Career Readiness Workshop
January 13, 2022
Jennifer Lasater

The National Association of Colleges and Employers (NACE)

NACE
Past President

Vice President
Center for Career Advancement
Purdue University Global
NACE Represents 13,800 Members

~3,000 Institutions and Organizations

~3,000 Early Talent Recruiters

~10,000 College Career Services Professionals
National Association of Colleges & Employers

Advocates for the Profession
Focused on promoting the development & employment of college-educated talent

Pioneers in Career Readiness
Career competencies & engagement strategies

Leading Research & Content
Publications and benchmark research - job outlook, compensation, recruiting trends & hiring outcomes

Engaging a Community
Online and in-person interactions for learning, benchmarking, and networking

Facilitating Learning
Virtual and in-person events, workshops, private trainings, roundtables, certification and conferences
Career readiness is a foundation from which to demonstrate requisite core competencies that broadly prepare the college educated for success in the workplace and lifelong career management.
Agenda

- 2015-Present
- Career Readiness Task Force
- Career Readiness Competencies
- Application of Competencies
- Summary & Questions
Our Purpose

MOVE FROM THE CONCEPTUAL TO THE OBSERVABLE & MEASURABLE

At NACE we have established a career readiness framework to help practitioners on both the college and employer sides to better understand what competencies are needed for the world of work.

**DEFINITIONS ESTABLISHED**
NACE committee appointed to define career readiness and associated competencies
Over the course of time, members validated competencies and generated resources, practices

**LEAD NATIONAL DIALOGUE**
around competencies and career readiness

**EVIDENCE-BASED RESEARCH**
to advance the body of knowledge

**PROVIDE A FRAMEWORK**
to use on campuses, within employing organizations, and as part of national public policy

**LEARN MORE:**
naceweb.org/career-readiness-competencies
Definition and Seven Competencies Released

• NACE committee appointed to define career readiness and associated competencies
• Importance of competencies validated via survey of over 600 employers
• Established a common vocabulary
• Over the course of time, members generated resources, practices
8th Competency Added – Global/Intercultural Fluency

• Reviewed and updated by a work group of members in 2017 to reflect feedback from members

• The addition of Global/Intercultural Fluency as an 8th competency marked the most significant change
The Career Readiness Project

- Field test competencies and evidence-based behaviors
- Partnership with SkillSurvey facilitated efficient and effective outcomes
- Carried forward evidence-based behaviors
The Career Readiness Project

VALIDATED BEHAVIORS ASSOCIATED WITH COMPETENCIES

IN PARTNERSHIP WITH SKILLSURVEY

40,000+ STUDENTS EVALUATED

60,000+ SUPERVISORS/COWORKERS

20,000+ UNIQUE EMPLOYERS
Revision Process – NACE Task Force

Phase 1 - Task Force One 2019-20

• Data review from NACE and other literature
• Transition from conceptual/aspirational to observable/measurable
• Reviewed and recommended competencies and add behaviors
• Public comment period (over 300 responses)
Phase 2 – Task Force Two 2020-21

- Social justice awakening and infusion - NACE Commitments to Diversity, Equity and Inclusion - focused review
- Revisions were reviewed by DEI committee and Dr. Alma Clayton-Pedersen (Visiting Knowledge-based Board Member)
Release of Revised Definition and Competencies

- Focus on “Core” competencies
- Revised the career readiness definition to be more than a “moment in time” – life-long career management
- NACE board approved the revisions, Feb. 2021
- Simplified definitions and add sample behaviors to clarify the meaning for students
- Revised definitions and behaviors with the assistance of NACE research team
Task Force Purpose

Revise competencies and build a promising practices document

Data & Literature Review
to advance the body of knowledge

Promising Practices
to share emerging approaches for competencies application

Evidence-based Research
to validate competencies and associated behaviors

Provide a Framework
to use on campuses, within employing organizations, with partners, and in collaboration with other associations
Career readiness is a foundation from which to demonstrate requisite core competencies that broadly prepare the college educated for success in the workplace and lifelong career management.

<table>
<thead>
<tr>
<th>Previous version</th>
<th>Revised version</th>
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<tbody>
<tr>
<td>Career Management</td>
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Revisions

Designed to **simplify and strengthen** the competencies’ usefulness and relevance to the work of our profession. However, two competencies have undergone significant change:

“Career management” is now “career and self-development” and focuses on individuals’ journey of learning, self-awareness, and networking as means for personal and professional development.

Elevated the concept of career management that encompasses all of the competencies while also elevating career development.

“Global/intercultural fluency” is now “equity and inclusion” and recognizes the importance of these concepts to a successful workforce and the responsibility we all have to contribute to a society free of racism, sexism, and other forms of bias and discrimination.

Evidence-based behaviors are new and create pathways to assessments, measures, standards, and protocols for student and candidate engagement at scale.
Competencies for a Career-Ready Workforce

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

LEARN MORE: naceweb.org/career-readiness-competencies

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.

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

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

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

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

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

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

LEARN MORE:
naceweb.org/career-readiness-competencies
Career and Self Development

VALIDATED SAMPLE BEHAVIORS

Definition
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.
• Voluntarily participate in further education, training, or other events to support one's career.
• Establish, maintain, and/or leverage relationships with people who can help one professionally.
• Seek and embrace development opportunities.
Definition
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

VALIDATED SAMPLE BEHAVIORS

Definition
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

VALIDATED SAMPLE BEHAVIORS

Definition
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.
- 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 environment
Professionalism

VALIDATED SAMPLE BEHAVIORS

Definition
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.
Leadership

VALIDATED SAMPLE BEHAVIORS

Definition
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.
Technological validation: sample behaviors

**Definition**
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.
Teamwork

VALIDATED SAMPLE BEHAVIORS

Definition
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.
## Student Perceptions of Importance

<table>
<thead>
<tr>
<th>2019</th>
<th>2021</th>
</tr>
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<tbody>
<tr>
<td>1. Professionalism/Work Ethic (95%)</td>
<td>1. Communication (97%)</td>
</tr>
<tr>
<td>2. Critical Thinking (95%)</td>
<td>2. Critical Thinking (94%)</td>
</tr>
<tr>
<td>3. Oral/Written Communication (94%)</td>
<td>3. Career &amp; Self-development (92%)</td>
</tr>
<tr>
<td>4. Teamwork/Collaboration (92%)</td>
<td>4. Teamwork (91%)</td>
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<tr>
<td>5. Leadership (86%)</td>
<td>5. Professionalism (89%)</td>
</tr>
<tr>
<td>6. Career Management (80%)</td>
<td>6. Equity &amp; Inclusion (82%)</td>
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<tr>
<td>7. Digital Technology (76%)</td>
<td>7. Leadership (85%)</td>
</tr>
<tr>
<td>8. Global/Intercultural Fluency (58%)</td>
<td>8. Technology (80%)</td>
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</table>
Employer and Student Surveys

PROFICIENCY OF CAREER READINESS COMPETENCIES

<table>
<thead>
<tr>
<th>Competency</th>
<th>Students</th>
<th>Employers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teamwork</td>
<td>0.688</td>
<td>0.868</td>
</tr>
<tr>
<td>Professionalism</td>
<td>0.398</td>
<td>0.849</td>
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<tr>
<td>Communication</td>
<td>0.393</td>
<td>0.799</td>
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<tr>
<td>Critical Thinking</td>
<td>0.441</td>
<td>0.798</td>
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<tr>
<td>Equity &amp; Inclusion</td>
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<td>Leadership</td>
<td>0.285</td>
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<tr>
<td>Technology</td>
<td>0.647</td>
<td>0.773</td>
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<tr>
<td>Career &amp; Self-development</td>
<td>0.344</td>
<td>0.616</td>
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Closing the Competencies & Skills Gap

COMPREHENSIVE APPROACH

- Structured and organization-wide
- Integrated into strategy/KPI’s/ROI
- Resourced and staffed
- Outcomes driven
Promising Practices

WHAT CAN BE DONE

HIGHER EDUCATION
- Competency Steering Committees
- Academic & Teaching Innovation Centers
- Coordinated with student activities and leadership experiences
- Badging initiatives
- Work-Study programs
- Internship courses: credit / non-credit
- Capstone courses
- Assessment plans to measure impact on outcomes – institutional effectiveness

EMPLOYERS
- Competencies infused into interviewing
- Competencies mapped to career pathing
- Integrate into internship and co-op programs
- Embed into the job descriptions
- Written into goals and performance reviews
Faculty assess professional skills demonstrated in the classroom.
Each professional skill is assessed a minimum of three times in a program of study.
Students review their professional skills growth and work with Career staff to capitalize on their strengths within the job search.
Iowa GROW program

Iowa GROW® conversations are guided by four quick questions:
1. How is this job fitting in with your academics?
2. What are you learning here that’s helping you in school?
3. What are you learning in class that you can apply here at work?
4. Can you give me a couple of examples of things you’ve learned here that you think you’ll use in your chosen profession?

Employment during college helps contribute to student success when meaningful connections between learning in the classroom and learning on the job are made evident.

Iowa GROW® (Guided Reflection on Work) uses brief, structured conversations between student employees and their supervisors to help students connect the skills and knowledge they are gaining in the classroom with the work they are doing, and vice versa. Iowa GROW® is focused on making student employment a “high-impact activity” - one that requires students to reflect on their learning and connect their learning within and beyond the classroom.

https://studentlife.uiowa.edu/initiatives/iowa-grow%C2%AE/
Career Readiness Resources

MOVE FROM THE CONCEPTUAL TO THE OBSERVABLE & MEASURABLE

At NACE we have established a career readiness framework to help practitioners on both the college and employer sides to better understand what competencies are needed for the world of work.

Webinar Series
Learning and guidance sessions focused on approaches to competency implementation

Awareness Building Resources
Revised Competencies overview document, PowerPoint deck, poster, and CR icons for use in educating students, colleagues, and partners

Contribute to the body of knowledge
Upload resources, curriculum examples, tools, assessments, program designs, and guides related to your career readiness efforts.

The NACE Community
Post discussion topics, questions, resources, strategies, and emerging/leading practices

LEARN MORE:
naceweb.org/career-readiness-competencies
Thank you!

Let’s Connect!

LinkedIn  Twitter