Career Assistant Handbook

XPD - Experience and Professional Development
Mary Hall 25, Saint John's University

Experience and Professional Development Office Mission:

XPD empowers students to connect their aspirations with opportunities and translate their liberal arts education to achieve meaningful personal and professional lives. We coach students to explore, do, reflect and connect.

EXPLORE. DO. REFLECT. CONNECT.

Modified August 1, 2018

CSB/SJU Student Employment

Job Title: Career Assistant

Department/Agency: Experience and Professional Development (XPD)

Length of Position: Academic

Function/Description of the Position:

A Career Assistant (CA) works as a member of a team to staff the Career Resource Centers (CRC), assist students and alums with their career development, deliver career programming, assist organizational partners, complete XPD projects/programs, and build and maintain partnerships with internal and external constituents. This is a paraprofessional position reporting to the professional supervisors and CA Coordinator(s).

Duties & Responsibilities:

Assist Students and Alums:
- Utilize strong interpersonal and communication skills to assist students and alums with their career development questions and navigating the XPD technology and resources.
- Educate students about XPD programs and services and encourage student engagement with the XPD.
- Provide peer coaching including initial critiques of student resumes, cover letters, and LinkedIn profiles.
- Conduct practice interviews for selected opportunities (e.g., study abroad).
- Assist students launching job (includes full time service) and internship searches.
- Connect students to the XPD staff as well as to faculty and other staff.

Serve as a Leader and/or Team Member for Projects/Programs:
- Serve as a Lead and/or Team Member in multiple areas while being familiar with and supporting other project/program areas.
- Gather data on CRC usage, programs, and outreach efforts; analyze and present data and recommendations for assigned programs.
- Conduct tours/provide brief overviews of XPD for students and prospective students and their parents.
- Contribute to the success of the First Destination Survey by completing assigned tasks.
- Contribute to XPD communications including the website, newsletter, and printed materials.

Deliver Career Development Programming:
- Assist the professional staff with presentations (set-up, materials, promotions, presenting).
- Design, organize, and present career programming to selected groups as directed by the professional staff.
- Build collaborative relationships with faculty/staff and students to develop, promote, deliver, and evaluate career programs.
- Communicate program progress to CA Coordinator(s) and professional supervisors.
- Prepare a program summary including data analysis and evaluative comments; discuss the summary with the CA Coordinator(s) and the professional supervisors.
- Assist with the design and delivery of on-campus XPD fairs/events including marketing activities, logistics, and assisting organizational partners.
- Collect student input and generate ideas for student programming, outreach, and promotions for increasing student engagement.

Assist Organizational Partners:
- Professionally greet and assist organizational partners (e.g., job and internship recruiters, representatives of volunteer organizations, graduate program admissions staff) utilizing the CRC (including interview suites), presenting Information Sessions, hosting an Information Table or participating in an XPD Fair.
- Interact with the organizational partners throughout their time to ensure their needs are met, questions answered, and to promote Experience and Professional Development.
- Provide exceptional customer service including analyzing and pro-actively addressing situations that arise.
- Gather and communicate participation data and general feedback from the organizational presentations.

Build and Maintain Partnerships:
- Develop collaborative relationships with faculty and staff, and student paraprofessionals and groups to ensure support for XPD-related programs and services.
- Connect with alums for career development events, alum profiles, and other XPD programming.
- Professionally represent XPD with employers/organizational partners, and alums.

Continuous Training and Learning:
- Know and continually update knowledge of the office's programs, resources, and services.
- Attend all staff training sessions; attend designated career-related workshops and programs; attend designated training sessions offered by other areas (e.g., IT Services).
- Take the initiative to learn about career topics and resources.
- Meet on a regular basis with the CA Coordinators and/or Supervisors to discuss your personal and professional development and resources and strategies to enhance your development.
- Teach other CAs skills and knowledge that will enhance their performance.

Minimum Qualifications:
- Excellent interpersonal and communication (oral/written) skills
- Ability to teach and present (may be to individuals or groups)
- Self-motivated, willing to take the initiative; able to complete projects with minimal supervision
- Strong organizational skills and attention to detail and accuracy
- Possess strong critical thinking/problem solving skills
- Willingness to learn new skills and information; strong willingness to work on your own career development
- Ability to maintain confidentiality
- Able to leverage existing digital technologies and willingness to learn emerging technologies for delivering services, completing tasks, and solving problems
- Able to obtain and analyze data and make recommendations
- Ability to handle multiple projects in a flexible environment
- Willingness to accept and incorporate feedback from co-workers, CA Coordinator(s), and professional staff
- Able to professionally represent the office to internal and external constituents
- Previous customer service experience is desirable
- Able to contribute to a positive, team environment
- Demonstrated openness and inclusiveness; ability to interact with all people and understand individuals' differences
- Able to build collaborative relationships with a diversity of students, faculty/staff, organizational partners
- Active with and interested in enhancing own career management and professional development
- Able to lift up to 30 pounds; move materials, sandwich boards, media equipment, furniture, etc. ….

Work Schedule:
Must be available to staff the CRC (usually 2 hour shifts) during office hours (Monday-Friday, 8:30 a.m. to 4:30 p.m.); be available to present and/or facilitate evening programs, and be willing to work outside of shift hours to complete assigned tasks and projects. Must be available for CA and XPD training sessions.

Contact Person-SJU:
Heidi S. Harlander, Experience and Professional Development, Mary Hall 10, 320-363-2724

Contact Person-CSB:
Mary Harlander-Locke, Experience and Professional Development, Academic Services Building, 320-363-5655

CSB/SJU Student Employment

Job Title: Career Assistant Coordinator

Department/Agency: Experience and Professional Development (XPD)

Length of Position: Academic

Function/Description of the Position: The Career Assistant Coordinator is responsible for the Career Resource Center (CRC) student staff, ensuring the overall day-to-day functioning of the CRC, supporting XPD programs and services, building and maintaining internal and external partnerships, and working with the XPD professional staff to ensure exceptional functioning of the CRC in accordance with the XPD's mission. This is a paraprofessional position reporting to the professional staff supervisors.

Duties & Responsibilities:

Career Assistant Staff:
- With the professional staff supervisor, select, train, supervise, and evaluate the Career Assistants (CAs).
- Schedule the CAs to cover the CRC operations and programming (may include scheduling self to cover when CAs cannot staff); have a presence at work shifts to monitor the work and development of the CAs.
- Provide the CAs with continuous feedback to promote their professional and personal development; address issues of productivity, performance, and attendance as necessary.
- Motivate the CAs to provide exemplary service, deliver professional programs, and to fulfill the XPD mission.
- Assign CAs to projects, programs, and tasks to ensure all responsibilities are fully covered and functioning.
- Maintain the CRC Handbook to reflect current policies and procedures and ensure its use by staff.
- Maintain the CRC calendar and communication processes.
- Update the CRC project sheet to reflect operations and practices.
- Monitor the log sheets and communicate payroll timelines.
- Schedule and conduct regular meetings and trainings with the CA staff.
- Ensure all CRC employees have met and are incorporating the required trainings and proficiencies.
- Role model appropriate and professional behavior to the CAs to ensure their ability to effectively work with all XPD constituents (e.g., students, employers, alums, faculty/staff, prospective students/parents).

Day-to-Day Functioning of the CRC:
- Work with the CAs to ensure exemplary customer service.
- Supervise the Career Assistants in the design, promotion, leadership, and evaluation of programs.
- Promote the XPD Office; supervise the work of the CAs in marketing and communications; assisting with the preparation of materials, identifying target audiences, and delivering information to audiences.
- Supervise and assist with the website including updates and improvements.
- Manage the CAs to ensure collection and analysis of data and reports.
- During shifts (as needed) respond to customers, work on selected programs, and perform other CA duties.
- Provide support to career events while monitoring the event and the work of the CA team.

Support Experience and Professional Development Programs and Services:
- Educate others on the XPD mission.
- Implement and supervise policies and procedures related to programming and services.
- Gather input from the CAs, XPD professionals, and customers/users to generate programming ideas.
- Supervise the work of the CAs as they design, develop, and present programs.
- Gather student input and generate ideas for student programming, outreach, and promotions for increasing student engagement.
- Meet with supervisors to communicate CA progress and professional development.
- Problem solve during program development and delivery; work with CAs to ensure learning from situations.
- Ensure assessment of each program and the completion of a summary report.

Build and Maintain Partnerships:
- Develop and maintain relationships with faculty/staff members and collaborate on programming.
- Collaborate with student clubs to develop and present career-related programming.
- Work with Alumnae/i Relations to connect alums to programming.
- Professionally work with employers, provide exceptional customer service, and promote the XPD to ensure strong partnerships.
- Work with Admissions to serve prospective students and their parents as they learn about Experience and Professional Development.
- Professionally represent Experience and Professional Development at events.
- Gather and communicate data and feedback from employers and organizational representatives.

Work with Experience and Professional Development Staff:
- Schedule and participate in weekly meetings with Supervisor to discuss CA performance and development, services and programs, and to design staff meetings and trainings.
- Schedule and participate in meetings with the professional staff to work on targeted events, garner feedback on the CAs and the functioning of the CRC, and gather their ideas on new initiatives.
- Work with Supervisor on issues related to the CRC including facilities, budget, and staffing issues.

Minimum Qualifications:
- Knowledge of and experience with the career development process and experience as a Career Assistant.
- Excellent interpersonal and communication (oral and writing) skills
- Able to build relationships and work with a wide variety of people and groups
- Proven ability to lead, teach, coach, and manage others
- Ability to present (may be to individuals or groups)
- Ability to organize and manage a wide range of operations and programs
- Experience with designing, implementing, and evaluating career-related programming
- Ability to handle multiple projects that involve a wide-range of people (e.g., students to employers to alums)
- Able to maintain confidentiality and ensure confidentiality of a staff
- Experience with computer software programs that support the functioning of the XPD
- Ability to exercise independent judgment
- Able to examine situations and solve problems
- Ability to work in a flexible and changing environment
- Self-motivated, able to identify organizational needs and operate proactively
- Ability to gather and analyze data and make recommendations
- Innovative: make changes to better meet customer needs and deliver programs, institute new training practices, develop new policies and procedures, and enhance marketing efforts
- Committed to continuous learning and improvement on both an organizational and personal level
- Strong interest and willingness to work on own personal and professional development
- Able to accept and integrate feedback from supervisor and other members of XPD.
- Able to professionally represent the office to internal and external constituents
- Demonstrate commitment to the XPD, ultimately fostering the success of the entire office and staff

Work Schedule:
During the academic year: 1) work weekdays and some evenings; 2) float through the CRC during office hours (Monday-Friday, 8:30 a.m. – 4:30 p.m.) and/or work specific shifts; 3) meet weekly (one-hour) with Supervisor; 4) meet with CAs and the professional career staff on programs; 5) cover shifts that cannot be covered by CAs; 6) conduct regular hour-long staff meetings/trainings; and 7) work with staff to plan and conduct training prior to the start of the academic year.

Contact Person-SJU:
Heidi S. Harlander, Experience and Professional Development, Mary Hall 10, 320-363-2724

Contact Person-CSB:
Mary Harlander-Locke, Experience and Professional Development, Academic Services Building, 320-363-5655

Projects and Programs

CAs will be assigned to serve as a Team Lead or a Team Member. Team Leads will be the contact for the project or program, but many of these will require the input and assistance of every Career Assistant. Leads will work to gain a deep knowledge of the project or program so they can teach others and ensure complete execution. Leads will communicate consistently with their team, the Co-Coordinators, and the Supervisor; in addition, they will report outcomes and ensure all appropriate data is captured and documented. Team Members will be trained more deeply on their assigned projects and programs and work with the Lead on execution.

Ambassador:

- Serve organizational representatives (corporate, non-profit/volunteer, graduate school) working with XPD including for Information Sessions, Information Tables, Fairs, Career Seminars/Panels, and Networking Events.
- Work with the professional staff, Calendar, Handshake, and OCI schedules to ensure you know the dates/times locations of events.
- Learn about the participating organization(s) PRIOR to the event.
- Assist with marketing the events per the XPD Marketing and Communications Team protocols
- Work with the Supervisor to organize events (may include arranging rooms, refreshments, media, gifts – e.g., bread,) to ensure the smooth functioning the day of the program. Be prepared to troubleshoot as the event unfolds.
- Attend Information Sessions, Fairs, and other XPD Events as directed. Check with the Supervisor to ensure you understand your role at the event.
- For all events (exception: Information Tables) arrange for the scanner (prepare sign-in sheets as back up), materials and evaluation forms; scan student IDs/take a manual count.
- Meet and greet representatives at Information Tables, Information Sessions, Fairs, Seminars/Panels, and Networking Events. Project a professional image in your dress, manner, and comments as your represent XPD and CSB/SJU.
- Prepare an event summary (student, faculty/staff, employer, alum attendance, feedback, and recommendations); submit the information to the Supervisor, Co-Coordinators, and CRC Assessment Lead.
- Educate other CAs on key information from the event both individually and at CA meetings. This could include positions (internships, full time, volunteer), hiring needs, trends, student preparation to succeed, etc. …

Corporate Ambassador:
- o Evaluate company information and handle as appropriate (post, deliver to another department, toss).
- o Work with the professional staff to promote corporate-related opportunities.
- o Educate yourself on corporate resources and share your learning with the CA Team.

Non-Profit/Volunteer and Graduate School Ambassador:
- o Evaluate non-profit/volunteer and graduate school information; handle as appropriate (post, deliver to another department, toss).
- o Work with the professional staff to promote non-profit, volunteer, government, international resources and programs, and graduate school resources and events.
- o Educate yourself on non-profit/volunteer, government, and international resources (includes Going Global) and share your learning with the CA Team.
- o Educate yourself on the graduate school process, requirements, and programs and share your learning with the CA Team.
- o Develop and maintain partnerships with the Office of Education Abroad, Campus Ministry, the McCarthy Center, and other offices working with non-profit/volunteer opportunities.
- o Work with the Supervisor to organize and/or facilitate events/workshops with the Office of Education Abroad (e.g., Study Abroad Fair, events /materials for returning students, resume critiques, practice interviews).

Practice Interviews (Corporate, Non-Profit/Volunteer, Graduate School):
- All CAs need to continually educate themselves on interviewing (corporate, non-profit/volunteer, graduate school, fellowships, study abroad, and more) including techniques, strategies, questions, and effective/professional responses.
- Direct students to the Front Desk (Mary Hall 10) to schedule a practice interview with a professional staff member. Even though a professional will conduct the interview:
    - Prepare a list of questions customized to the type of interview (a minimum of 12 questions in an appropriate order)/
    - Submit the interview questions to the professional conducting the interview.
- If this will be the student's very first practice interview and they are not scheduled for an interview with a company, organization or graduate school: schedule the student on the CRC calendar:
    - Only schedule the student with a trained CA.
    - Schedule on the CRC calendar with immediate communication to the CA conducting as well as any shadow(s). Scheduling includes the student name, phone number, email, purpose of the interview, etc. …. Make the purpose very specific so the interview questions are tailored (e.g., do not list a business interview, but rather the type of position the student is seeking).
    - Tell the student to bring a resume and dress professionally (be prepared to define this).
    - Develop a list of questions (12 minimum) specific to the interview and enter the notes section of the calendar.
    - Send the student a reminder to limit non-shows.
- When conducting interviews (Study Abroad Interviews, first-time interviewee) CAs must:
- Dress appropriately which is a (minimum of business casual or your XPD polo).
- Inform the student of your role (trained para-professional) and limitations. Also, emphasize the importance of them scheduling the next PI with a professional staff member.
- Professionally introduce yourself and outline the process to the student.
- Observe non-verbals and provide feedback on those along with responses to the questions.
- Take notes while maintaining eye contact and listening; use the notes to provide thorough feedback.
- Professionally provide feedback (strengths and weaknesses); include specifics so the student understands your input.
- Educate the student on having questions prepared for the interviewer; coach them through this part of the process.
- Educate students on different interview formats (individual, several interviewers, small group interviewing, phone interviews, and Skype interviews) and coach on effectively performing in the various formats.
- Provide handouts/resources for the student to continue working on their interviewing skills.
- Encourage every student to complete multiple practice interviews.

- Educate CAs on accurately and thoroughly collecting and logging daily CRC usage, Contact Sheet information, and entering thorough and accurate programming information in the notes section of the CRC Outlook calendar.
- Check the CRC Outlook Calendar to ensure you know the events schedule and, immediately after each program/workshop, ensure programming data is entered thoroughly and accurately.
- Ensure the CRC Assessment and Contact Sheets are on the desk for the beginning of the week (8:30 a.m.). Give the Assessment sheet to the Assessment Coordinator and the Contact Sheet to the Receptionist/Secretary at the end of the week. Remind morning and afternoon CAs about the forms.
- On a weekly basis, enter the CRC usage information and programming information in a database.
- Prepare monthly reports of the CRC usage information; totals include CRC Usage (excluding Admission Tours), Admission Tours, and Total of both. Submit the totals to the Supervisor by the first day of each month for the previous month.
- Prepare semester and annual summaries of the CRC usage and programming information.
- Analyze the data and communicate, with recommendations, the information to the CA staff and professional career staff.
- Maintain the CRC Assessment binder/folder.
- Prepare program assessment reports as directed by the Supervisor.

Bulletin Board:
- August-April Bulletin Boards: Display XPD materials created by the XPD Marketing and Communications Team (watch for emails and print posters for the board). Also, create a board at the start of each semester with info about XPD services/resources and with CA pictures/bios
- April- August Bulletin Board: SJU Senior Board
- Ensure the Bulletin Boards are professional, visually appealing, easy to read, and fresh (take down posters for events/resources immediately after the event.

Campus Ambassador:
- Learn about the programs offered through XPD (e.g., Jackson Fellows, MPR/Gary Eichten Fellowships) and campus programs (e.g., E-Scholars, OLs, Scholarships/Fellowships) with an extensive application and interview process.
- Provide the Calendar/Scheduling Lead with events, dates, times, and locations so the Outlook calendar is accurate.
- Ensure every CA is thoroughly educated about each program and is sharing the information with students both in and out of the office. Provide training at meetings and with individual CAs.
- Ensure every CA knows the process and timeline for each program and is prepared to serve students seeking assistance with applications, resumes, letters (cover letters, statement of intent, …), and practice interviews.
- As requested, prepare preparation workshops in conjunction with the Program Supervisor and your Supervisor.
- Marketing: Work with the Program Supervisor to discuss marketing including marketing via the program to selected applicants/participants. External marketing needs to be conducted via the XPD Marketing and Communications Team.
- Prepare Practice Interview protocols that every CA utilizes for a particular program; ensure CAs are trained in the protocol. Interviews should include at least 12 questions (last one being: What questions do you have for me?) that are effectively ordered.
- Ensure assessment data for these programs (e.g., workshops, PIs, individual touches) is being gathered via established protocols. Provide a summary of the data to the Assessment Lead, Co-Coordinators, and Supervisor.

Career Closet:
- Learn about the SJU Career Closet including access and protocols.
- Work with the Co-Coordinators and the Associate Director to ensure the Career Closet is always organized, new inventory is added per protocols, etc. …
- Ensure that CAs are recording student contacts via the Career Closet.

Creative XPD Outreach:
- Lead the team on the chosen outreach for the year (e.g., *Game of Life – XPD Edition*); meet with the professional staff to discuss the event, logistics, timelines, marketing, etc. ….
- Ensure every CA is fully educated on the program and their role in helping to execute the event.
- Troubleshoot issues that arise with the Co-Coordinators and Supervisor.
- Gather CA and Student Participant Feedback on the outreach and share with the Co-Coordinators and Supervisor. Share your ideas and recommendations.
- Share ideas for possible other outreach activities with the Co-Coordinators and Supervisor.

Events Coordination (XPD Workshops, Fairs, Information Sessions, etc. …):
- **Large Events** includes XPD Fairs and Events (Numbers & Analytics Fair, Health-Related Fair, working With Kids/Education Fair, …), Connections XPO, Numbers Night, and other programs assigned by the Director
- **Workshops** includes resume, LinkedIn, … workshops for Residential Areas, Clubs/Organizations, and other specific groups of students

Large Events:
- Meet with a professional staff member to learn about XPD events including Fairs, Information Sessions, etc.; ensure you know the event, your role, timelines, and CA involvement. As applicable, meet with the CSB CA(s) counterpart(s) **with** their Supervisor and/or an appropriate professional staff member.
- Learn about the marketing plan and the role of the CAs in marketing (e.g., putting up posters, dorm storming, setting out sandwich boards, bus stops, sharing information with faculty members, etc. …). Work with the Co-Coordinators to assign CAs to marketing tasks.
- Handle logistics and materials related to the event as assigned by the professional staff member.
- If an on-campus event, attend and contribute to the success of the event via your on-site role (greeting guests, handling logistics, troubleshooting, etc. …).
- Meet and greet representatives; project a professional image in your dress, manner, and comments as you represent the XPD and CSB/SJU.
- Provide feedback about the event and share ideas for programs.

Workshops:
- Meet with the appropriate professional staff member and/or Co-Coordinators to learn about the workshop goals and protocols, your role, timelines, and CA involvement. As applicable, meet with the CSB CA(s) counterpart(s) and **with** their Co-Coordinators and/or Supervisor.
- Develop the content, dates/times, locations; this must be coordinated, with the CSB CAs if offering the same Workshop. Secure the location BEFORE moving beyond this point.
- When designing a workshop for a particular club/organization, group, (e.g., residential areas, student employees, etc. ….), customize the program (content, length, date/time, etc. …) to their needs.
- Work with the club/organization or residential area on their marketing plan for their members/residents to ensure strong promotion.
- Prepare materials/handouts; arrange for the scanner (paper sign-in sheets as back up), iPad, projector, etc. …
- Check logistics (equipment, refreshments, location) PRIOR to the start of the session.
- Greet and check in students, provide with materials.
- Project a professional image in your dress, manner, and presentation as you represent XPD.
- Be prepared to present, answer questions, etc. ….
- Share participation information with Assessment; share feedback and ideas with the Co-Coordinators and Supervisor.
- Continually educate yourself on topics you'll be teaching:
    - Resumes: for first-years, study abroad, science, graduate school, volunteering, corporate
    - LinkedIn: profiles, job/internship searches, building connections
    - Etc…:
- Provide ideas for future workshops.

First Destination Survey (FDS) – SJU (staff at CSB will complete the FDS for CSB):
- FDS Lead:
    - Continuously meet with the Supervisor about responsibilities, logistics, and timelines; develop email communication pieces and phone scripts, review alum records for completion, problem solve, etc.
    - Continuously communicate with the Receptionist/Secretary to discuss working together on FDS including continuous and accurate communication throughout the survey work.
    - Review the First Destination Protocol and ensure complete understanding.
    - Educate all CAs on the FDS purpose, goals, process, professionalism in conducting the work, and attention to detail/accuracy.
    - Meet with the FDS Team Members and review their role, train them on gathering and documenting information, review expectations including communication and timelines. Discuss how to document information (e.g., states are listed with their two capital letters, titles must be capitalized, no abbreviations, etc. …) and listing/dating work (e.g., when a phone call was made).
    - Create the FDS Spreadsheet to track alums, document alum information, and document CA contacts with alums.

- Delegate alums to the CA staff (starting with the FDS team) and monitors progress and professionalism to ensure compliance with established protocols.
- Ensure every record is completely accurate before submitting to the Supervisor
- Work with the Co-Coordinators on incentives.

- FDS Team:
    - Read the FDS Protocol and discuss with the FDS Lead
    - Ensure complete understanding of the purpose, goals, team role, communication, and documentation.
    - Learn resources/services that are available to alums and how to connect alums to those; be prepared to share this information with alums by email and by phone.
    - Complete training on contacting alums including via email and phone and finding alums via LinkedIn, CANE, Facebook, and Google Searches.
    - Work within established timelines to gather alum information and submit accurately and in a timely fashion per the protocol.
    - After initial contacts (email/survey, LinkedIn, CANE, Facebook, Google Search) phone alums as assigned and per protocol. Take the initiate and continually work at placing phone calls.
    - Contact Faculty, Staff, and others as assigned by the FDS Lead.
    - Follow-up with alums (may require six or more contacts) until their information is collected or contact leads have been exhausted. Alums reporting *unemployed seeking*, *unemployed and not seeking*, and *part-time* will require contact every month to check on their progress and to offer assistance with their search.

==Marketing==:
- Coordinate materials created and sent by the XPD Marketing & Communications Team (XPD M&C). At times CAs will print posters and other materials; at other times, posters, postcards, etc. … will be sent to the Supervisor or Office Manager for printing so consult with them BEFORE printing to avoid duplication.
- As needed:
    - Posters: Take posters prepared by the XPD M&C and hang around campus (approved bulletin boards, XPD boards, etc. …). Provide the Residential Life Team with posters for the dorm bathrooms and a timeline for delivery.
    - Sandwich boards: Secure posters from the XPD M&C for the sandwich boards and insert (make sure the boards are in good shape – talk to the Office Manager if there are issues with the boards). Create a schedule of CAs to set-up and bring in the sandwich board; the schedule should include locations for the boards.
    - Tabling: Secure marketing materials from the XPD M&C and gather other materials (e.g., resume handouts, laptop, pens) as appropriate. Create a CA schedule for the Tables and communicate clearly to all CAs as well as ensuring the schedule is listed on the CRC calendar. Train CAs on effectively working the Table (e.g., stand on the side of the table and greet people vs. sitting behind the table) to maximize effectiveness. Create the tracking system so CAs can document contacts (typically a scanner or sign-in sheet).
    - Bus Stops: Secure marketing materials from the XPD M&C and gather other materials (e.g., resume handouts, pens) as appropriate. Create a CA schedule for the Bus Stops and communicate clearly to all CAs as well as ensuring the schedule is listed on the CRC calendar. Train CAs on effectively working the Bus Stops to maximize effectiveness. Create the tracking system so CAs can document contacts at the Bus Stops.
    - Dorm Storms: Secure marketing materials from the XPD M&C and gather other materials (e.g., resume handouts, laptop, pens) as appropriate. Create a CA schedule for the Dorm Storms and communicate clearly to all CAs as well as ensuring the schedule is listed on the CRC calendar. Train CAs on effectively working Dorm to maximize effectiveness. Create the Dorm Storm tracking sheets for CAs to document which rooms and residents they interacted with during the Storm.
    - Faculty Outreach: Secure marketing materials prepared by the XPD M&C. Create a CA schedule for the Faculty Outreach and communicate clearly to all CAs as well as ensuring the schedule for the

Outreach is listed on the CRC calendar. Train the CAs on communicating with faculty to maximize effectiveness. Create the tracking system so CAs can document faculty contacts.

- o Club/Organization Outreach: Secure marketing materials prepared by the XPD M&C. Create a CA schedule for the Outreach and communicate clearly to all CAs as well as ensuring the schedule for the Outreach is listed on the CRC calendar. Train the CAs on communicating with clubs/organizations to maximize effectiveness. Create the tracking system so CAs can document club/organization contacts.
- Learn about events to ensure understanding of the marketing strategy and accurate, timely, targeted marketing. Some events require pre-registration so ensure timelines are set to fit within registration requirements.
- Communicate and coordinate to ensure all events are covered and without duplication.

Residential Life:
- The Marketing Team will provide the Residential Life Team with posters for the dorm bathrooms and a timeline for delivery. Note if any plastic holders are missing or damaged; gather supplies from the office to replace the missing holders. At times, multiple posters will need to be displayed; tape posters next to the plastic holder.
- Discuss SJU residential programs with the Supervisor; bring RA/FR initiated program ideas forward for discussion with the Supervisor PRIOR to agreeing to an event.
- Develop strong working relationships with the RAs and FRs; communicate with them about programs and garner their support and ideas.
- Work with the RAs/FRs to organize residential workshops; prepare handouts, organize refreshments, etc.…
- Work with the RAs/FRs to ensure thorough communication of the program to their residents. It's important the RAs are promoting and encouraging participation so ensure they have a marketing plan they will execute.
- Arrange for the scanner (sign-in sheet as back up), materials, and media (laptop, projector).
- Attend the event and professionally present (or shadow/assist), scan IDs, engage the residents, and answer questions. If you cannot attend assigned residential programs due to an emergency, contact the Lead for the program and Co-Coordinators to work out a substitute.
- Gather feedback from the participants and RAs/FRs; utilize in your program summary and share with the Co-Coordinators and Supervisor. Also, summarize the event and feedback at CA meetings.
- Thoroughly and accurately, update the CRC Outlook calendar and ensure the Assessment Team has the data.

SJU Alum Profiles/Spotlights (CSB CAs will take care of CSB Alum Profiles:
- Visit the XPD website and review at least one profile under each of category (Business, Communication & Arts, Education, etc. …) to understand the Profile Series and format. Also understand the importance of the Profiles and how they are utilized (e.g., great resource to show students exploring majors and careers).
- Utilize CANE to identify SJU alums (CSB CAs will take care of CSB Alum Profiles) who are not currently included in the Profiles, who have been out of SJU at least 1 year, and who could provide a new story or information about a career path (for example, do not profile judges or lawyers who are basically doing the same thing as already profiled judges and lawyers).
- Be aware that your Supervisor may assign you an alum(s) to profile.
- Check the identified SJU alums LinkedIn to learn more about them and the story they could share via XPD Alum Profiles.
- Share your SJU alum ideas with the SJU Alum Profile Lead and Co-Coordinators. Finalize the alums you will contact with your Supervisor.
- Send the approved first email for SJU Alum Profiles to see if the alum is interested in participating (this email includes a link to the XPD Alum Spotlight/Profiles so the alum can review what you are asking of them. If you do not hear from then in a week, re-send the email requesting their participation. If you do not hear from them, move on to another alum.
- Once the alum responds, send a follow-up email with the questions you would like them to respond to (include all the basic questions plus one or two specific to that individual's career, industry or experience). Also, remind them to send a professional headshot. You may have to remind them to respond and/or send a photo.
- Create a Word document of their profile. This document should be set up like the Profiles on the website:
  - o Name, year of graduation, major[s], and current position on top and bolded
  - o Month and date of the profile on the bottom

Pre-Departure Career Workshops:
- Check with the Supervisor about coordinating this program with the CAs at CSB. If coordinating, all the following should be completed collectively. If the SJU Center is the only place offering the workshops, proceed as such.
- Establish objectives, content, timelines, and logistics (dates/times, format, etc. …).
- Prepare materials for the workshops (career checklist to be completed prior to departure, resumes, etc. …).
- Obtain the appropriate semester list of study abroad participants preparing for departure from the Receptionist/Secretary. You will invite students on the spring list to the fall workshop(s) and the fall list to the spring offerings.
- Acquire Supervisor approval for the email invitation; email the students on the study abroad list (BLIND COPY); emphasize the importance of attending, objectives, and timelines.
- Assure that all CAs on the team are scheduled and prepared to educate students at the workshop.
- At the workshop greet students, scan IDs, provide materials, present, and answer questions.
- For those not able to attend the workshop, but who want the assistance, invite them to personally come in and connect with the Study Abroad Team.
- Gather and communicate participation data. Provide feedback to the Co-Coordinators and Supervisor.

Resume Workshops for Study Abroad:
- Meet with the Supervisor to discuss Resume Workshops for those applying to a Study Abroad program; these Workshops and the Walk-In Resume Critique Sessions will be coordinated with the CSB CA staff. Set the schedule of these events with the CSB CAs.
- Take care of staffing and logistics (space, materials, scanners, sign-in sheets, etc. …) for the workshops.
- The XPD Marketing & Communications Team will prepare the marketing materials and the Marketing Team in the CRC will coordinate promotions.
- Ensure all CAs presenting are trained on resumes for study abroad and on the presentation.
- At the Resume Workshops: greet students, scan in IDs, provide materials, present, and answer questions.
- At the Resume Critique Walk-in Sessions: greet students, scan IDs, and work efficiently through the students (may mean worker with multiple students at a time, shortening individual critiques).
- Gather and communicate participation data; provide feedback to the Co-Coordinators and Supervisor.

Interviewing for Study Abroad:
- Meet with the Supervisor to set timelines, protocols, etc. … for these practice interviews. The Supervisor will have coordinated the timeframe for these interviews with the CSB CA Supervisor.
- Understand the meaning and intent of study abroad practice interview questions and educate all CAs conducting practice interviews professionally, thoroughly, and within the established protocols.
- Create a practice interview schedule in the CRC Calendar for student sign-up that ensures the CA conducting the interview is fully trained, shadows are scheduled, and a qualified CA is available to cover the front desk.

MAKE SURE THERE IS A HARD COPY OF THE SCHEDULE IN CASE OF IT ISSUES

- Schedule new CAs for interview shadowing experience; track their progress and keep the Co-Coordinators and Supervisor apprised of their learning. CAs are not allowed to conduct interviews until approval by the Supervisor and Co-Coordinators.
- Provide a summary of the Practice Interviews; share with the Supervisor, Co-Coordinators, and Assessment Team.

==Technology:==

Website Link Checks:
- Familiarize yourself with the XPD website and constantly be aware of changes/updates. Educate the CAs on the changes/updates.
- Coordinate with the CSB CAs on the monthly website check schedule.
- Work with the Co-Coordinators and Supervisor to set the website schedule for the months the SJU CAs are responsible; communicate the schedule and expectations to the CAs.
- Supervise CAs on completing website checks and making changes to the website based on the checks.
- Connect with the professional staff on issues with links (not working, fee-based, etc…).

SJU Computers:
- Trouble-shoot problems with the computers; work with IT to ensure fully functioning computers.
- Ensure that the CANE program is functioning on the CRC computers.
- Regularly go through the CRC files, email boxes, etc. … and clean up (check with other CAs before deleting anything). Remind the other CAs to clean out their email and files.

Outlook Calendar & Scheduling:
- Regularly update the CRC Outlook calendar to ensure all scheduled events are accurately listed on the calendar.
- Check Handshake and consult with the professional staff handling On-Campus Interviewing dates and related activities (e.g., Information Session) so they are accurately recorded on the calendar.
- Watch from emails from the Receptionist/Secretary providing notifications of Information Tables; add these to the calendar.
- Continually check the calendar to ensure every event has assigned CAs; assign CAs as within your purview and work with Team Leads, the Co-Coordinators, and Supervisor on CA coverage.

Resource Review for XPD Website
- Locate and evaluate websites for possible inclusion on the XPD page.
- Emails with sites will be shared with you (from the CSB CRC account, your Supervisor or the CSB CA Supervisor). Evaluate these sites based on the following:
    o The website has clear, helpful information that is relevant for CSB/SJU college students and young alums
    o The site is not fee-based
    o The site does not request a lot of personal information
    o The site is easy to navigate
    o Etc. …
- Compare the suggested site to current pages on the XPD page:
    o Is the suggested site good as or better than what is currently on the XPD page (e.g., if it's a site related to environmental positions, does it provide information that is currently provided and/or with additional helpful information)?
    o Does this site provide information not currently available via the current website links on the XPD page?
    o Would you recommend this site be added to the XPD page? If so, would you recommend that this site replace another site (if so, which one or ones)?
- Write up your summary with specific information and submit to the Supervisor.

CAREER ASSISTANT TIME COMMITMENT

The CA schedule is created at the beginning of each semester. The CA Coordinators, working with the CA staff, may occasionally revise this schedule to ensure the smooth functioning of the CRC.

Most Career Assistants will work 10-12 hours per week; below is a rough estimate of how this time might be distributed during a typical week. Those with work awards for 5-6 hours per week will be scheduled in a similar fashion.

Career Assistants will be scheduled to staff the Career Resource Center approximately 10 hours per week. The other 2 hours per cycle are for CA meetings/trainings, facilitating career programs, and meeting outside scheduled hours with other CAs (e.g., work on common program/project). CAs will be responsible for meeting their work award including taking the initiative to meet the non-scheduled hours. Due to potential overcrowding & overstaffing of the CRC, CAs cannot extend their scheduled shifts to complete these hours.

Each Career Assistant is budgeted hours equal to their work award. This amount cannot be exceeded. If you choose to miss a shift, you cannot "make up" your shift without approval from a CA Coordinator or the Supervisor. If you choose to be absent for a significant amount of time, do not assume you can make up the missed time.

If you have concerns or questions about this policy or about your ability to make your work award, it is your responsibility to speak with the CRC Coordinators or Supervisor in a timely fashion.

OVERSTAFFING OF THE CRC

Typically, there should be no more than two or three Career Assistants working in the CRC at one time. When more than two CAs are scheduled for a shift, be sensitive to the needs of each CA to complete their assigned work and to the needs of CRC users (e.g., ensure a computer is open for students and alums). If you drop in off-shift (e.g., between classes) and thus, are not officially working: a) use the laptop in the interview room and b) do not engage in behavior that would put CAs in a negative light (e.g., lay around on the couches, visit your Facebook, conduct personal phone calls).

If you are meeting with fellow CAs on a project outside of your regular shift, be sensitive to the CRC traffic flow and use your best judgment as to whether you should move your meeting to another space.

TIMECARDS & TIME LOGS
Keep track of your hours by **completing the Time Log sheets AFTER EVERY SHIFT**. Also, enter the hours daily in your BANNER account using web time entry. At the end of each pay period, finalize your hours for review by the Supervisor. The Coordinators will monitor your work award via the time logs, but you are responsible for keeping track of your earned award.

You are being paid for the time you work. If you arrive late or leave early, make sure your Log reflects the actual time you worked. Dishonesty on your timecard will be reason for termination of employment.

CAREER RESOURCE CENTER POLICIES

ATTENDANCE, ABSENCE NOTIFICATION, AND TARDINESS

A work schedule is provided at the beginning of a semester; **immediately** download your work schedule to your Outlook calendar with CRC meetings, trainings, and program commitments. You are required to be at work when scheduled and expected to attend all meetings/trainings and programs/events for which you are assigned. When a schedule conflict arises that would affect your ability to fulfill your CA commitments, **you must take responsibility to communicate with the CA Coordinators and Supervisor**. The Coordinators will decide how to make each situation work best for the CRC/CAs. Once the schedule is established, you need to schedule other events (e.g., group projects, club meetings) around work. Talk to the Coordinators or Supervisor in that rare instant where you are having difficulty scheduling around work.

When you know in advance that you cannot make a shift, will be late or need to leave early:
- You must contact one of the Coordinators or Supervisor **PRIOR** to your absence and as soon as you are aware your schedule will require you to miss a shift, be late or leave early. Failure to speak with a Coordinator of the Supervisor in a timely fashion (e.g., you know of the event a week before, you must talk to a CA Coordinator the week before NOT the day before; 24 hours prior to the known event = minimum) may result in an inability to accommodate your requested schedule change and/or disciplinary action.
- Do not just post that you will be gone; YOU MUST contact the Coordinators AND Supervisor for approval of the absence.
- Do not ask other CAs to work for you; all staffing changes must go through the Coordinators.

Review your academic and personal schedule in advance to resolve any conflicts with as much notice as possible. Last minute requests for changes when you had prior information about your upcoming schedule may mean a denied request for a change in your CRC obligations.

If you are sick or an emergency you cannot control comes up at the last minute (class goes over, bus breaks down, etc. ...):
- Contact a CA Coordinator and the Supervisor by phone to let them know you will be absent or late AND email the CRC to notify other CAs of your absence. Also, call the CRC (#3383) and ask the CA on duty to post the message. If a Coordinator is not available by phone, leave them a message and e-mail them (these are last resort measures; an attempt at a phone conversation is required).
- Get to the CRC as quickly as you can to minimize lost work time.

If you cannot make it to a Meeting or Training
(These are required; only emergency absences are acceptable):
- Talk to a CA Coordinator in-person PRIOR to the meeting/training. Only true emergencies will be considered for an absence.
- Schedule an appointment with one of the Coordinators to discuss the information you will miss or have missed during the meeting/training.

Excused and Unexcused Absences

Excused Absences:
- ❖ You have met with a CA Coordinator in advance and discussed your upcoming absence.
- ❖ You are absent due to illness or an emergency and the CA Coordinators and the Supervisor have been notified via a phone call and/or email.
- ❖ You are absent due to an academic or personal reason that you previously discussed with the CA Coordinators and your Supervisor and your absence was approved.

Unexcused Absences:
- ❖ You are absent and did not notify a CA Coordinator and the Supervisor.
- ❖ You talked to a Coordinator and the Supervisor; however, your absence was not approved and you did not show up for work.

Frequent tardiness, unexcused absences or frequent excused absences may lead to termination of your CA position. Termination may make you ineligible for other student employment.

APPEARANCE

Your appearance and attitude set the tone and affect how students, alums, employers and others view the XPD - Experience and Professional Development. Dress neatly and professionally. Be positive and enthusiastic about your job and the office. **Wear your nametag** which is the CA uniform and an important way for CRC users to know who is available to serve them. No sloppy dress, t-shirts or hats with inappropriate language, etc. ….

For programs and presentations, dress is business casual (or, at times, your quarter zip with dress pants). Business casual means dress pants, a button-up shirt, golf shirt, or sweater. No jeans, no shorts, no t-shirts, no sweatshirts, and no hats. Wear your nametag at these events.

Business casual dress is required for conducting practice interviews.

COMPUTER USE

All CRC computers should have the career website up. Upon arrival at work, your first task is to check the CRC POST, CRC Calendar, and CRC email accounts. Check the career website for changes and updates. Personal websites (such as Facebook, etc. …) are not to be accessed during work hours unless it is for work purposes (e.g., First Destination Survey). The computers in the Career Resource Center are for CRC use and not for your personal use. Checking your email periodically is fine, but making your email a priority over CA responsibilities is not. Web surfing for your personal use is not acceptable.

CELL PHONES

Personal calls on your cell phone during your shift are inappropriate. An occasional, quick call for an "emergency situation" is fine, but cannot take priority over XPD business. During your shift, do not disappear in an interview room or down the hall to make personal calls. In addition, no texting while at work, except for work purposes. An office telephone is available for CRC work.

CRC FURNITURE

The furniture is meant to be comfortable, but is not for lounging/napping. If you arrive early and are waiting for the start of your shift, do not lay around on the couches. Other folks do not know you are not working and thus, may develop the impression that CAs are paid to lay around.

MUSIC/HEADPHONES - EARBUDS
Music can be listened to except when employers or other guests (e.g., Admission tours, alums, workshops/presentations) are in the CRC. Use low volume; check with other CAs and John to see if your volume is appropriate. DO NOT wear headphones/earbuds in the CRC; you must be aware of CRC users and their needs and continually check in with them. If you play music on the computer, make sure it is not disruptive to XPD business nor to your ability to complete your work. Ensure the music is appropriate for our professional setting. Finally, do not download music nor save music on CRC computers.

HOMEWORK
CAs are paid to work on behalf of the XPD - Experience and Professional Development, not for homework. Complete your immediate tasks and projects, work on team projects, ask other CAs how you can assist them, review resources to gain more familiarity, and work on your own career development (e.g., redo your resume, practice writing letters, research careers that interest you, research graduate programs/schools that you might want to apply to, use CANE to identify alums you can network with).

FOOD
Keep food and drink on your shift, especially in the presence of CRC users, to a minimum. Popcorn can be made on days when interviews are NOT being conducted and other guests are not using CRC space. Be sure to maintain the cleanliness of the popcorn popper, popcorn room, hospitality counter, tables, etc. …. If you bring dishes (includes trays) from Sexton to the CRC (e.g., over the lunch hour), immediately return those dishes to Sexton. DO NOT leave your dishes in the CRC; DO NOT assume others can clean up for you. Clean your food residue (including crumbs) off the CRC desks, tables, counters, etc. …; discuss composting with Gary. Wash your dishes. Do not leave food in the fridge for extended periods. At the end of the week, clean out the refrigerator to ensure food does not spoil over the weekend.

CONVERSATIONS
Keep your conversations, even those while hanging out in the CRC (e.g., prior to the start of your shift), appropriate and professional. This is a paraprofessional student employment position and you represent the XPD and CSB/SJU. Your language and topics are a reflection on you and the office.

RECYLING (WE ARE A GREEN TEAM)
All paper, cans, bottles, and cardboard need to be recycled. Recycling bins are located under the CA desk and in the Student Office Assistant office space. There is also a bin for paper across from the printers. Use the CRC cups vs. the plastic cups for water; minimize using and throwing out the plastic.

CRC SPACE
Mary Hall 25 needs to be kept professional looking and neat. The table area kept clean and empty so it can be used as a work/meeting space, the counter and sink clean (make sure all dishes are washed and put away or returned to Sexton/Refectory), etc. Remove garbage and take the trash out when the wastepaper baskets are full. Again, it is every CAs job to keep the CRC clean and professional.

Things You Can Do!

As a Career Assistant, you are expected to take an interest in learning about the process of career development. The more you know about the career development process, the better prepared you will be to answer questions and assist CRC users. Take initiative to educate yourself beyond the staff training sessions by engaging in the following activities.

❖ Actively engage in your own career development process.
❖ Arrange an appointment with a Career Counselor (other than the CA Supervisor) to start discussing your career development and to set some career goals.
❖ Attend career events that you are not required to attend or assigned to. Discuss your intended participation in a non-required/assigned career event with the CA Coordinators and the Supervisor PRIOR to the event date; it may be possible to be paid for your participation.
❖ Take an interest in what your co-workers are working on. Strive to stay informed on all career programming and resources.
❖ Become VERY familiar with the XPD Website. Strive to know what is on every page, where the links go, and where gaps exist in the information provided.
❖ Read every XPD marketing piece and ensure you understand the event/program/resource; seek additional information about events/programs/resources to increase your knowledge.
❖ Read all XPD publications and handouts.
❖ Become familiar with as many resources as possible. Challenge yourself to learn a new resource every week. As you examine a resource, ask yourself a series of questions including:
  ▪ What are the key ideas of this resource?
  ▪ With which CRC users would I utilize this resource?
  ▪ What other resources could I recommend to a user to compliment the information is this resource?
❖ Learn how to do as many projects on the project list as possible. Ask your CA Coordinators or Supervisor to show you project requirements.
❖ Learn how to organize and present career-related workshops. Work with your CA Coordinators, your Supervisor, and other professional career staff on effective workshop development and presentation.
❖ Think about career questions and concerns that your peers have. Consider answers you might provide and/or career resources you might suggest.
❖ Talk to organizational representatives (e.g., employers, full-time service organizational representatives, graduate school representatives) using the CRC; learn more about their company/industry, service organization or their school/graduate program(s).
❖ Find new career-related links, videos, …. and share your ideas with others.

ON THE JOB PRIORITIES

Check the following at the beginning of your shift:
❖ CRC Email
❖ CRC Post (internal communication site)
❖ CRC Calendar (you need to know events for the day/week including the details in the notes)
❖ CRC voicemail (should be checked first thing in the morning; User ID - #3383, Password – 7156)
❖ CRC Mailbox: Take responsibility for the mail that fits your projects. Handle mail you open in the CRC mailbox that does not fit a "defined" project. If you do not know where something goes, ask! Avoid the temptation to leave the mail for others.

Priority - Assisting students and alums visiting the CRC. Every person who visits the CRC should immediately be greeted in a friendly and professional manner and offered assistance. It is sometimes easy to be caught up in your work or to wait for someone else to assist the CRC user. Make a special effort to be aware of individuals entering the CRC and don't hesitate to greet and assist them.

Follow-up with students and alums during their time in the CRC. What other questions do they have? How else can we be helpful? Offer them additional ideas/resources. Invite them to return to the CRC. CAs can assist younger alums with a resume, but resumes for alums more years out should be referred to a professional staff member.

CAs guide students through their resumes, letters, LinkedIn, and applications by offering information, examples/samples, and providing feedback. CAs are not to create these documents for students nor to work with the student on every word/step. Get the student or young alum moving forward and then have them work on their own to create their documents. Check back and review work they have independently completed.

Occasionally a Career Counselor will ask you to set up a student or alum with an assessment instrument (e.g., SII, MBTI, Strengths):
❖ Be sure to get the student or alum set up with the correct instrument(s)
❖ Students or alums should be directed to the computer in the interview room if unoccupied, otherwise they should be directed to a computer in the CRC
❖ Ensure the CRC is conducive to the individual completing their assessment (turn off music, ensure conversations are not taking place right next to the individual working on an assessment)
❖ If possible, leave a computer open between the individual taking the assessment and another user (give the student or alum some space)
❖ After the student or alum has begun to complete their instrument(s), check in with them to make sure things are going smoothly.

Priority - Assisting employers and other organizational representatives: Introduce yourself and ensure they know you are there to take care of their needs/answer their questions. If you don't know how to help them/answer their question, ask! A professional staff member may be available who could assist you; check with the Receptionist to see if someone is available.

Priority - Admission Tours: Admission Tour Guides will be bringing prospective students and their parents/families into the CRC for the XPD "Two Minute Touch."

❖ Review the Two-Minute Touch Script and practice it in preparation for shadowing and then giving tours as approved by the CA Co-Coordinators and Supervisor.

❖ Consider how you would personalize the tour based on the students major and/or career interests (e.g., if interested in Math – what specific events/resources would you offer vs. if the student were interested in English or Pre-Medicine or …?).

❖ Shadow several tours, before being reverse shadowed, and then soloing. After each shadow and reverse shadow, ask questions, let the CA you shadowed know what you feel you are doing well and where you need to improve before soloing, etc. …

❖ If you cannot answer a question, ask for assistance from another CA. Discuss it with the Co-Coordinators or your Supervisor as you interact with them (or email them after the tour.

❖ If the prospective student is interested in majoring/minoring or a career path of another CA in the office, invite that CA into the conversation so they can provide prospective as a major/minor/career interest.

❖ Be mindful of the two minutes; utilize the script and add the information specific to the prospective student's interest, but stay within the timeframe. That means you may not be able to go through the entire script.

❖ Be enthusiastic and be mindful of your non-verbals (good eye contact, sincere handshakes, standing so your body is oriented to the prospective student and parents/family).

❖ Thank them for thinking about enrolling here and hand the parent/family the XPD card.

Priorities - Other:

❖ Work on your projects; consider timelines so you can prioritize and complete projects within those timelines.

❖ Work on your programs (workshops, Fairs, etc.) including program follow-up.

❖ Continue your education (learn about all the XPD resources and materials; know the XPD website inside and out, work on your resume/letters/interview skills).

❖ Take the initiative to work on other CRC projects (e.g., proposing new programs, identifying new websites for the career page).

❖ If organizations/employers are using the interview spaces, check to ensure their needs are being met.

❖ Ask other CAs if they need help with their projects and programs.

❖ Look around to see if something can be improved, changed, or added to enhance our service to students. Talk to the CA Coordinators and/or Supervisor about your ideas.

❖ Ensure you are contributing to assessment accurately and thoroughly.

❖ Ask the professional staff if they need help with anything.

❖ Keep the CRC clean and professional looking at all times (this may include returning dishes to Dining Service, emptying garbage cans, wiping tables, cleaning up the popcorn popper). CAs with the end-of-the-day shift must ensure the interview rooms are ready for the following morning.

CUSTOMER SERVICE and HELPING SKILLS

CRC users are the most important part of our job. CRC users include:
- ❖ Students and alumni who visit the CRC
- ❖ Employers and graduate school reps. conducting interviews, Information Sessions or Tables
- ❖ Admission staff and the prospective students/families they are touring
- ❖ CSB/SJU faculty & staff
- ❖ Students working within this office complex (e.g., Student Office Assistants)
- ❖ Anyone who contacts the CRC (emails, phone calls)

Our Approach to Helping
We assist students and alums with career development questions, concerns, and resources while striving to teach them the skills they will need for professional growth throughout their lifetime. This means that we teach them about the process including finding resources and developing/enhancing their career development skills. We do not make decisions for them or do their work; we strive to empower them with the skills and resources necessary to assume responsibility for their own career development.

First Things First—Develop Rapport
As a helper, you need to convey respect, caring, and understanding to the person you're assisting. Greet and welcome those entering the CRC. Face him/her squarely, introduce yourself, and ask how you can be of service. Give him/her your full attention.

Apply Active Listening Skills
It is your task to gather enough information about their questions and concerns to be able to help. Utilize attending skills (eye contact, open and facilitative body language and facial expressions) to indicate you are listening. Use tone, inflection, and a speech rate that conveys interest and to convey enthusiasm for our services and resources.

Ask Appropriate Questions:
- ❖ Encourage the student/alum to talk; gather information you can utilize to effectively assist them.
- ❖ Open Questions: More than a "yes" or "no" answer. Often begins with "What,", "How" or "Why."
- ❖ Closed Questions: Can be used for clarification, understanding, and to gather facts, details and general information to help you accurately and thoroughly understand their situation.
- ❖ Reflect back to them your understanding of their questions and concerns to verify that you are on track with assisting them.

Determine next steps:
- ❖ Introduction to resources.
- ❖ Information giving (e.g., about an event or process).
- ❖ Peer coaching (resume/letter critique, career development – where is the student at and what are helpful next steps?).
- ❖ Referral to a professional staff member or to another department or faculty/staff person. For example, you would encourage a student working on a personal statement for graduate school to visit with a faculty member or the Writing Center.
- ❖ If you're not sure, consult with the Co-Coordinators, you're Supervisor or another professional staff member.

Delivering Service:
- ❖ Be familiar with as many resources as possible (know all parts of the XPD website as well as resources on Department pages).
- ❖ Educate the student about resources and help them understand the value of various resources. Demonstrate the use of the resource for maximum impact.
- ❖ When necessary, help the student understand the overall career development process and point out steps that s/he may take. Meet the student where they are at and work from there. Utilize the XPD **Explore, Do. Reflect. Connect.** Checklists.
- ❖ Be courteous and professional while presenting options for obtaining information, including via alums and other professionals. Educate about interacting with alums, employers, organizational representatives, and graduate school representatives professionally.
- ❖ Share XPD handouts including those related to Networking and Information Interviews; discuss the process including educating about CANE.
- ❖ If you do not know the answer to a question, ask another CA or professional staff member, DO NOT give information that may not be correct.
- ❖ Direct students to Mary Hall 10 to make appointments with a professional. After you have assisted them with their resume, cover letter, etc. …, send them to the front desk to meet with a professional as the next step.

Situational Service Examples/Guidelines:

Situation: A student or alum wants to visit with a Career Counselor now OR you need to speak with a Career Counselor to answer the student /alum's question.

Action: Ask the student/alum to have a seat in the CRC while you check to see if the Counselor is available. Do not bring the student/alum with you when you check to see if the Counselor is available. Ask the Receptionist about a Counselor's availability; DO NOT knock on closed doors as this means the Counselor is not available nor interrupt phone calls (e.g. door may be open). Most times the Counselors cannot take same day appointments so do not promise the individual an appointment at that time or on that day. While a Counselor may appear to be available, s/he may have other projects or concerns that require immediate attention of which you are not aware.

If a Counselor is not available, explain the situation to the student/alum and suggest that they make an appointment with a Counselor to ensure that someone will be available when they return. Accompany them to the front desk so they can schedule an appointment.

If a Counselor or other staff person is not available and you simply need an answer to a question to help the student/alum, take the person's name, number, and the details of the question. Inform the student/alum that you will call or email them or have another CA or professional staff member call/email the information. Tell them we will try to get back to them within 24 hours. Follow-up to verify that the student/alum was served.

Situation: A student wishes to make an appointment with a Career Counselor.

Action: CAs do not make appointments so walk the student to the front desk (Mary Hall 10).

Situation: A student calls/emails the CRC to ask when and where his/her on-campus interview is.

Action: Politely inform the student that they will need to check Handshake on the Home Page. Do not look the information up for the student, but rather, teach them so they know how to find the information.

<u>Resume, Cover Letter, and LinkedIn Critiques:</u>

Become well trained on resumes, letters, and LinkedIn profiles and how to critique them.

Ask the student if they have questions or particular concern that they were wondering about? Note them and be sure to address these while you provide the critique.

Explain that while some rules are somewhat standard, some things are also due to specific industries and personal preference. In addition, if they may talk to someone else and get a different answer they need to weigh the source of the information (e.g., someone they speak with may have experience with Education resumes, but not for Investment Banking) and make a decision. Indicate that you are trained in some resume basics, but are not an expert. Encourage the student to make preferred changes after talking with you and then make an appointment with a Career Counselor for their next critique.

When making suggestions for changes: Explain the reasoning behind your suggestion to enhance the student's understanding and acceptance of your suggestion. Be aware of their feelings and use tact in wording suggestions and changes. They have likely put a lot of work and thought into their resume, letter, and LinkedIn profile.

If a student has not started on their resume, letter, or LinkedIn profile, work with them to find out what information they need to get started. Use your judgment to know how best to help them. Describe or briefly outline the contents and key parts of a resume, letter or LinkedIn profile. Inform them of available resources and encourage them to take this information, create a draft, and come back for a critique with the draft. Try to avoid helping the student write the entire resume/letter/LinkedIn profile in your presence. This will be too time consuming and will possibly encourage the student to lean on you to do their work. Again, the goal of a CA is to teach and guide.

Concluding Service
Ask if you can provide any additional information or answer any other questions. Give the student space and freedom to utilize the resources and space in the CRC. Encourage them to come back if they have any other questions. Encourage them to make an appointment with a professional staff member.

CAREER & PERSONAL COUNSELING ASSESSMENTS

A student may enter the CRC and request to take an assessment inventory. They may have heard about this from a faculty/staff member, another student or some other source or even been referred by a faculty/staff member. You should be familiar with the inventories; however, it is not within your scope of responsibility and training to discuss these in-depth with students or to make a recommendation on taking a particular instrument.

Students wishing to take a Strong Interest Inventory (SII), Myers-Brings Type Indicator (MBTI) or StrengthsFinder must first schedule an appointment with an XPD Professional. This appointment gives the staff person a chance to visit with the student, assess their needs, and help the student determine which inventory, if any, would be appropriate. If the Career Counselor determines that one or more of these instruments would benefit the student, the student may be brought to the CRC where they will complete the instrument(s) [see information under "Helping Students"]. After the student completes an assessment, they will schedule another appointment with the Career Counselor for an interpretation.

Some students referred to the XPD - Experience and Professional Development to complete an inventory assessment may come in confused about what they actually need. Escort the student to the front desk (Mary Hall 10) so the Receptionist can clarify the student's needs and schedule them accordingly. The exception is when the student is completing the inventory for a class; CAs will be informed about these class assignments and instructions on the process will be provided.

INVENTORIES

The Strong Interest Inventory (SII) is an interest inventory used for career development purposes, specifically in the area of self-exploration. The inventory measures a person's interests in a general way. It does not tell a person what major or career to choose, but it will summarize and highlight patterns of career-related areas of potential interest. This is **not** a measure of skills, ability or personality. It also is not a magical answer to a person's quest to find/define a career path.

Myers-Briggs Type Indicator (MBTI) is a personality assessment that identifies an individual's personality preferences along four dimensions. This instrument can be used in career counseling and personal counseling to help an individual better understand themselves. With regard to career development, the MBTI preferences are examined in relation to various career-related decisions and occupational choices and environments. This is **not** a measure of interests, skills, or abilities nor is it a magical answer to a person's quest to find/define a career path.

StrengthsFinder: Strengths are a unique combination of a person's skills, talents, knowledge, and experience. This instrument helps people identify their top strengths, increase their self-awareness of their strengths, learn how to develop their talents, and apply strengths to daily life including in the career realm. People can utilize their knowledge of their strengths to describe what they do best and take action based on their strengths, including in the career environment.

CONFIDENTIALITY

It is required that everyone connected with XPD - Experience and Professional Development maintain appropriate confidentiality principles. The ethical principles of confidentiality that apply to the professional Career Counselor apply to the Career Assistants. The emphasis of the principles is clearly on the protection of the students and alums with whom we work.

Student and alum information related to personal feelings and/or life planning issues and even the fact that an individual is using the services is confidential. Information may only be discussed and shared with professionals or CA paraprofessionals who are bound by the same code of ethics and confidentiality. This means that you may discuss information related by a student or alum who uses our services with other Career Assistants and with the professional staff for professional purposes only. **You may not discuss information related to students and alums who use our services with any other persons**.

Because of the public nature of much of the workspace in the CRC, good judgment should always be exercised in the sharing of information with other persons in the work setting. When persons who have no legal right to information are present in the CRC, appropriate caution must be exercised (move the conversation to an interview room to ensure confidentiality).

Failure to comply with principles and laws regarding confidentiality will be reason for termination of employment.

Career Assistant Confidentiality Statement

As an employee of the XPD - Experience and Professional Development, I may be exposed to confidential information about students and alums such as grade point averages, job search data, student and alum utilization of services, and personal information. I have read and understand the Confidentiality portion of the Career Assistant Handbook. I understand that as an employee of the XPD I have a responsibility to maintain the confidentiality of information related to students and other individuals who utilize the programs and services offered by XPD. Failure to adhere to this responsibility may result in termination of my employment.

Employee Name (printed)   _____

Employee Signature   _____

Date   _____

CA Supervisor Signature   _____

Date   _____

EQUIPMENT and PURCHASING

CRC Computers
To log onto the CRC Account check the username and password posted in the CRC.

If the password must be changed, the Coordinators will make the change and then notify the Supervisor, Office Manager, Receptionist/Secretary, and CAs of the change. Do not share the password with anyone outside of the office.

❖   Keep the Office Homepage visible on at least one computer at all times.
❖   One computer should be available at all times for students and other CRC users.
❖   The CRC Computers can be used to check your personal email account, but please read and respond to only CRC related messages.
❖   All CRC work should be done on the SJUCRC account. **Save all work on the "M" drive!** The "M" drive is backed up every night and we will be less likely to lose the work. Save your work to your folder under CA Folders, so all CAs know where to find it.
❖   You will print to the copier; if you have any questions about using the copier speak with the Office Manager.
❖   At the end of the day, all computers must be logged off. . **The computer on the CA desk is always turned on first and turned off last.**
❖   Never save documents to the desktop; use your M: drive. Keep the desktop clean!
❖   Students or alums should access their email through Outlook on the internet, not by logging off and logging in under their personal account.

Copier/Printer:
❖ Copier/Printers are ONLY for XPD purposes; DO NOT use them for your personal needs (e.g., homework).
❖ Plan ahead and ensure accuracy so you are not printing/copying items that will be thrown away due to errors.
❖ After ensuring the accuracy of the printing job, check the copier (located in the Student Office Assistant – SOA – space; if you need assistance/have questions about printing, talk to the SOA) to ensure it is not being used for a project including those including the printing of postcards, using special paper, etc. …
❖ Clear the copier and then enter the appropriate code (code list is on the copier). Ensure the paper is correct (size, color, quantity, etc. …) BEFORE starting to produce copies.
❖ Print one black and white copy, review for accuracy and format, and then print the full set of copies. Clear the copier when your print job is completed.
❖ The copier is not to be used to print multiple copies of resumes and other items for CRC patrons. One copy to use for a critique is the limit.
❖ Immediately pick up your printing job and return to the CRC space.

Office Supplies:
❖ Located at the CA desk or in a cabinet. If an item is out, go to the Student Office Assistant (SOA) space and retrieve what you need out of the cabinet. If you cannot find the item, ask the SOA, the Receptionist/Secretary or the Office Manager.
❖ If the item is not available in the supply cabinets, talk to the Office Manager.

Fax:
❖ Only for XPD purposes.
❖ Speak with the Receptionist/Secretary or Office Manager about using the Fax.

Food (e.g., for workshops):

❖ Food must be pre-approved by the Supervisor; once you have approval, work with the Office Manager BEFORE making a purchase.
❖ You will be responsible for executing the procedure correctly including acquiring an itemized receipt. The receipt must be placed in the Office Manager's mailbox immediately after returning to campus.
❖ Discuss mileage reimbursement PRIOR to traveling off campus to purchase food.

CRC Telephone (for XPD purposes)

Placing Calls
❖   Use the long distance code for work related calls.
❖   Long-distance calls: dial 9 and the number you are calling. After you hear the dial tone, enter the long distance code.

Answering the Phone
❖ "Hello, Experience and Professional Development. This is [name] speaking."
❖ Acquire the name of the caller and write it down (be sure to get an accurate spelling as well as their phone number) and what type of information the caller needs.
❖ If you cannot assist the caller right away, acquire his /her name, number, and call him/her back. Complete the communication yourself rather than handing it off to another CA. If you must hand it off to another CA, communicate the information very clearly and follow up with that CA to ensure that the situation was handled properly.

Transferring Calls Within the Office
Calls into the CRC that need to be directed to the front desk (#3236): Notify the caller that you will need to transfer them to the Receptionist for assistance. Acquire the caller's name, phone number, and whom they are calling BEFORE transferring. Inform the Receptionist that you are transferring a call and the caller's name. **Transfer calls from:** Employers/organizational representatives, Alums interested in posting jobs/internships or who want to make an appointment, and anyone wanting to speak to a professional.

Transferring Calls Outside of XPD:
Before transferring, ensure you understand the caller's needs so you transfer to the correct person. Give them the name and number of the office to which you will transfer them.
❖ Ask for the caller's name and number in case the call gets lost.
❖ To transfer the call:
❖   Press and release the switch hook. Wait for dial tone.
❖   Dial the number and wait for the recipient to answer. Explain who is calling and the nature of the call. Then hang up.
❖   If the person does not answer within three rings, hang up so that the call can go into voice mail. If you want to get the caller back, press and release the switch hook (do not hang up).

CRC Voice Mail
❖ **The CRC voice mail should be checked each morning and before the last CA leaves for the evening.** Save all-important messages that may be unclear to you and record messages on the CRC Post if they are for another CA. Handle messages of which you are capable and then erase the message. If you are uncertain how to handle a message, check with the CA Coordinators or Supervisor.

▪ Checking the CRC voice mail: dial 2000, dial extension number (3383), press the pound key, dial password, then press pound.

VERIFICATION OF HANDBOOK RECEIPT

I acknowledge that I have received, read and understand the Career Assistant Handbook.

Employee Name (Print): _____

Employee Signature: _____

Date: _____

CA Coordinator Name: _____

CA Coordinator Signature: _____

Date: _____

CA Supervisor Name: _____ _____

CA Supervisor Signature: ____ _____

Date: _____

Career Assistant Confidentiality Statement

As an employee of the XPD - Experience and Professional Development, I may be exposed to confidential information about students and alums such as grade point averages, job search data, student and alum utilization of services, and personal information. I have read and understand the Confidentiality portion of the Career Assistant Handbook. I understand that as an employee of the XPD I have a responsibility to maintain the confidentiality of information related to students and other individuals who utilize the programs and services offered by XPD. Failure to adhere to this responsibility may result in termination of my employment.

Employee Name (printed)   _____

Employee Signature   _____

Date   _____

CA Supervisor Signature   _____

Date   _____