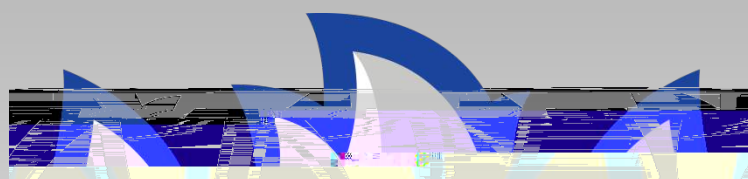


Saint Louis University  
**STUDENT EMPLOYEE**  
Professional Development Manual

Developed by the Division of Student Development



SLU





## 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."



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

## 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



# 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

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

### **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.

## 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



## 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.

## Division of Student Development

### Student Employee Expectations

<b>Dependability</b>	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.
<b>Punctuality</b>	You must be prompt for all shifts and meetings. If you will be late or sick, let your supervisor know in a timely manner.
<b>Knowledge</b>	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.
<b>Dedication</b>	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.
<b>Appearance</b>	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.
<b>Communicate</b>	Practice effective communication skills with faculty, staff, students and others.
<b>Customer Service</b>	Be cheerful and cooperative. Make every effort to improve the situation no matter how trivial it may seem. We are here to assist everyone.
<b>Detail Oriented</b>	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.
<b>Respect</b>	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.

## **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 |

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 I



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.







Instructions: Compare all 4 boxes in each row.

Row 1	Score	Score	Score	Score
Row 2	F	F	G	F
Row 3	Curious	Canna		
Row 4				



## 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:**

## 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, Moha0.004 5 373.1ha0.004 5 373.1haaase, PG0.0089



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 4<sup>th</sup> 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*.



## Oath of Inclusion

Wednesday, December 1, 2010

Student Government Association

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*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.*

## **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

What skills are needed for your intended career? How can your position as a student employee help

## 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):

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**CAREER DEVELOPMENT ACTION PLAN WORKSHEET**

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

## 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 emp





## 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.

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.

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

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

Student Name: \_\_\_\_\_ Department: \_\_\_\_\_

Position: \_\_\_\_\_ Supervisor: \_\_\_\_\_

**1 – Below Expectation**

**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**

## Employee Awards and Recognition

Through the annual Leadership and Service Awards, student employees are able to be nominated for 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

## **On-Campus Student Employee Confidentiality Agreement**

As a student employee at Saint Louis University, I agree to hold confidential all information shared

## **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.

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

- x 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



## References

Aguilar, L.S., Hopper, S.J., Kuzlik, T.M. (2005). *The Community Colle*