Table of Contents

Chapter One: SLU Overview ........................................................................................................... 4

Chapter Two: Communication Skills ............................................................................................ 9

Chapter Three: Work Ethic ............................................................................................................ 14

Chapter Four: Diversity and Inclusion ......................................................................................... 19

Chapter Five: Career Development .............................................................................................. 27

Chapter Six: Emergency Protocol ................................................................................................. 32

Chapter Seven: Supervisor Section .............................................................................................. 38
August 1, 2011

Dear Supervisor:

Congratulations! Hiring a student worker can be a mutually rewarding experience for the student and your department! To assist you in training and development your student workers, Career Services and staff from the Division of Student Development have developed the attached guide. The Student Worker 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, work ethic, and time management are important skills and qualities that employers look for in new hires, according to the National Association of Colleges and Employers. You can use this guide to train student workers on various areas such as telephone etiquette, customer service, and e-mail and telephone etiquette. In addition to training guidelines for general office procedures and skills, the manual also includes information on emergency preparation, risk management, and Jesuit values.

The final section of the guide helps students 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 world of work, 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. We hope you find this manual helpful as you help students become great employees of the future!

Cordially,

Committee for the Student Worker Professional Development Manual

Jason Amezcua, Assistant Director, Housing and Residence Life
Eric Anderson, Director, Campus Recreation
Chris Grabau, Manager, Busch Student Center
Wendy LaBenne, Career Counselor, Career Services
Kim Reitter, Director, Career Services
Ken Wolters, Assistant Director, Campus Recreation

Edited by: Jessica Perolio, Program Manager, Writing Services
CHAPTER ONE:

SLU OVERVIEW

Introduction

This section provides crucial information for SLU employees to know including the University mission, frequently asked questions and general facts about the University.

Learning Objective

Student workers 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.”

Amy – History
**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.

In support of its mission, the University:

- Encourages and supports innovative scholarship and effective teaching in all fields of the arts; the humanities; the natural, health and medical sciences; the social sciences; the law; business; aviation; and technology.
- Creates an academic environment that values and promotes free, active and original intellectual inquiry among its faculty and students.
- Fosters programs that link University resources to local, national and international communities in collaborative efforts to alleviate ignorance, poverty, injustice and hunger; extend compassionate care to the ill and needy; and maintain and improve the quality of life for all persons.
- Strives continuously to seek means to build upon its Catholic, Jesuit identity and to promote activities that apply its intellectual and ethical heritage to work for the good of society as a whole.
- Welcomes students, faculty and staff from all racial, ethnic and religious backgrounds and beliefs and creates a sense of community that facilitates their development as men and women for others.
- Nurtures within its community an understanding of and commitment to the promotion of faith and justice in the spirit of the Gospels.
- Wisely allocates its resources to maintain efficiency and effectiveness in attaining its mission and goals.

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.

Frequently Asked Questions

Who do I contact if there are maintenance problems in my building/office?
For Maintenance Support: Call 977-2955. You can also submit an on-line work order through the Facilities Services website at http://fs.slu.edu/index.html.

What should I do if I will have an unexpected absence from work?
Consult your Supervisor to find out their preferred notification method.

Who do I contact with Banner problems/concerns?
Banner is often referred to by one of two names. “Big” banner refers to Internet Native Banner. “Little” banner refers to Banner Self-Service. Both are accessible via the myslu.slu.edu tools page with a single sign-on, and individual access to necessary screens for your work will be prompted by your supervisor. Information Technology Services (ITS) is the general contact for banner questions/issues. For individual questions impacting a specific department or function, contact that department specifically for guidance (i.e. Office of the Registrar for student records, Business & Finance, Human Resources, etc.).
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?
University President Lawrence Biondi, S.J., has been a professor, a department chairman and a dean. But today he is best known as the visionary leader of Saint Louis University and founder of the modern SLU. Since his inauguration as president in 1987, Biondi has upgraded and modernized University facilities; constructed numerous new buildings; and has turned SLU into one of the most beautiful urban campuses in the country. During his tenure, Biondi has committed vast University resources to academics, student scholarships, financial aid, faculty research and state-of-the-art technology. Widely considered one of the most influential people in the region, he has earned numerous honors and accolades, including the 2005 “Citizen of the Year Award.” He also was named a “Citizen of the Century” by readers of the St. Louis Post-Dispatch in 2000. A native of Chicago, Biondi entered the Chicago Province of the Society of Jesus in 1957 and was ordained as a priest in 1970.
SLU at a Glance
(Provided from 2010 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: More than 8,100 undergraduates and 5,100 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: Nearly 100 undergraduate programs and more than 50 graduate programs.
Student-faculty ratio: 13-1
Average class size: 22.8
Faculty excellence: 99 percent of our full-time faculty hold the highest degree in their fields.
Tuition: $32,180 (2010-11 undergraduate tuition).
Financial aid: 96 percent of freshmen receive scholarships or financial assistance.
On-campus living: 91 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: 113,899 alumni live in all 50 states and 136 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 take their first professional position and can help students feel more confident in their interactions with all clients within your office. In this section, student workers 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

Student workers will learn proper etiquette for interacting with customers through phone, e-mail or in person.

“My personal career choice is physical therapy. At first I believed that working in an office setting would not give me skills for a medical field of study, but I was wrong. Working in the office setting has greatly increased my people skills, mainly in answering and talking to people on the phone and talking with other workers in the office. Being a student worker has helped me develop the idea of teamwork better. I have learned that if I don't finish something it may slow down the whole team.”

Dan – Physical Therapy
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 us 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 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-workers 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 viewpoint.
- Be respectful.
- Provide next steps/alternatives or refer to your supervisor, as appropriate.

Telephone Etiquette:

- 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.
- Do not forget to return the call as you promised.
- 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 handle an unhappy caller’s concern openly at the front desk.
- 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.
- 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.
E-mail Etiquette Tips:

- **Take Another Look Before You Send a Message** – Ensure the content and tone is representative of the message you wish to convey.
- **Do Not Default to "Reply All"** – Take a minute to consider whether “reply to all” is necessary.
- **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.
- **Properly Format Your Emails** – Make sure to use appropriate grammar and professional language.
- **Write Concise Subject Lines** – The subject gives the reader an indication of what the e-mail will be about.
- **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.
- **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.
- **Don’t Forward Hoaxes** - Email hoaxes often contain stories that are intriguing, but sure to irritate.
- **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”.
- **Where to Put Your Signature** – Make sure to sign e-mail message with your name, department and contact number.
- **Wondering "How to Put That in Writing", Write "That"** - Tell it like it is. Have you noticed how people who you understand perfectly well when you listen to them become cryptic when they start writing?
- **Avoid "Me Too" Messages** - "Me too" is not enough content.
- **Re-read your e-mail message before sending to make sure there are no spelling or grammatical errors!**

(Tschabitscher, 2010)
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 assets 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

Student workers will identify characteristics of a strong work ethic.

“As a student worker, I have learned the importance of not only taking the initiative and be a resource to staff and students, but to also prioritize the tasks I choose. I have learned to balance many different things at once so I can serve as a student worker to the best of my ability.”

Amy – History
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 are two popular models of decision making that you can use for both work and academic situations.
Skill Development

Initiative Example:

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

Illustrating good initiative
When finished with my projects for the day, I ask staff if they have any additional work or projects to complete.

Illustrating good initiative
When students/patrons walk into the department, I routinely ask if they need assistance even if I am not at the front desk.

Problem Solving Example:

When faced with a problem at work, try to come up with solutions to the problem, but make sure to discuss the solutions with your supervisor before implementing them to make sure you are on the right track.
CRITERIA FOR EMPLOYMENT SUCCESS
SAINT LOUIS UNIVERSITY

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 maybe required. It is your responsibility to keep it clean and looking presentable. Do not wear clothing with offensive messages or that is excessively short/revealing.

Communicate
Practice good communication skills with staff, and customers.

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 the customers.

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 customers 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.

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 so we can help you be constructive in your approach.

*Don’t forget to HAVE FUN with your job! The role you play is essential to what we do*

I have read, understand and will adhere to the employment criteria for Saint Louis University. I also understand that failure to adhere to criteria may result in probationary status and/or termination.

____________________________________  __________________________________________
Signature                        Date

Back to Table of Contents
CHAPTER FOUR:

Diversity & Inclusion

Introduction

As our economy becomes more 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 workers are provided strategies and information to interact with culturally diverse populations effectively.

Learning Objectives

Student workers will learn information and develop confidence in succeeding in a diverse work setting. Student workers will understand the importance of diversity in the workplace.

“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.”

Joe-Aerospace Engineering
Diversity and Inclusion

As a student worker, 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.

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).
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.
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.

Link to the Oath of Inclusion: http://www.slu.edu/x47280.xml
Skill Development

Case Studies:

Kim
Kim 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 Kim 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 workers. 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?

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.)*

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

**Target Group:** social identity groups that are disenfranchised and exploited  
**Agent Group:** social identity groups that hold unearned privileged in society
# Social Identity Profile

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

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 workers to gain an understanding of how their student worker 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 workers will learn how to apply current responsibilities for future career goals.

“My personal career choice is physical therapy. At first I believed that working in an office setting would not give me skills for a medical field of study, but I was wrong. Working in the office setting has greatly increased my people skills, mainly in answering and talking to people on the phone and talking with other workers in the office. Being a student worker has helped me develop the idea of teamwork better. I have learned that if I don’t finish something it may slow down the whole team.”

Dan – Physical Therapy
Career Development

What skills are needed for your intended career? How can your position as a student worker 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 worker position can help you develop the necessary skills for practical application in the workplace.

While your student worker position may not be directly relevant to your chosen career path, there are transferable skills (refer to: Transferable Skills Desired by Employers, see page 27) 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 worker 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 28 includes a worksheet to help you to identify the skills you are developing in your student worker 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 CareerLink, their on-line job and internship database. The following website will provide more information about Career Services: http://slu.edu/x28683.xml. To make an appointment, please call 977-2828.
Transferable Skills Desired by Employers

According to a survey conducted by the National Association of Colleges and Employers in 2010, employers hope to find these skills and qualities in the “ideal candidate” (in order of importance):

- Communication Skills
- Strong Work Ethic
- Motivation/Initiative
- Interpersonal Skills (relates well to others)
- Problem Solving Skills
- Teamwork Skills (works well with others)
- Analytical Skills
- Flexibility/Adaptability
- Computer Skills
- Detail Oriented
- Leadership Skills
- Technical Skills
- Organizational Skills
- Self-Confidence
- Tactfulness
- Friendly/Outgoing Personality
- Creativity
- Strategic Planning Skills
- Entrepreneurial/Risk Taker
- Sense of Humor
<table>
<thead>
<tr>
<th>Skills</th>
<th>How skill is being developed? (What work tasks utilize this skill?)</th>
<th>How do these skills relate to your intended career path?</th>
<th>What skills &amp; experience would you like to build to increase marketability to employers?</th>
<th>How will you build these skills?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication (written and oral)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiative</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpersonal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem Solving</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teamwork</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analytical</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flexibility/Adaptability</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Detail Orientation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical/Computer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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!

<table>
<thead>
<tr>
<th>Place a check mark next to the duties that you perform at your on-campus job. Add additional duties as needed.</th>
<th>Common Duties Used in an On-Campus Student Worker Job</th>
<th>Transferrable Skill(s)</th>
<th>Example of Phrase Describing Skill for Use on a Resume</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer telephones</td>
<td>Verbal Communication</td>
<td>Answer telephones in a professional manner for department of ten.</td>
<td></td>
</tr>
<tr>
<td>Schedule appointments</td>
<td>Verbal Communication</td>
<td>Customer Service</td>
<td>Schedule counseling appointments in a prompt and courteous way.</td>
</tr>
<tr>
<td>Copy materials</td>
<td>Assisting</td>
<td>Customer Service</td>
<td>Complete office procedures as requested by staff.</td>
</tr>
<tr>
<td>Handle complaints</td>
<td>Customer Service</td>
<td>Problem Solving</td>
<td>Handle customer complaints and issues promptly.</td>
</tr>
<tr>
<td>Create flyers</td>
<td>Creating/Synthesizing</td>
<td>Customer Service</td>
<td>Create marketing materials to advertise events to students and other stakeholders.</td>
</tr>
<tr>
<td>Manage front desk</td>
<td>Customer Service</td>
<td>Verbal Communication</td>
<td>Greet customers entering suite, and handle incoming requests in an efficient manner.</td>
</tr>
<tr>
<td>Input data into a computer</td>
<td>Precision work</td>
<td>Written Communication</td>
<td>Input survey data into computer database requiring precision and attention to details.</td>
</tr>
<tr>
<td>File</td>
<td>Organizational</td>
<td>Create marketing materials to advertise events to students and other stakeholders.</td>
<td></td>
</tr>
</tbody>
</table>

Back to Table of Contents
CHAPTER SIX:

Emergency Protocol

Introduction

Once students move into their professional role, having information on emergency situations can provide an added benefit to employers. Through this section, student workers will be provided with information on a variety of emergency situations and how to respond appropriately.

Learning Objective

Student workers will be able to effectively respond to key emergency situations.

"It is important to have proper emergency protocols in place and test them thoroughly before an incident occurs. We are well prepared, but continue to learn about little things we can do better from every test scenario, storm warning, and power outage we experience. Our staff knows what to do in these situations, but firsthand experience can't be matched."
Ryan-Biomedical Engineering
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 and Security Services (DPSSS) 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 members, 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 and Security Services (DPSSS) 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 DPSSS and follow the instructions.
- Help to ensure that everyone is aware of the instructions.

Medical Emergency:
- Immediately call DPSSS 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 DPSSS 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 DPSSS.
- If you hear someone who is trapped in an elevator, telephone the DPSSS 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 DPSSS at 7-3000 if using a campus phone, or (314) 977-3000 if using a cell phone.

Sounds like a Gunshot:
• Turn off lights to the room and close the blinds.
• Lock and/or barricade the door.
• Hide where you cannot be seen and do not huddle together.
• Call the DPSSS at 7-3000 if using a campus phone, or (314) 977-3000 if using a cell phone.
• Wait for help to arrive.
• If you are on the ground floor and can exit the building safely and quickly, do so.

Contact Information:

Department of Public Safety and Security Services
(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.

Dealing with Difficult Customers:

- **Remain calm**
- Ask questions
- Find a place away from other members to talk
- **Remain calm**
- Stick to University/department policies and explain why they are in place
- Refer them to the appropriate professional staff member
  - If they disagree with a policy after you have explained it to them, another option might be to give them the business card of the appropriate professional staff member so they can discuss their concerns further. Let the professional staff member know what occurred in this instance so they are aware and can be prepared.
- **Remain calm**
- Remember that DPSSS is here to assist you
  - If members continue with an inappropriate tone after you have asked them to calm down so that you can discuss the matter further, please ask them to leave the building and/or contact DPSSS to assist.
- **Remain calm**
  *Note: Also be mindful of your breathing so that you take slow, deep breaths to keep yourself in a calm state of mind.*
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.
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 workers to provide direction and feedback
- Share your expectations for the student worker
- Address performance issues promptly
- Serve as a sounding board for problem solving with the student
- Provide positive feedback when appropriate
- Evaluate student performance annually
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."


# Student Staff Performance Evaluation Form

**Name:** __________________________  **Semester:** __________________________

Please rate the student staff member’s performance using the criteria listed below:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Outstanding; exceeds most or all expectations</td>
</tr>
<tr>
<td>4</td>
<td>Above Average; meets all and exceeds some expectations</td>
</tr>
<tr>
<td>3</td>
<td>Average; meets minimum expectations</td>
</tr>
<tr>
<td>2</td>
<td>Needs improvement; does not meet expectations consistently</td>
</tr>
<tr>
<td>1</td>
<td>Does not meet expectations</td>
</tr>
</tbody>
</table>

## Customer Service
1. Greets all guests in a courteous manner
2. Treats all customers with respect
3. Answers phone calls appropriately
4. Uses telephone for business purposes

## Job Performance
1. Completes tasks promptly and efficiently
2. Maintains confidentiality
3. Shows enthusiasm toward job
4. Utilizes time at desk for work purposes only
5. Takes initiative in performing tasks
6. Exhibits good time management skills
7. Prompt when arriving to shift
8. Fulfills scheduled work time commitment
9. Demonstrates strong work ethic

## Staff Relations
1. Supportive of decisions and policies of Department
2. Responsible and cooperative in scheduling appointments
3. Addresses concerns through proper channels
4. Cooperates and supports fellow student staff members
5. Supports fellow student staff with positive attitude
6. Exhibits positive attitude in interactions with professional staff

## Information Resource
1. Answers customers’ questions effectively and efficiently
2. Aware of campus resources
3. Knowledgeable about office resources and office protocol/functions

## Miscellaneous / Individual
1. In good standing with the University
2. Demonstrates maturity in regard to behavior
3. Good role model for students
4. Accepts constructive criticism and feedback
5. Shows a willingness to improve
6. Maintains appropriate attire and grooming
7. Follows appropriate risk management protocol

Additional Comments:

Student Signature __________________________  Date ________________

Supervisor’s Signature __________________________  Date ________________

Director Signature __________________________  Date ________________
On-Campus Student Worker Confidentiality Agreement

As a student worker 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

Back to Table of Contents
References


