



Division of Student Affairs Student Employee Handbook

University of Illinois Springfield

Mission Statement:

The University of Illinois Springfield provides an intellectually rich, collaborative, and intimate learning environment for students, faculty, and staff while serving local, regional, state, national, and international communities.

- UIS serves its students by building a faculty whose members have a passion for teaching and by creating an environment that nurtures learning. Our faculty members engage students in small classes and experiential learning settings. At UIS, the undergraduate and graduate curricula and the professional programs emphasize liberal arts, interdisciplinary approaches, lifelong learning, and engaged citizenship.
- UIS provides its students with the knowledge, skills, and experience that lead to productive careers in the private and public sectors.
- UIS serves the pursuit of knowledge by encouraging and valuing excellence in scholarship. Scholarship at UIS is broadly defined. Faculty members are engaged in the scholarship of discovery, integration, application, and teaching. Excellence in teaching and meaningful service depend on a foundation of excellence in scholarship.
- One vital area in which UIS extends its scholarship, teaching, learning, and expertise beyond the campus is in the broad area of public affairs. From its location in the state capital, UIS shapes and informs public policy, trains tomorrow's leaders, and enriches its learning environment through a wide range of public affairs activities, programs, and organizations.
- UIS empowers its students, faculty, and staff by being a leader in online education and classroom technology. UIS uses technology to enhance its distinctive learning environment and extend that environment beyond the boundaries of the campus.

Student Affairs Division

Mission Statement:

The Division of Student Affairs is a team of professionals dedicated to the mission of UIS who contribute to the personal and professional development of students. Programs and services offered to inspire students to take ownership of self and social responsibility, to become globally aware citizens and appreciate human diversity, and enhance holistic development and the students' overall well-being. "Students First!" is the philosophy that inspires, empowers and unites us.



Rights and Responsibilities

As a student employee on the University of Illinois Springfield campus, you have certain rights and responsibilities. All student employees are expected to be aware of these rights and responsibilities and to act according to all policies and procedures put in place by the Office of Financial Assistance, as well as by the individual hiring department.

Student Appointments

Student employees are governed by the State Universities Civil Service System Statutes and Rules, in accordance with Section 250.70 Non-status Appointments – Student Employees. A student should be registered with six (6) or more credit hours to be considered for employment as a student employee during Fall and Spring, and three (3) hours in the summer. Lacking such enrollment during a summer session, an applicant may be considered a student employee if he/she was enrolled for six (6) or more credit hours during the semester immediately preceding the summer session, or if he/she indicated an intention to be so registered during the semester immediately following the summer employment. For a student who graduated the preceding spring semester, the Job End Date must be before the start date of the fall semester.

Citizens and permanent residents are limited to working no more than 25 hours per week during the fall and spring semesters. International students are limited to 20 hours per week during the fall and spring semesters. All students may work up to 37.5 hours per week any week there are no classes or exams and during the summer months.

Student Rights

The rights of the Student Employee are:

- The right to be treated fairly and equitably by the University and Employer.
- The right to know what is expected of them concerning their work schedule, actual duties, and any other requirements made by the supervisor.
- The right to be informed about their work performance through verbal communication and performance evaluations.
- The right to an explanation if they are terminated.
- The right to review their employment file including department evaluations.
- The right to use their campus jobs as references for future employers and/or credit institutions.

Student Employee Responsibilities

When hired for a position, the student becomes a member of a work unit that depends on him or her. Therefore, the supervisor may reasonably expect the student to:

- Report ready to work at the scheduled time.
- Complete duties and not conduct personal business while at work.
- Work with a cooperative and positive attitude.
- Notify the supervisor as soon as possible of any changes in work schedule and of projects and exams which may interfere with the work schedule.
- Keep an accurate record of hours worked.
- Submit the completed time card/time sheet and/or complete and submit electronic time sheet to supervisor on time.
- Adhere to any confidentiality/security agreements set forth by the employer.

- Notify each supervisor if employed in more than one position on campus.
- Notify supervisor of any job-related accident.
- Dress appropriately for the workplace.
- Maintain the required enrollment of at least six credit hours for regular hourly student employees.
- Notify the Student Employment Unit of any problems with a supervisor or work situation that cannot be resolved.
- Remember that you **cannot** work during scheduled class times.

Dismissal

- Except for serious offenses such as theft, an employee should be given oral and written warnings and chances to correct their behavior before they are dismissed. The employer should have written documentation of the offenses and the dates when the oral and written warnings were given as well as anything the employer has done to help the employee. The student who is fired may file a grievance if they feel they have been unfairly treated by contacting Student Employment in the Office of Financial Assistance.

Acknowledgment and Disclaimer:

Information regarding student appointments, rights, responsibilities, and dismissal was taken directly from the Student Employees' Rights and Responsibilities section of the Financial Assistance website and has not, nor shall be edited.

Individual departments within the Division of Student Affairs may have a handbook that addresses more specific policies and procedures applicable to their department; those are expected to be abided by as well.

Confidentiality Agreement

As a student employee, I may have access to sensitive or confidential information. This Confidentiality Agreement serves to verify that I have been made aware of the strict prohibition against the inappropriate use of sensitive or confidential information.

I understand that I am expected to hold in confidence any information I may become privy to in the course of my work. Because this information is solely available to me as a result of my employment, I will not discuss, use, forward, print, copy, photograph, record or otherwise disseminate any confidential or sensitive information that is given, shown, or available to me, or which otherwise comes to my attention, for purposes outside the legitimate scope of my work.

Examples of confidential information include, but are not limited to:

- Information regarding the financial circumstances, giving and payment records, or financial aid status of students, prospective students, employees, associates, donors, alumni, guests, and the family members of the aforementioned, as well as those of corporations and other organizations which have an established or potential relationship with the University.
- Information from or regarding the educational records of students, prospective students, alumni, employees, donors, associates, and guests of the University.
- Information regarding the physical or mental health or personal affairs of any of the above-mentioned individuals.
- Information pertaining to the University's finances or budget, public relations plans or details, communications plans or details, or other internal or sensitive institutional information
- Information regarding access to the University's electronic files of any kind, and information pertaining to intellectual property of any kind, written or unwritten.

I further agree that during the term of my employment and following my separation from such employment, I will be bound by this agreement. I am aware that failure to abide by this agreement may subject me to disciplinary action up to and including my immediate termination from my position.

Signature of Student Employee:

Date:

Student Employee and Student Employee Supervisor Signature:

I am aware of my rights and responsibilities as a student employee of the University of Illinois Springfield and within the Division of Student Affairs. I have had an opportunity to ask questions and agree to abide by the policies and guidelines in this handbook.

Signature of Student Employee:

Date:

Signature of Student Employee Supervisor:

Date:

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 employees will be provided with information to assist them in developing strong communication skills related to customer service, conflict resolution and telephone and e-mail etiquette.

Learning Outcomes

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



Eight 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 and anticipate when a customer is approaching.

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

Greeting customers as they call or 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?" A positive attitude will reflect through your voice.

If swiping I.D.'s, 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?" Be knowledgeable about your department and be prepared to answer the most common questions that may come up.

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

This may involve: 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. Allow the customer to finish speaking before attempting to resolve their concern. Listening means hearing what the customer is saying, in addition to what they may be saying nonverbally.

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

Interacting with an upset or discourteous customer can be very challenging. Remain level-headed and polite to diffuse the situation. Don't let your emotions overtake your desire to provide good service. 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 the next step. Such as, "Is there anything else I can help you with?" or "Let us know if I can assist with anything else." It is important to demonstrate responsiveness. If you aren't sure of the answer to a concern, let the customer know that you are looking into the issue and reassure them that someone will follow up within 24 hours.

7. **Cleanliness is the 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. Please check with your supervisor for specific cleaning and closing procedures.

8. **Have FUN!**

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. It is very important!

Conflict Resolution

With any position, 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.

- Expressed anger is typically not directed at 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 at a later time 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 in 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 voicemail.
- ✓ 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 must return the call.

E-mail Etiquette

- ✓ **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 E-mails 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 E-mails** - 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 entail.
- ✓ **Clean Up E-mails Before Forwarding Them** - Forwarding e-mails is a great way of sharing ideas, but make sure the original idea is not hidden in obfuscation.
- ✓ **In Doubt, End E-mails With "Thanks"** - If you don't know how to say goodbye at the end of an e-mail, "thanks," will almost always be appropriate.
- ✓ **Where to Put Your Signature** - Make sure to sign an e-mail message with your name, department and contact number.
- ✓ **Re-read Your E-mail Message** - Before sending to make sure there are no spelling or grammatical errors.
- ✓ **Give It Time**- When you receive an email that bothers you, give sufficient time before replying.
(Tschabitscher, 2010)

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 Outcomes

Student Employees will identify the characteristics of a strong work ethic.



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:

- 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 to your supervisor
 - After assessing the situation, propose your action 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.
- 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 about the information that needs to be uncovered.
- Finish the task, then asks what else can be done
 - This shows responsibility, that you care about your contribution to the department.

Diversity

Equity

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 employees are provided strategies and information to interact with culturally diverse populations effectively.

Learning Outcomes

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



Diversity, Equity & 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 affect 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 experience.

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. Encompass 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 meaning full relatedness to the real world (Chickering, 1993, p. 181).

Cultural Identity: Maybe 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, and socioeconomic status.

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 (Adam, 2010, p 17).

Pluralism: A philosophical concept that indicates the belief that reality consists of many different things of 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.

Fenneberg, L. & Sawalich, S. (2010). *Billiken Beginnings Saint Louis University 2010-2011*(2nd ed.). Dubuque, IA: Kendall Hunt Publishing Company

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

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

Ageism: Prejudice of 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 of 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 other, 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 in it.

Affirm: repeat what the individual has stated. Find something with 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 about it (be straightforward).

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).

Inclusion is *improving the climate for individuals to feel welcomed, respected and supported – especially among those social identity groups who have been traditionally marginalized.*

Building Inclusion in institutional settings

Diversity focuses on the makeup of the population or the demographics, while *inclusion* encompasses involvement, engagement, and “the integration of diversity into organizational processes... Creating a supportive environment that is not only diverse but also respectful and inclusive (Chavez & Weisinger 2008; Lieber 2008 cited by Turnbull et al., 2010).

Organizational diversity competence is the identification of skills gaps and remediation, thus enabling individuals, teams and organizations to enhance their competence in [an] this area. (Turnbull et al., 2010).

Turnbull., H.; Greenwood., R.; Tworoger., L.; Golden., C. Skill deficiencies in diversity and inclusion in organizations: Developing an inclusion skills measurement. *Academy of Strategic Management Journal*, Volume 9, Number 1, 2010. 1-14

Equity is a step beyond equal access. It is the systematic redress of resources that promote unfairness for people in institutional structures.

Equity in the School/Educational Settings

Equity is about all students succeeding, especially when measured according to differences such as race, ethnicity, socioeconomic status, gender, language, family background – the list of diversities within our students goes on and on. [In schooling] The effort has been traditionally referenced as "closing the achievement gaps" between students from the dominant White middle-class norm and students from traditionally underserved or oppressed populations. Equitizing can be viewed from these following lenses; (Linton, 2013):

Personal equity- Guides the process of centering one's self in equity and uncovering one's own biases, stereotypes, and privileges.

Institutional equity- Explores how a school and school system can overcome institutionalized factors that limit student achievement, especially for students of color or those from diverse backgrounds.

Professional equity- Focuses on how efforts to successfully implement equitable practices can assure individualized support for all students. (Linton, 2013)

Equity in the workplace

The notion of equity refers to a psychological state where Employees may experience dissonance in the perceived fairness of an organization. The framework holds that the behavior that Employees exhibit when they perceive that compensation (outputs) received for a job is inconsistent with the benefits that may accrue to another individual for identical inputs. Disequilibrium occurs within the Employee, thus dropping job satisfaction and morale. Ultimately this results in systematic loss of human capital. (Adams, 1965; Hoffman-Miller, 2013)

Hoffman-Miller, P. M. (2013). Equity theory. *Salem Press Encyclopedia*,

Linton, C. (2013). *Equity 101*. Thousand Oaks, California: Corwin, A SAGE Company.

Adams, J. S. "Inequity in Social Exchange." *Advances in Experimental Social Psychology*. Ed. L. Berkowitz. New York: Acad. P, 1965, 267-99. Print.

Need to know etiquette while interacting with individuals with disabilities.

Many people are reluctant to approach an individual with a disability because they don't know what to say or do 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 interaction more comfortable for the person with a disability and yourself, consider the following interaction tips:

- Avoid patting an individual who may be using a wheelchair, on the head or shoulder.
- When being introduced to a person with a disability, offer your hand. People with limited hand use or who wear an artificial limb can generally shake hands. If the individual cannot, he or she will say so.
- Always ask if you may help a person with a disability. If the person accepts an offer for assistance, ask what type of help you may 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 doesn't want 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.
- Communication is the key, it's always better to ask exactly what help is needed than to assume you know what to do.
- Do not project people with disabilities as being overly courageous, brave, special, or superhuman. This may imply 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.
- Keep in mind the individual with a disability is a person first, don't say "disabled person" instead refer to someone as the "person with a disability".
- When talking with a person with a disability who is using a wheelchair, squat down, if possible, to their level but don't hold on to the wheelchair.
- When approaching a person who is blind, talk to them and let them know you are coming toward them so you won't alarm them by just appearing out of the blue.
- Be sure never to pet the Service Animal of a person with a disability before asking. Even if the SA doesn't have the vest on that states "Do Not Pet Me I'm Working", ask first before you assume it's ok to pet the SA.
- Be respectful of the person with a disability if an offer of help is declined.
- If you are afraid of dogs, let the person with a disability know before you approach the dog; keep your distance from the dog while talking with the person with an SA.
- If a person with a disability confides in you about something, keep it completely confidential unless what is said may cause harm to them or someone else.
- Remember it's not what you say, but how you say it. Don't talk in a demeaning tone to a person with a disability.

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 other. 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 too often announced or easily visually ascribe such as sexual orientation, religion, or disability status.

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

Examples

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

Target Group: Social identity groups that are disenfranchised and exploited

Agent Group: Social identity groups that hold unearned privileged in society.

Career

Development

Introduction

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 staff to gain an understanding of how their student staff role will be applicable to their intended career through the transferable skills they are developing. Included are a career development action plan, a worksheet on transferable skills for a resume, and a list of desired transferrable skills.

Learning Outcomes

Student staff members will be able to describe how skills from their current job may transfer into professional roles.



Career Development

What skills are needed for your intended career? How can your position as a student staff member 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 content knowledge, but your student staff position can help you develop the necessary skills for practical application in the workplace. While your student staff position may not be directly relevant to your chosen career path, there are transferable skills you will develop that will be applicable to whatever career field you select. The assignments provided by your supervisor are excellent ways to develop evidence of a strong work ethic, follow through, and flexibility. Additionally, supervisors may be excellent references for future employment.

Once you have obtained competency within your current role, consider requesting 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 action plan.

Questions to Consider:

What are some key skills you are developing in your current 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, the following worksheet will help you to identify the skills you are developing in your current role and how these skills relate to your chosen career field. It will also help you brainstorm the 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.

Career Development Action Plan Worksheet

Skills	How are these skill being developed? (What work tasks utilize this skill?)	How do these skills relate to your intended career path?	What skills & experience would you like to build to increase marketability to employers?	How will you build these skills?
Analytical/quantitative				
Communication (Written and Oral)				
Detail Orientation				
Flexibility/Adaptability				
Initiative				
Interpersonal				
Leadership				
Problem Solving				
Teamwork				
Technical/Computer				

Identifying Transferrable Skills for your Resume

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

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

Transferrable Skills Desired by Employers

According to a survey conducted by the National Association of Colleges and Employers in 2017, employers hope to find these skills and qualities in the “ideal candidate” (in order of importance).

Problem-solving skills
Ability to work in a team
Communication skills (written)
Leadership
Strong work ethic
Analytical/quantitative skills
Communication skills (verbal)
Initiative
Detail-oriented
Flexibility/adaptability
Technical skills
Interpersonal skills (relates well to others)
Computer skills
Organizational ability
Strategic planning skills
Creativity
Friendly/outgoing personality
Tactfulness
Entrepreneurial skills/risk-taker
Fluency in a foreign language

If you want additional assistance with identity & developing skills contact the Career Development Center.