research clearly shows that transformational leaders – leaders who are positive, inspiring, and who empower and develop followers – are better leaders. They are more valued by followers and have higher performing teams.

As a result, it would only make sense that you strive to improve your leadership skills and get the most out of life for everyone in your sphere.

Consider these 11 tips for how to improve your leadership skills so to become a better leader and think about ways that you can implement these strategies in your daily life at work.

1. Have a clear vision

Take the time to share your vision, your mission and your goals with your team. Your job as a leader is to provide a clear path that your team can follow. Your team also must understand why the goals you have set are valuable to them. Take the time to explain to them, in detail, why and how your vision will not only improve the business, but how it will benefit them in return. Include your team in your strategic planning sessions, ask for feedback and get them to “buy into” your vision for the future of the company.

2. Know and utilize your strengths and gifts

You have unique gifts and natural leadership skills that you were born with and personal strengths you've developed over your lifetime. Realizing and utilizing these gifts and strengths will assist you in being a formidable leader.

3. Be Passionate

This is one of the most important leadership skills. Would you look to someone for guidance and leadership if they did not truly care about the goals of the group? Of course not! Great leaders are not just focused on getting group members to finish tasks; they have a *genuine passion and enthusiasm* for the projects they work on. Start by thinking of different ways that you can express your zeal. Let people know that you care about their progress. When one person shares something with the rest of the group, be sure to tell them how much you appreciate such contributions.

4. Live in accordance with your morals and values

Making choices and taking actions out of accordance with your morals and values leaves you with a nagging “bad” feeling. This feeling seeping in from your subconscious mind hinders your success in your career and your relationships. On the other hand, making choices and taking actions aligned with your morals and values helps you succeed almost effortlessly as key leadership skills. People sense integrity and will naturally respect your opinion and leadership.

5. Serve as a role model

The best leaders walk the walk and talk the talk. As a result, group members admire these leaders and work to emulate these behaviors. If you want to become a better leader, work on modeling the qualities that you would like to see in your team members.

6. Set definitive goals and follow concrete action plans

You have to know where your destination is before you can map out a plan to get there. To improve your leadership skills, first set specific life goals with appropriate timelines. Design your goals by moving backwards from the end of your life to the present week. Then, formulate action plans you can commit to that will get you to where you want to be.

7. Maintain a positive attitude

No one respects a grumpy or negative person. With a positive attitude you are looking at the bright side of life. People are naturally attracted to you when you have a positive attitude. By being positive, you will lead a happier life, as well as be surrounded by other positive people. You will also magically attract exciting offers and possibilities.

8. Improve communication skills

Having great leadership skills includes your being able to clearly and specifically communicate your vision, goals, skills, intentions, and expectations to others. This also includes your ability to listen to what

other people are consciously or unconsciously communicating. To become a great communicator, continually strive to improve your verbal, nonverbal, and listening skills.

9. Motivate others to greatness

The greatest leaders are those who include everyone in their sphere of influence by recognizing each person's greatest value. To be one of these leaders, look beyond the obvious and see others with insight and compassion. Many of history's greatest leaders have admitted that they rose to the top because another leader recognized and harnessed their potential.

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

Face it – No one is perfect, and everyone has made a mistake or two in their lives! The most successful leaders know that the key to success is not in avoiding falling or failing, but to learn from their mistakes. As a strong leader, you will also be able to communicate your weaknesses to your team, so that you and your team can appoint someone who excels at that particular task or activity.

11. Continue to educate and improve yourself

Great leaders demonstrate effective leadership skills, but most importantly, continue to improve themselves in every possible way. The person who thinks he is an expert, has a lot more to learn. Never stop learning. Be receptive to everyone's perceptions and information from around the world and beyond. Always grow and learn.

Six Emotional Leadership Styles

(from Daniel Goleman, Richard Boyatzis and Annie McKee, in *Primal Leadership*)

Style	Traits	Best for
Visionary Leader	<ul style="list-style-type: none"> • Motivates members to struggle forward, tells them where to go but not how to get there • Openly shares information • May fail when motivating more experienced peers 	When new direction is needed
Coaching Leader	<ul style="list-style-type: none"> • Connects wants to organizational goals, helps in identifying strengths & weaknesses • Good at delegation, leads to loyalty • May look like micro-managing when done badly 	Building long-term capabilities
Affiliative Leader	<ul style="list-style-type: none"> • Creates harmony within the organization • Very collaborative, focuses on emotional needs over work needs • May avoid emotionally-distressing situations 	Healing rifts, getting through stressful situations
Democratic Leader	<ul style="list-style-type: none"> • Values member inputs and participation • May lead to indecision 	Gaining inputs and approval of members
Pace-setting Leader	<ul style="list-style-type: none"> • Builds challenges and exciting goals for people, expecting and showing excellence • Tend to be low on guidance, may lead to exhaustion and decline 	Results from a motivated and competent team
Commanding Leader	<ul style="list-style-type: none"> • Has powerful stance, gives clear and decisive directions, commanding and expecting full compliance • May seem cold and distant 	Crisis situations, unresponsive members

Reflection Exercise

From the descriptions above, what type of leadership style do you find yourself using most often?

Do the traits of your preferred leadership style(s) reflect your skills and natural abilities? How?

What traits could you improve in order to become a more well-rounded leader?

True Colors Personality Profiling System

True Colors was created by [Don Lowry](#), and is a fun, informative, communication system that provides the keys to success. Based on the Myers-Briggs Type Indicator and the work of Dr. David Keirsey, True Colors offers a research-based approach to understanding human behavior and motivation. True Colors uses a metaphor of colors (gold, orange, blue, and green) to identify four distinct perspectives and personalities.

The four True Colors constitute your character spectrum. Knowing your primary and secondary “color” will provide you with clues to your esteem, your strengths, joys, needs and what causes you stress and frustration. Once you begin to incorporate these concepts into daily language and experience, you are able to recognize and appreciate diversity and your own unique strengths and preferences, as well as those of people at work, school, and home.

True Colors provides a clear, fundamental and universal way of translating complicated individual perspectives to help overcome the barriers to progress. This understanding improves collaboration, provides a way to strategize and organize work teams, helps increase individual and team productivity and recognition, and provides a way for decision-makers to utilize personality type in day-to-day management decisions.

Source: <http://www.truecolorsworkshops.com/faq/>

Additional reading can be found in the book *Personality Lingo: Use the Power of Personality to Transform Relationships, Improve Communication and Reduce Stress* by author Mary Miscisin.

Instructions: Compare all 4 boxes in each row. Do not analyze each word; just get a sense of each box. **Score each of the four boxes in each row from most to least as it describes you:** 4 = most, 3 = a lot, 2 = somewhat, 1 = least.

Row 1	A Active Variety Sports Opportunities Spontaneous Flexible	B Organized Planned Neat Parental Traditional Responsible	C Warm Helpful Friends Authentic Harmonious Compassionate	D Learning Science Quiet Versatile Inventive Competent
	Score <input type="text"/>	Score <input type="text"/>	Score <input type="text"/>	Score <input type="text"/>
Row 2	E Curious Ideas Questions Conceptual Knowledge Problem Solver	F Caring People Oriented Feelings Unique Empathetic Communicative	G Orderly On-time Honest Stable Sensible Dependable	H Action Challenges Competitive Impetuous Impactful
	Score <input type="text"/>	Score <input type="text"/>	Score <input type="text"/>	Score <input type="text"/>
Row 3	I Helpful Trustworthy Dependable Loyal Conservative Organized	J Kind Understanding Giving Devoted Warm Poetic	K Playful Quick Adventurous Confrontive Open Minded Independent	L Independent Exploring Competent Theoretical Why Questions Ingenious
	Score <input type="text"/>	Score <input type="text"/>	Score <input type="text"/>	Score <input type="text"/>
Row 4	M Follow Rules Useful Save Money Concerned Procedural Cooperative	N Active Free Winning Daring Impulsive Risk Taker	O Sharing Getting Along Feelings Tender Inspirational Dramatic	P Thinking Solving Problems Perfectionistic Determined Complex Composed
	Score <input type="text"/>	Score <input type="text"/>	Score <input type="text"/>	Score <input type="text"/>
Row 5	Q Puzzles Seeking Info Making Sense Philosophical Principled Rational	R Social Causes Easy Going Happy Endings Approachable Affectionate Sympathetic	S Exciting Lively Hands On Courageous Skillful On Stage	T Pride Tradition Do Things Right Orderly Conventional Careful
	Score <input type="text"/>	Score <input type="text"/>	Score <input type="text"/>	Score <input type="text"/>

Total Orange Score A, H, K, N, S <input type="text"/>	Total Green Score D, E, L, P, Q <input type="text"/>	Total Blue Score C, F, J, O, R <input type="text"/>	Total Gold Score B, G, I, M, T <input type="text"/>
--	---	--	--

If any of the scores in the colored boxes are less than 5 or greater than 20 you have made an error. Please go back and read the instructions.

Greens	Oranges
<ul style="list-style-type: none"> ■ Are innovative and logical ■ Seek to understand the world ■ Need to be competent ■ Require intellectual freedom ■ Are curious ■ Question authority ■ Push themselves to improve ■ Seek perfection in play ■ May become intellectually isolated ■ Are slow to make decisions ■ Value concise communication ■ Look for intellectual stimulation ■ Enjoy intriguing discussions ■ Are sometimes oblivious to emotions ■ Are detached ■ Believe work is play ■ Are drawn to technical occupations ■ Analyze and rearrange systems ■ Focus on the future ■ Bring innovation to society 	<ul style="list-style-type: none"> ■ Are free and spontaneous ■ Are impulsive risk-takers ■ Are active ■ Are optimistic ■ Resist commitment ■ Can become virtuosos ■ Thrive on crises ■ Are drawn to tools ■ Like to be the center of attention ■ Have great endurance ■ Are drawn to action jobs ■ Need variety ■ Are dynamic, animated communicators ■ Are competitive ■ Deal with the here and now ■ Are bold in relationships ■ Are generous ■ Have difficulty finding acceptance ■ Like to live in a casual atmosphere ■ Bring excitement to society
Golds	Blues
<ul style="list-style-type: none"> ■ Are dutiful and stable ■ Need to be useful ■ Want to be self-sufficient ■ Value organization ■ Desire punctuality ■ Schedule their lives ■ Make and keep commitments ■ Measure worth by completion ■ Are goal-oriented ■ Value rules ■ Prepare for the future ■ Are inclined to join groups ■ Believe work comes before play ■ Safeguard tradition ■ Prefer order and cleanliness ■ Are responsible and dedicated ■ Are drawn to respected occupations ■ Enjoy positions of authority ■ Desire structure ■ Bring stability to society 	<ul style="list-style-type: none"> ■ Are in search of themselves ■ Need to feel unique ■ Must be true to themselves ■ Look for symbolism ■ Value close relationships ■ Encourage expression ■ Desire quality time with loved ones ■ Need opportunities to be creative ■ Compromise and cooperate ■ Nurture people, plants and animals ■ Look beyond the surface ■ Share emotions ■ Make decisions based on feelings ■ Need harmony ■ Are adaptable ■ Are drawn to literature ■ Are drawn to nurturing careers ■ Get involved in causes ■ Are committed to ideals ■ Bring unity to society

CHAPTER FIVE:

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

“Being a student worker has introduced me to a very wide range of people from different backgrounds and has allowed me to foster meaningful relationships with many of them.”

Diversity and Inclusion

As a student employee, you will work with and assist many different types of individuals. It is always important to consider proper behavior protocol while interacting with students and patrons. The following section is designed to help you become familiar with guidelines to consider when working with diverse populations.

Diversity at Work:

Workplace diversity refers to the variety of differences between people in an organization. That sounds simple, but diversity encompasses many identities such as race, gender, ethnic group, age, personality, cognitive style, organizational function, education, background and more. Our perceptions of ourselves and others around us effect our interactions in the workplace. Deepening our understanding of this topic will enhance both organizational and personal effectiveness through improved communication, customer service, and coming up with better solutions through a variety of input and experiences.

Here are a few common terms surrounding the topics of diversity, inclusion and multiculturalism:

Diversity: The variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning which generally flow from the influence of different cultural backgrounds and experiences. Diversity encompasses complex differences within communities and may include such important and intersecting dimensions of human identity as national origin, age, sexual orientation, education, class, etc. Encompassed also is the value and significance that a community places on particular differences. (Smith, 1997, p. 7)

Identity: Identity refers to an individual and/or a collective aspect of being (Allen, 2004, p. 11). It describes a fitting together of parts of the personality with the realities of the social world so that a person has a sense both of internal coherence and meaningful relatedness to the real world (Chickering, 1993, p 181).

Cultural Identity: May be described as one's cultural background, an immersion in the social world of one's ethnic group, a valuing of the rituals, traditions, and artifacts of one's extended family or adopted network, and a sense of one's lineage. (Chickering, 1993, p 194)

Social Identity: The fundamental construction of identity in relation to others and to the cultures in which we are embedded (Adams, 1997, p. 9). It refers to the ways in which individuals and collectivities are distinguished in their social relations with other individuals and collectivities (Allen, 2004, p. 11). Examples of social identity groupings include race, gender, religion, ability, socioeconomic status, etc.

Oppression: The state of being oppressed and feeling of powerlessness. It denotes structural and material constraints that significantly shape a person's and/or social group's life's chances and sense of possibility (Adams, 1997, p.4). Social oppression exists when one social group, whether knowingly or unconsciously, exploits another social group for its own benefit (Adams, 2010, p.17).

Pluralism: A philosophical concept that indicates the belief that reality consists of many different things or kinds of things. In relation to cultural difference, it is when smaller groups within a larger society maintain their unique cultural identities, and their values and practices are accepted by the wider culture.

Additional concepts to consider include the following (*Ginter & Glauser, 2005*).

Ableism: prejudice or discrimination against people with mental, emotional, and physical disabilities

Ageism: prejudice or discrimination based on age

Anti- Semitism: hostility toward Jewish people

Classism: prejudice or discrimination based on economic background

Culture: group of people bound together by traditions (food, language, religion) and values

Discrimination: an action or policy that differentiates one group from another in terms of treatment

Ethnocentrism: a belief that one's own culture is more correct or superior

Homophobia: an irrational fear of gays, lesbians, or bisexuals

Prejudice: preconceived opinion for or against someone or something

Privilege: unearned access to resources due to membership in a particular social group

Racism: discrimination based on skin color and ethnicity; a belief that a particular race is superior or inferior

Sexism: prejudice or discrimination based on gender

Stereotyping: overgeneralizing about groups of people based on biased assumptions

You cannot predict every situation that may occur in the workplace. You may encounter someone who speaks a different language, has a different set of beliefs or values, has a mental or physical disability, or is having a difficult day.

People with Disabilities:

Many people do not know how to behave when they meet someone with a disability; people with disabilities have the same feelings as you. A disability is only one part of what makes a person who he or she is. To make the situation more comfortable for the person with a disability and yourself, consider the following interaction tips:

- Be age appropriate. Address a person with a disability by his or her first name only when appropriate. Never pat an individual on the head or shoulder.
- When being introduced to a person with a disability, offer to shake hands. People with limited hand use or who wear an artificial limb generally can shake hands. If the individual cannot, he or she will say so.
- Always ask before helping. If the person accepts an offer of assistance, ask exactly what type of help you should provide.
- It is acceptable to be curious about a person's disability, but do not stare at the person. If you want to ask about the person's disability, be polite and respectful. If the person does not wish to discuss it, do not probe.
- Be yourself. Do not be embarrassed when you use common expressions such as "See you later" to a person with a visual disability, for example. People with disabilities use these phrases too.
- Ask questions when you are unsure of what to do. Communication is the key.
- Do not portray people with disabilities as being overly courageous, brave, special, or superhuman. This implies that it is unusual for people with disabilities to have talents or skills.
- Do not make assumptions about what a person can or cannot do based on his or her disability. All people with disabilities are not alike and have a wide variety of skills and personalities.

Social Identity Groups

Social identity groups are based on the physical, social, and mental characteristics of individuals. They are sometimes obvious and clear, sometimes not obvious and unclear, often self-claimed and frequently ascribed by others. For example, racial groupings are often ascribed as well as self-claimed. Government, schools, and employers often ask an individual to claim a racial identity group or simply ascribe one to an individual based on visual perception. Other social identities are personally claimed but not often announced or easily visually ascribed such as sexual orientation, religion, or disability status.

For the purpose of this self-examination, please identify the memberships you claim or those ascribed to you. Below are examples of social identity groupings.

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

Gender	Woman, Man, Transgender
Sex	Intersex, Female, Male
Race	Asian/Pacific American, Native American, Arab American, Latin@, Black, White, Bi/Multiracial
Ethnicity	Irish, Chinese, Puerto Rican, Italian, Mohawk, Jewish, Guatemalan, Lebanese, European-American
Sexual Orientation Attractionality	Lesbian, Gay, Bisexual, Heterosexual, Queer, Post-Gender
Religion	Hindu, Muslim, Buddhist, Jewish, Christian, Pagan, Agnostic, Atheist, Secular Humanist
Class	Poor, Working Class, Lower-Middle Class, Upper-Middle Class, Owning Class, Ruling Class, Newly Independent
Age	Child, Young Adult, Middle-Age Adult, Elderly
Ability	People with disabilities (cognitive, physical, emotional, etc.), Temporarily able-bodied, Temporarily Disabled
National Origin and Citizenship	United States, Nigeria, Korea, Turkey, Argentina, etc.
Tribal or Indigenous Affiliation	Mohawk, Aboriginal, Navajo, Santal
Body Size/ Type	Fat, Person of Size, Naturally Thin

Target Group: social identity groups that are disenfranchised and exploited

Agent Group: social identity groups that hold unearned privileged in society

Social Identity Profile

Social Identity	Group Membership	You are most aware of	You think about least	Have the earliest memories of	Have an effect on your decision making	Have strongest effect on how you see yourself as a person	Have greatest effect on how others see you in your role as a student employee	Give you power and privilege at SLU
Gender								
Sex								
Race								
Ethnicity								
Sexual Orientation/ Attractionality								
Religion/ Spirituality								
Social Class								
Age								
Ability								
Nation(s) of Origin and/or Citizenship								
Body size/type								
First-Language								
Other								

The following method can be helpful in seeking to understand others, dealing with challenging situations, and trying to find common ground.

LARA Method:

Listen – Listen with empathy. Don't listen to form an answer. Allow the other person to speak freely about the issue at hand. Listen to find out what is at the heart of their message, what beliefs or values you hear in it.

Affirm – Repeat what the individual has stated. Find something in which you agree or find common ground and say so.

Respond – Make a response to the question/statement asserting your belief. Don't dodge the issue or talk around it – be straight forward.

Add Information – Provide additional information related to the content of the other person's thoughts, or raise a critical question to further explore the topic, with the aim of furthering dialogue (not necessarily changing the other person's mind).

Skill Development

Case Studies:

Clare

Claire has been diagnosed with multiple sclerosis and wears braces on both knees. Because she always wears pants, no one ever sees her braces, although sometimes it is difficult to walk. When Claire has to get to class on the 4th floor, she usually has a long wait for an available elevator. It is packed with able-bodied students who are not attuned to her disability. Many of them wouldn't even get off the elevator to make room for a student in a wheelchair.

Yoshi

Yoshi is Japanese-American. He is athletic and very interested in all kinds of sports, especially football. His teammates give him a hard time because he doesn't fit their idea of a football player. They expect him to know martial arts and help them with their homework. Throughout his school experience, teachers and students alike expected Yoshi to be a good math, science, and computer student.

Chris

Chris is a member of the Rainbow Alliance Club on campus. Last semester a poster announcing the club's meeting times was defaced with hateful messages. A few weeks later there was an anonymous letter to the editor in the school newspaper denouncing funding for their club. Chris is beginning to feel a distinct homophobic climate on campus and is wondering how best to deal with it.

Helen

Helen never thought she would be in this position. After years of taking care of her husband and raising her family, she now finds herself widowed with very little income. She needs to prepare for a job that will provide a good salary and benefits and will allow her to find employment as quickly as possible. She met with a workforce development specialist who is urging her to enter the health care field and earn a CNA (Certified Nurse Assistant) Certificate due to the shortage of nursing home employees. Helen is not particularly attracted to that field. In fact, she took some aptitude tests that showed above-average ability in mechanical/electrical occupations.

Reflection:

- If you are an able-bodied person, how can you become more aware of and sensitive to students with physical limitations?
- What kinds of racial stereotypes are evident in Yoshi's story?
- What are the consequences of a negative campus climate for those who are discriminated against? For the rest of the campus?
- How did the workforce development specialist's attitude affect Helen's options?

Aguilar, L.S., Hopper, S.J., Kuzlik, T.M. (2005). *The Community College: A New Beginning Fourth Edition*. Dubuque, IA: Kendall Hunt Publishing Company.

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.

As a student and a member of the SLU community, I will stand by this mission.

I will embrace people for the diversity of their identities, creating a community inclusive of race, ethnicity, sex, age, ability, faith, orientation, gender, class, and ideology.

I will challenge my worldview through education inside and outside the classroom.

I will show that I am proud to be a Billiken by enriching the culture of our university.

I will foster an environment welcoming to all by recognizing the inherent dignity of each person.

I will work for social justice in the Saint Louis community and beyond.

This is the SLU I believe in.

This is the community I am building.

This is our SLU.

CHAPTER SIX:

Career

Development

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.

Employee Skills/Qualities

- Ability to obtain and process information
- Technical knowledge related to the job
- Proficiency with computer software programs
- Ability to create and/or edit written reports

“I learned so much going through this application process. I never had to go through anything like this before. The formal interview was probably what I learned the most about. In my past job interviews, they were always informal, and I went in with zero preparation. However, this interview was different. I actually had to spend time going over potential interview questions and practicing them. This was a skill that I know I will use in the future.”

Career Development

What skills are needed for your intended career? How can your position as a student employee help you obtain the skills that will make you more marketable to employers in your chosen career field? Your academic instruction will provide you with the required content knowledge, but your student employee position can help you develop the necessary skills for practical application in the workplace.

While your student employee position may not be directly relevant to your chosen career path, there are transferable skills (refer to: Transferable Skills Desired by Employers, see page 37) you will develop that will be applicable to whatever career field you have selected. The assignments provided by your supervisor are excellent ways to develop evidence of a strong work ethic, follow-through and flexibility. Additionally, supervisors can make excellent references for future employment.

Once you have obtained competency with your role, consider searching or request tasks that will further develop the key skills needed in your chosen profession and seek opportunities for increased responsibility. Discuss and brainstorm with your supervisor about creating a career development plan for your time in that position.

Questions to Consider:

What are some key skills you are developing in your current student employee position? How are you developing these skills?

How do these skills relate to your intended career path?

What skills and experiences would you like to build to make you more marketable to employers? How will you build these skills?

Career Development Action Plan:

To assist you with creating an action plan, page 38 includes a worksheet to help you to identify the skills you are developing in your student employee role, how these skills relate to your career field, and to brainstorm skills and experiences you want to build.

Remember: Employers look for more than a candidate's GPA; they want a well-rounded person who has demonstrated an ability to maintain employment and a strong work ethic.

SLU Career Services:

The Career Services office assists students with a variety of career-related needs. Students can receive assistance with discovering a major and/or career, developing a career action plan for their time in college, developing a resume and cover letter, conducting an internship and job search, attending career fairs, completing mock interviews, gathering graduate school information as well as accessing Handshake, their on-line job and internship database. The following website will provide more information about Career Services: careers.slu.edu. To make an appointment, please call 977-2828 or go to SLU Appointments in mySLU.

Skills and Qualities Desired by Employers

According to a survey conducted by the National Association of Colleges and Employers in 2015, employers hope to find these skills and qualities in the “ideal candidate” (in order of importance):

Figure 1: Attributes employers seek on a candidate's resume



Source: *Job Outlook 2015*, National Association of Colleges and 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				
Ability to work in a team				
Written communication skills				
Problem solving skills				
Strong work ethic				
Analytical/quantitative skills				
Technical skills				
Verbal communication skills				
Initiative				
Computer skills				
Flexibility/adaptability				
Interpersonal skills				
Detail Oriented				
Organizational ability				

Identifying Transferrable Skills for your Resume

Many skills that are needed and used at your on-campus job are viewed as desirable skills for your future employer. It may be hard to realize the many skills and qualities you are developing at your on-campus job. Through completing this worksheet, you may begin to realize how this experience will benefit you in your future career!

Place a check mark next to the duties that you perform at your on-campus job. Add additional duties as needed.	Common Duties Used in an On-Campus Student Employee Job	Transferrable Skill(s)	Example of Phrase Describing Skill for Use on a Resume
	Answer telephones	Verbal Communication	Answer telephones in a professional manner for department of ten.
	Schedule appointments	Verbal Communication Customer Service	Schedule counseling appointments in a prompt and courteous way.
	Copy materials	Assisting	Complete office procedures as requested by staff.
	Handle complaints	Customer Service Problem Solving	Handle customer complaints and issues promptly.
	Create flyers	Creating/Synthesizing	Create marketing materials to advertise events to students and other stakeholders.
	Manage front desk	Customer Service Verbal Communication Organizing Flexible	Greet customers entering suite, and handle incoming requests in an efficient manner.
	Input data into a computer	Precision work Written Communication Creating/Synthesizing	Input survey data into computer database requiring precision and attention to details.
	Manage projects	Handle decisions Project management Problem solving	Manage project for departmental seminar requiring problem solving.
	Train student staff	Leadership Management Verbal communication	Train new student staff on job duties, evaluating progress on established procedures.
	Tutor or mentor students	Team structure Training Analyze quantitative data Obtain and process information	Tutor students on concepts of course curriculum, breaking down complex concepts into understandable parts.

CHAPTER SEVEN:

Supervisor Section

Introduction

In this section, supervisors will be provided with tools to assist them including a sample of letter of recommendation, tips on providing references to employers, resume tips, a student confidentiality form and a student performance evaluation form.

Tools for Supervisors

Recommended Expectations for Supervisor:

- Meet regularly with student employees to provide direction and feedback
- Share your expectations for the student employee
- Address performance issues promptly
- Serve as a sounding board for problem solving with the student
- Provide positive feedback when appropriate
- Evaluate student performance at least annually

Division of Student Development

Student Employment Learning Outcomes

Communication Skills

Students will demonstrate active listening and effective communication skills.

Professionalism

Students will demonstrate personal accountability through effective work habits.

Teamwork

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

Division of Student Development

Student Employment Discreet Categories Description

Generalist

Students in these positions have a general knowledge related to specific office/department and follow procedural duties.

Specialist

Students in these positions perform a university function that requires special skills, knowledge, or abilities.

Supervisory

Students in these positions provide direct (e.g., supervising) or indirect (e.g., training and/or mentoring) leadership for other students employees.



Division of Student Development
Student Employment Evaluation Form

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

Student Name: _____ Department: _____

Position: _____ Supervisor: _____

1 – Below Expectations <i>Performance is below the expected level for the current position.</i>	2 – Meets Expectations <i>Performance meets minimum expectations for the current position.</i> <small>*This is the expected level of performance.</small>	3 – Exceeds Expectations <i>Performance consistently performs above the minimum expectations for the current position.</i>
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Learning Outcome # 1: Communication Skills

Students will demonstrate active listening and effective 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

Students will demonstrate personal accountability through effective work habits.

<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

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

<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

Comments:**Goal Setting**

During the meeting, identify one goal that the student employee should accomplish in the next semester:

Overall Comments:

Learning Outcome # 3: Teamwork

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

<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**

State one goal you have for your position in the next semester:

Reflection Questions:

1. What is the most important thing you've learned in your position? Why is that important?
2. What skills or experiences in this position have helped prepare you for your future career?
3. How does your position connect to your coursework?

Overall Comments:

Providing References

Here are tips for providing verbal and written references.

Reference Providers (faculty, college administrative staff, and employers):

1. Prior to providing a reference, obtain consent from the person about whom the reference will be given. If you are unaware that the job applicant has named you as a reference, ask the prospective employer for verification that the individual has given consent for the reference. Such verification could include a copy of the student's signed application listing you as a reference, your name listed as a reference on the student's resume, or verbal confirmation by the student to you.
2. Discuss the type of reference that you will provide with the person who asks you to be a reference. If you cannot provide a good reference, be honest with the individual. Don't promise a "glowing reference" and then provide merely a "glimmer."
3. Follow your organization's policy regarding providing a reference. If references are handled in a centralized fashion, advise the prospective employer that even though you may be named as a reference, your organization's policy prohibits you from providing the reference. Direct the employer to the appropriate person in the organization.
4. If "to whom it may concern" reference letters are requested, document that this is the type of reference requested and that the student or job applicant takes responsibility for disseminating the letters to the proper persons.
5. Respond to the specific inquiry about the student or job applicant. Direct the response to the particular person who requested the information.
6. Relate references to the specific position for which the person applied and to the work that the applicant will perform.
7. Informal lunch discussions or "off the record" telephone conversations with prospective employers regarding a person's performance should be avoided. There is no such thing as "off the record."
8. Information given should be factual, based upon personal knowledge/ observation of the person through direct contact with the person or obtained from the person's personnel record or student record.
9. Avoid giving personal opinions or feelings. If you make subjective statements or give opinions because they are requested, clearly identify them as opinions and not as fact. If you give an opinion explain the incident or circumstances on which you base the opinion.
10. Don't guess or speculate-if someone asks you questions regarding personal characteristics about which you have no knowledge, state that you have no knowledge.
11. State in a reference letter, "This information is confidential, should be treated as such, and is provided at the request of (name of student or applicant), who has asked me to serve as a reference." Statements such as these give justification for the communication and leave no doubt that the information was not given to hurt a person's reputation.
12. Do not include information that might indicate an individual's race, color, religion, national origin, age, disability, citizenship status, gender (unless by the individual's name it is obvious), or marital status. Do not base an opinion of performance on stereotypes about groups, for instance "for a woman, she excels in math."
13. Document all information that you release.

National Association Colleges and Employers Professional Practices Committee (2008). *Tips for providing references*. Retrieved from <http://www.naceweb.org/public/reftips.htm?referral=>

Employee Awards and Recognition

Through the annual Leadership and Service Awards, student employees are able to be nominated for the **Division of Student Development Student Employee of the Year Award**.

This award recognizes an outstanding student employee who has demonstrated excellent communication skills, professionalism, and teamwork in their on-campus employment. The recipient of this award is a student who exemplifies active listening skills, effective work habits, and contributes daily to an inclusive work environment. This award is open to all student employees within the Division of Student Development.

SLU Sparks: Recognize Those Who Ignite Excellence

Even a single act can have a huge impact on us, and the people we serve. It may seem that these daily contributions go unnoticed, but they are the foundation of SLU's success. Every member of the SLU community is encouraged to take a moment to acknowledge the contributions of our colleagues with a SLU Spark — a short note recognizing them.

Click [here](#) to learn more about SLU Sparks and click [here](#) to submit a SLU Spark.

360 Reviews: Obtaining Feedback for Performance Improvement

Adapted from Jon Feingersh/Blend Images/Getty Images

The 360 review is a professional feedback opportunity that enables a group of coworkers to provide feedback on an employee's performance. The feedback is generally asked for by the supervisor to whom the employee reports. Coworkers who participate in the 360 review usually include the supervisor, several peers, reporting staff, and functional managers with whom the employee works regularly. Hence, the name of the feedback opportunity comes from the fact that performance feedback is solicited from all directions in the organization.

In contrast to an employee evaluation, the 360 review focuses more directly on the skills and contributions that an employee makes. The goal of the feedback is to provide a balanced view to an employee of how others view his or her contribution and performance in areas such as leadership, teamwork, communication, management, contribution, work habits, accountability, vision, and more, depending on the employee's job.

The review allows coworkers to assess the employee's impact on furthering goal accomplishment and positive customer results as observed by team members.

How Does 360 Review Feedback Work?

Organizations use a variety of methods to seek 360 feedback about employees. In most organizations that ask for 360 feedback, the supervisor asks for and receives the feedback.

The supervisor then analyzes the feedback looking for patterns of behavior to note, both positive and constructive feedback.

The goal is to provide the employee with the key and important points without overwhelming him or her with too much data.

360 Review Questions

Use these questions when you request feedback in a 360 degree review.

Instructions: Please answer the following questions about the job performance of (employee name).

Emphasize your individual experience working directly with the employee and her/his team. We'd like to learn about what the employee does well in each of these areas. We'd also like you to suggest areas for improvement where possible.

Your answers will be combined with the rest of the feedback we receive and provided to the employee. Because of individual incidents that may be identifiable by the employee, we don't guarantee the

confidentiality of your feedback. We need to use examples so the employee can obtain a realistic and actionable picture of their performance.

Communication Skills

- Does this employee communicate clearly and effectively?
- Does the employee use active listening behaviors?
- Give some examples of good communication skills and any areas that the employee needs to improve regarding communicating on the job (e.g. policy enforcement, communication with supervisor, customer service, conflict resolution, clarity).

Professionalism

- Are the employee's work methods and approach to accomplishing their job effective, efficient, and continuously improving?
- Does the employee display an ability to make ethical decisions?
- How does the employee demonstrate that they are motivated and committed to success in the department?
- Are there areas of improvement that you would recommend for this employee that would help them accomplish their work more effectively? (e.g. showing up to work on time, being approachable, taking the job seriously, being active on shift – proactive, demonstrating emotional intelligence)

Teamwork

- When this employee works with coworkers, what interpersonal skills do they demonstrate?
- Do they interact positively with a diverse population and how do they contribute to an inclusive work environment?
- Have you experienced any problems with them interpersonally?
- How would you recommend that the employee improves their interpersonal and relationship building skills?

On-Campus Student Employee Confidentiality Agreement

As a student employee at Saint Louis University, I agree to hold confidential all information shared during the course of my appointment relating to student issues. In agreement with the Family Educational Rights and Privacy Act (FERPA), I am aware that illegally revealing/altering individual student records may result in legal liability on behalf of myself and the University as well as disciplinary action being brought up against me.

I promise to respect all students whose information I come in contact with, and I will take seriously the responsibility I have to ensure confidentiality and fairness as a staff member of Saint Louis University.

Name

Date

Signature

Emergency and Safety Information

Guidelines for Critical Incident Response:

It is not certain, but likely, that critical incidents will occur at some point during your time on campus. This can include a medical emergency, tornado/severe weather, fire, active shooter, and many others. Remain calm and lead by example. People will turn to you for help because you are working. They will rely on you to stay calm. For this reason, here are some general guidelines to keep in mind:

General Guidelines:

1. Complete all necessary training(s) and/or certification(s) before working actual shifts.
2. Be familiar with the University and Department emergency action plans.
3. Remember that everyone has a role in an emergency situation and to effectively communicate the situation at hand:
 - Assess the scene and decide if it is safe to respond.
 - Communicate accurately what you see and what is needed to professional responders/leadership staff so they can respond accordingly.
 - Call the Department of Public Safety (DPS) at 314-977-3000 and/or 9-1-1, and/or other “lead” staff as appropriate.
 - Identify yourself, your location, and the emergency at hand.
 - **You must clearly identify if an ambulance, or anything else, is needed or not.**
 - Identify the closest, and best, access point for professional responders.
 - Please follow any direction given by professional responders.
 - Those certified and/or trained can initiate the appropriate plan/care needed.
 - Someone can help keep the area clear the area of patrons, equipment, etc. so that the scene remains a safe and functional environment. If the scene is unsafe, do not enter and advise others to exit the area immediately.
 - Someone can meet and direct the professional responders to the scene.
 - Begin filling out necessary reports and acquiring information from witness accounts to document the situation accurately and objectively. Note and/or record specific facts (who, what, when, where, why and how).
 - Activate your call tree by calling your direct supervisor so all staff can be made aware in a timely manner.
4. Be familiar with the nearest exits and alternative escape routes from the area. Please move patrons quickly and quietly, and try to keep them calm.
5. Never re-enter a potentially dangerous area or revisit a situation.
6. Do NOT communicate with any member of the media. Be polite but firm. Do not speculate, guess, or gossip. Refer all questions and persons to the SLU Director of Media Relations at 977-7117.

Risk Management, Safety and Health:

In general, risk management can be defined as the process of considering or assessing your risk exposure and then developing a plan to minimize impact. As an employee, you should be aware of any risks associated with your work. Understanding risk and implementing strategies to reduce risk to customers and yourself is an important component of job training and satisfaction. Please refer to your supervisor for department specific risk management procedures and emergency action plan.

Student Health and Counseling Services provides medical treatment, counseling, and outpatient services as well as a variety of educational programs for all Saint Louis University full-time, part-time, and graduate students. In case of a medical crisis, a nurse is on call 24 hours a day, 7 days a week, 365 days a year. They can be reached at 314-977-2323 after 5:00 pm on weekdays, weekends and holidays.

Emergency Protocol and Procedures:

This emergency procedure guide follows general University Protocol and Procedures with regard to medical and other emergencies. Please refer to your departmental policies and procedures for more specific information regarding your role as a staff member during emergency situations.

Fire:

- Familiarize yourself with the fire alarms and evacuation routes or exits, and fire extinguishers.
- Evacuate when fire alarm sounds.
- Do not use elevators.
- Assist others during the evacuation.
- Call Department of Public Safety (DPS) at 7-3000 if using a campus phone, or (314) 977-3000 if using a cell phone, if you or others need assistance.

Severe Weather:

- Know the location of the building's storm safe area, lowest level or interior hallway or room.
- Stay away from all windows.
- Listen for announcements by the DPS and follow the instructions.
- Help to ensure that everyone is aware of the instructions.

Medical Emergency:

- Immediately call DPS at 7-3000 if using a campus phone, or (314) 977-3000 if using a cell phone.
- Immediately call 911 if an ambulance is needed.
- Be familiar with the location of automated external defibrillators.

Earthquake:

- Brace yourself firmly in a doorway or move against an interior wall, then kneel or sit with legs drawn into chest and cover your head with your arms.
- When shaking stops, exit the building using the stairs.
- Once outside, move away from the building into an open area, away from buildings and electrical wires.

Power Outage:

- If it lasts more than a few minutes, go to the first floor of the building.
- Listen for announcements from the DPS and follow their instructions.
- Help ensure that everyone is aware of the instructions.

Elevator Failure:

- If you are trapped, use the elevator alarm and/or use the emergency telephone located in the elevator to contact the DPS.
- If you hear someone who is trapped in an elevator, telephone the DPS at 7-3000 if using a campus phone, or (314) 977-3000 if using a cell phone.

- If you are trapped in an elevator due to a power outage, REMAIN CALM! All elevators will be checked by Public Safety officers.

Hazardous Condition:

- If you see, smell or hear something that might be a hazard call, the DPS at 7-3000 if using a campus phone, or (314) 977-3000 if using a cell phone.

Sounds like a Gunshot: Run, Hide, Fight

- If you are on the ground floor and can exit the building safely and quickly, do so.
- Turn off lights to the room and close the blinds.
- Lock and/or barricade the door.
- Hide where you cannot be seen or prepare to fight.
- Call the DPS at 7-3000 if using a campus phone, or (314) 977-3000 if using a cell phone.

Contact Information:

Department of Public Safety
(314) 977-3000

University Safety and Emergency Preparedness
(314) 977-3048 or (314) 977-3876

Office of Environmental Health and Safety Services
(314) 977-6885

Facilities Management, Grounds and Custodial Services
(314) 977-2955

St. Louis Metropolitan Police, Fire and Emergency Medical Services
(314) 911

Skill Development

Medical Emergency:

Refer to the “General Guidelines” on pages 31-33.

Ask questions that will provide lead/professional responders with critical information.

Please refer to the “S-A-M-P-L-E” method in medical emergencies. It is a great tool to use in a variety of medical emergency cases to get a better understanding of the background of the situation.

- S: Signs and Symptoms
- A: Allergies
- M: Medications
- P: Pertinent past history and Pregnancy
- L: Last oral intake (or Last ins and outs)
- E: Events leading up to (the emergency)

These questions should assist you in identifying the issue(s) with the victim and how to treat them and/or what information is important to pass along to professionals when they arrive.

Conducting After Action Reviews:

After action reviews (AARs) are a good way to review an event, service or emergency after the fact. AARs are designed to help you work through a review without placing blame. They are designed to improve processes for the next occurrence, event or service.

Questions to Ask:

- What was our intent?
- What did we accomplish?
- Why were there differences?
- How do we sustain what we did right?
- How do we improve what we did wrong?

Steps to Take:

- Create a culture for learning
- Establish a systematic procedure to capture information
- Extract lessons learned and prepare results in a useful form
- Disseminate learning
- Translate lessons learned into action to sustain and improve performance

Conclusions:

- No project is complete until it is reviewed.
- Organizations can learn to replicate their successes, avoid old mistakes, and meet future challenges.
- Productive failures are more valuable than non-reproducible successes.
- Learning from past experience is a powerful way to improve future performance.

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