Adding Depth to Your Program Through College and Career Competencies

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Goals:

- Introduce the NACE competencies.
- Discuss how Idaho is using them in our program and the benefits we are seeing from using this national model.
- Reflect on how we can change our practices to better communicate our work and develop more intentional programs.

The Scene

As a group, we recognize:

- That I am not the expert on this topic, I am inviting you to join me on a journey.
- We all have room for improvement in our programs.
- We can all benefit from considering the ideas of others, and from reflecting and listening to our own genius.

WARNING!

WE WILL BE SPENDING A LOT OF TIME REFLECTING AND JOURNALING IN THIS SESSION...

But First... A Game!

College and Career Telestrations:
1) Get in small groups of 5-6.
2) Everyone gets a card.
3) The first person will draw a picture depicting the term that they are given.
4) The next person will write the term they think that picture represents.
5) And on... and on... and on.

Debrief

WHAT CAN WE LEARN FROM THIS GAME?

HOW IS THIS GAME SYMBOLIC OF OUR DAILY WORK?

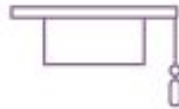Your program has a powerful story, and it is up to you to tell it.

Grab A Partner...

National Association of Colleges and Employers

Career Readiness Competencies

There are **eight career readiness competencies**, each of which can be demonstrated in a variety of ways.

Career & Self-Development

Leadership
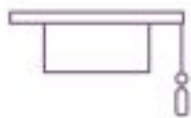
Communication

Professionalism

Critical Thinking

Teamwork

Equity & Inclusion

Technology

Career & Self-Development

Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and without one's organization.

Sample Behaviors

- Show an awareness of own strengths and areas for development.
- Identify areas for continual growth while pursuing and applying feedback.
- Develop plans and goals for one's future career.
- Professionally advocate for oneself and others.
- Display curiosity; seek out opportunities to learn.
- Assume duties or positions that will help one progress professionally.
- Establish, maintain, and/or leverage relationships with people who can help one professionally.
- Seek and embrace development opportunities.
- Voluntarily participate in further education, training, or other events to support one's career.

I

YOU

THEY

- College Readiness
- Career Awareness
- Financial Aid/Financial Literacy
- Scholarships
- Life Skills/SEL
- Service Learning
- STEM Activities
- Individual Planning
- Rigorous/Advanced Coursework

Financial Aid/Financial Literacy

IDAHO COMPETENCIES, SUBSKILLS AND PERFORMANCE LEVEL DESCRIPTORS

10. FINANCIAL LITERACY

Possess knowledge and understanding in the following areas: earning income, buying goods and services, using credit, saving and protecting assets and insuring.

GEAR UP IDAHO

10.1 Practice short-term and long-term personal budgeting

LEVEL 4	LEVEL 5
I can set a short-term financial goal, **as well as one or more long-term financial goal(s) that connect to my post-secondary plans** (e.g., education, career, community).	I can set one or more personal short-term and long-term financial goals.
I can develop a **detailed, balanced** budget and an action plan for achieving my goals.	I can analyze my earning and spending history **and habits** to develop a detailed, balanced budget and action plan to help me reach each goal.
I can use a budgeting tool to **routinely track and analyze** my income and expenses, monitor my progress, **and make data-informed adjustments to stay on track.**	I can select and use one or more budgeting **and/or financial management tools** to routinely track and analyze my income and expenses, monitor my progress, and make data-informed adjustments to stay on track.

Service Learning

9. CITIZENSHIP & CIVIC RESPONSIBILITY (Cont.)

Think critically about complex issues and evaluate information about issues of public consequence. Demonstrate knowledge of institutions and processes of government and political systems. Possess behaviors, attitudes, and understanding needed to be a knowledgeable, active and engaged member of a community.

9.4 Improve my community

LEVEL 4	LEVEL 5
I can come up with a plan that engages **multiple** stakeholder groups, **including government officials**, in solving a problem or improving a situation.	I can come up with a plan that engages multiple stakeholder groups, including government officials, in addressing an issue.
I can take positive, constructive action while demonstrating my civic knowledge.	My actions taken are positive, constructive, and demonstrate both my depth of my civic knowledge **and my nuanced understanding of the complexity of the issue.**
I can reflect **on key learnings** through implementation, and **evaluate** the impact of my actions on the issue, **the effectiveness of my strategy,** and what next steps I or others could take.	I can reflect on key learnings through implementation, and evaluate the impact of my actions on the issue, the effectiveness of my strategy, and what next steps I or others could take.

Life Skills/SEL

IDAHO COMPETENCIES, SUBSKILLS AND PERFORMANCE LEVEL DESCRIPTORS

7. PROFESSIONALISM & WORK ETHIC (Cont.)

Demonstrate personal accountability and effective work habits (e.g., punctuality, working productively with others, and time workload management), and understand the impact of non-verbal communication. The individual demonstrates integrity and ethical behavior, acts responsibly, and is able to learn from their mistakes.

7.3 Demonstrate integrity and personal accountability.

LEVEL 4	LEVEL 5
I can **self-assess**, using feedback, reflection, **or other tools (e.g., rubrics, past work)** to identify my strengths and weaknesses.	I can self-assess, using feedback, reflection, and other tools to identify my strengths and weaknesses **and prioritize areas for growth in general or on a specific skill.**
I can apply **my self-knowledge to engage in** experiences that will give me an opportunity to build on my existing skills or develop a new skill.	I can apply my self-knowledge **to seek out and deliberately** engage in experiences that will give me an opportunity to build on my existing skills or develop a new skill.
I can recognize negative influences that lead to unhealthy thoughts or behaviors, and practice one **or more** strategies for avoiding them.	I can **monitor my own overall sense of wellness,** recognize negative influences that lead to unhealthy thoughts or behaviors, and implement strategies to help me avoid them.
I can identify the relationships and activities that make me feel joy, pride, or a sense of purpose.	I can **invest time** in the relationships, practices, and activities that make me feel joy, pride or a sense of purpose.

How has Idaho Benefitted?

- Greater Opportunity for Support and Collaboration
- Better Communication
  - Neutral ground
  - Unified language across programs
  - Telling our own powerful story
  - No more "Fun Bus"
- More Intentional Programming
  - Switch from an activity-based mindset to a skills-based mindset.

COMPETENCY & BEHAVIOR/SUBSKILL	ACTIVITY TYPE/ PROGRAM COMPONENT	INTENT/ COMMUNICATION	ADAPTATIONS/AGING WITH STUDENTS

CAREER AND SELF DEVELOPMENT

Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and without one's organization.

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- Show an awareness of own strengths and areas for development.
- Identify areas for continual growth while pursuing and applying feedback.
- Develop plans and goals for one's future career.
- Professionally advocate for oneself and others.
- Display curiosity; seek out opportunities to learn.
- Assume duties or positions that will help one progress professionally.
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COMMUNICATION

Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization.

Sample Behaviors

- Understand the importance of and demonstrate verbal, written, and non-verbal/body language, abilities.

- Employ active listening, persuasion, and influencing skills.

- Communicate in a clear and organized manner so that others can effectively understand.

- Frame communication with respect to diversity of learning styles, varied individual communication abilities, and cultural differences.

- Ask appropriate questions for specific information from supervisors, specialists, and others.

- Promptly inform relevant others when needing guidance with assigned tasks.

CRITICAL THINKING

Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information

Sample Behaviors

- Make decisions and solve problems using sound, inclusive reasoning and judgment.

- Gather and analyze information from a diverse set of sources and individuals to fully understand a problem.

- Proactively anticipate needs and prioritize action steps.

- Accurately summarize and interpret data with an awareness of personal biases that may impact outcomes.

- Effectively communicate actions and rationale, recognizing the diverse perspectives and lived experiences of stakeholders.

- Multi-task well in a fast-paced environment.

EQUITY AND INCLUSION

Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures. Engage in anti-racist practices that actively challenge the systems, structures, and policies of racism.

Sample Behaviors

- Solicit and use feedback from multiple cultural perspectives to make inclusive and equity-minded decisions.
- Actively contribute to inclusive and equitable practices that influence individual and systemic change.
- Advocate for inclusion, equitable practices, justice, and empowerment for historically marginalized communities.
- Seek global cross-cultural interactions and experiences that enhance one's understanding of people from different demographic groups and that leads to personal growth.
- Keep an open mind to diverse ideas and new ways of thinking.
- Identify resources and eliminate barriers resulting from individual and systemic racism, inequities, and biases.
- Demonstrate flexibility by adapting to diverse environments.
- Address systems of privilege that limit opportunities for members of historically marginalized communities.

LEADERSHIP

Recognize and capitalize on personal and team strengths to achieve organizational goals.

Sample Behaviors

- Inspire, persuade, and motivate self and others under a shared vision.

- Seek out and leverage diverse resources and feedback from others to inform direction.

- Use innovative thinking to go beyond traditional methods.

- Serve as a role model to others by approaching tasks with confidence and a positive attitude.

- Motivate and inspire others by encouraging them and by building mutual trust.

- Plan, initiate, manage, complete, and evaluate projects.

PROFESSIONALISM

Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace.

Sample Behaviors

- Act equitably with integrity and accountability to self, others, and the organization.

- Maintain a positive personal brand in alignment with organization and personal career values.

- Be present and prepared.

- Demonstrate dependability (e.g., report consistently for work or meetings).

- Prioritize and complete tasks to accomplish organizational goals.

- Consistently meet or exceed goals and expectations.

- Have an attention to detail, resulting in few if any errors in their work.

- Show a high level of dedication toward doing a good job.

TEAMWORK

Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.

Sample Behaviors

- Listen carefully to others, taking time to understand and ask appropriate questions without interrupting.
- Effectively manage conflict, interact with and respect diverse personalities, and meet ambiguity with resilience.
- Be accountable for individual and team responsibilities and deliverables.
- Employ personal strengths, knowledge, and talents to complement those of others.
- Exercise the ability to compromise and be agile.
- Collaborate with others to achieve common goals.
- Build strong, positive working relationships with supervisor and team members/coworkers.

TECHNOLOGY

Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.

Sample Behaviors

- Navigate change and be open to learning new technologies.
- Use technology to improve efficiency and productivity of their work.
- Identify appropriate technology for completing specific tasks.
- Manage technology to integrate information to support relevant, effective, and timely decision-making.
- Quickly adapt to new or unfamiliar technologies.
- Manipulate information, construct ideas, and use technology to achieve strategic goals.

START WRITING YOUR PROGRAM'S POWERFUL STORY

TAKE A COUPLE OF MINUTES TO START CRAFTING HOW YOU WOULD EXPLAIN YOUR PROGRAM TO SOMEONE WHO ISN'T FAMILIAR WITH WHAT YOU DO.